



Eighth Regional Biennial Consultation Meeting of the Caribbean Network of Educational Innovation for Development

Bridgetown, Barbados September 22 - 24, 1997

FINAL REPORT



CARNEID Coordinating Centre
Bridgetown, 1997

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1.0 INTRODUCTION

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The Caribbean Network of Educational Innovation for Development (CARNEID), is one of five regional networks established by UNESCO to promote systematic contact among educational institutions in order to promote educational innovation and change. The four other networks are APEID in Asia, NEIDA in Africa, EIPDAS in the Arab States, and CODIESEE in Europe.

1.1 Membership

All Dutch, English, French and Spanish speaking Caribbean countries which are members of the United Nations Educational, Scientific and Cultural Organisation (UNESCO), are members of the Network. The British Virgin Islands and Aruba are Associate members of UNESCO and hence are full members of the Network. Montserrat which was a full participant during the membership of the UK, continues to be regarded and treated as a full participant

1.2 National and Regional Structures

Each participating state is encouraged to identify Associate Centres (ACs) of the Network, and to establish National Development Groups (NDGs). Associate Centres are national centres, institutions or even programmes charged with promoting innovative forms or approaches to the planning and delivery of educational services. National Development Groups are a co-ordinating and planning mechanism, allowing for the planning and co-ordination of CARNEID's activities at the national level.

1.3 Regional Co-ordination

At the regional level, there is a Regional Co-ordinating Centre, located in Barbados, and responsible for co-ordinating the work of the network which is supposed to focus on networking as a means to promoting those educational innovations which are most likely to assist in the realisation of the developmental goals of the countries of the region. In large measure, this has been interpreted as relating centrally to the generation and distribution of information. The Centre is staffed by a Co-ordinator who is assisted by a Bilingual Secretary, and an Office Attendant, all of whom are UNESCO staff members. Additional staffing assistance is provided within the context of an on-going extra-budgetary programme.

1.4 The Documentation Centre

The Regional Co-ordinating Centre houses a Documentation Unit. This Unit collects, catalogues and stores published information from various sources and is therefore seen as enabling CARNEID to attain one of its key objectives, i.e., the distribution of information on educational innovation and change.

2.0 THE BIENNIAL CONSULTATION MEETING

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The most important decision-making mechanism of the network is the Regional Biennial Consultation Meeting. At this meeting, educational resource persons are invited in their personal capacities to advise the Director General of UNESCO on matters relating to the operations and the programme orientation of the Co-ordinating Centre. The Eighth Regional Biennial Consultation Meeting was significant in that it was the first for the current Regional Co-ordinator and followed a significant hiatus in the work of the Network. The Meeting was held at Dover Convention Centre in Barbados.

2.1 Participants

The meeting was attended by Senior Education Officials from the following fourteen (14) Caribbean countries: Anguilla, Antigua, Bahamas, Belize, British Virgin Islands, Curacao, Dominica, Grenada, Guyana, Haiti, Jamaica, St. Kitts-Nevis, St. Lucia, St. Vincent, Suriname, Trinidad and Tobago, and host country Barbados.

Agency representatives from the Caribbean Examinations Council, CARICAD, CARICOM Secretariat, FAO, PAHO/WHO, UNICEF, UNESCO - Barbados, Chile, France, Jamaica and Trinidad were also present.

2.2 Methodology of the Meeting

The meeting involved a mix of plenary and small work-group sessions facilitated by SYSTEMS Caribbean Limited, a regional consulting firm. Participants were divided into four working-groups. These working-groups met in break-out sessions, to review the environment in which CARNEID operates and to identify objectives and action programmes which they felt CARNEID should pursue in the coming Biennium. Following these small work-group sessions each group reported to plenary where the suggestions were synthesised and consensus reached as to the priorities for CARNEID.

During the plenary sessions, a number of special presentations were made on innovations and developments which might be of interest to the participants.

In addition to the small work-groups two select committees were formed. One of the committees took responsibility for drafting the resolution coming out of the Meeting, while the other was required to prepare preliminary plans for the Ninth Biennial Meeting.

The theme of the meeting was:

“CARNEID 2000 - Review, Renovation and Revitalisation of the Network. ”

2.3 Formal Opening

Mrs. R. Colleen Winter-Brathwaite, Co-ordinator of CARNEID, in her welcome address expressed her pleasure at the response to the invitations to the meeting given the relatively short time frame available for planning.

She hoped that this would be a consultation meeting “with a difference”, not only because a large number of the delegates would be participating for the first time, but also because she saw a broad-based co-operative comprising Ministries of Education, National Commissions and Field Offices as the beginning of a new modus operandi, a new approach to the solution of common problems which would maximise scarce resources, avoid duplication of effort and ultimately redound to the benefit of all the constituencies represented.

Mrs. Winter-Brathwaite welcomed the guests and participants with special mention of the guest speaker, Mr. Leslie Atherley, the Director of the Culture of Peace Programme and her colleagues from the other UNESCO offices in the region - Dr. Claudia Harvey, UNESCO, Kingston, Mrs. Ana Luiza Pinheiro-Machado, UNESCO, Santiago, Ms. Sandra Gift and Dr. Winthrop Wiltshire, UNESCO, Port of Spain.

The Eighth Regional Biennial Consultation Meeting was then formally opened by Senator Cynthia Forde, Acting Minister of Education, Youth Affairs and Culture of the host country Barbados. In her address, she remarked that she was delighted to participate in the opening ceremony and pointed out that some of the main objectives of the consultation meeting were to redefine the purpose and direction of the CARNEID's programme; to provide a forum for the exchange of experiences in successful innovative programmes, and to formulate effective strategies for exchange and reform of the educational system of the region.

Senator Forde observed that such gatherings provide the opportunity for participants to share ideas and experiences and the sessions provide a forum for stakeholders to evaluate their programmes. She noted that there would be a number of working groups to focus on a vision for the future and was pleased that a unique feature of the consultation was the presence of both the technical and administrative personnel of the various ministries of education.

Mr. Leslie Atherley, Director, Culture of Peace Programme, gave the feature address in which he referred to the Culture of Peace Programme as a challenge for UNESCO/CARNEID. He explained that UNESCO has the duty to lay the foundation of peace by working in its fields of competence to contribute to the acquisition, transfer and sharing of knowledge, to serve human rights and to foster the values of liberty, dignity, justice and solidarity.

He suggested that one area to which CARNEID might seek to respond is peace education which is closely allied to values education and its emphasis on a holistic view of the learning process. The information and networking function of CARNEID could thus be an invaluable source of examples, from within the Caribbean, of the development of this process, as well as a conduit for the dissemination of information about experiences from other parts of the world.

Mr. Wesley Barrett, President of the Association of Caribbean Chief Education Officers (ACCEO) moved the vote of thanks.

2.4 Officers of the Meeting

Following the formal opening was the election of officers. The Co-ordinator noted the change in format for the meeting indicating that facilitators were being used to allow for greater participation by the delegates. Nominations for the office of chairperson were then called. Mrs. Wendy Griffith-Watson, Chief Education Officer, Barbados was appointed by acclamation,

The Co-ordinator then handed the meeting over to the chairperson who called nominations for the other offices of the meeting.

The following were appointed by acclamation:

Deputy Chairperson	Mr. Wesley Barrett, Chief Education Officer, Jamaica.
Chief Rapporteur	Mr. Elroy Turnbull, Chief Education Officer, British Virgin Islands.
Resolutions Committee	Chairperson- Mr. Kenrick Seepersad, Chief Education Officer, Trinidad & Tobago
Ninth Consultation Meeting Planning Committee	Chairperson- Mr. Ed Caesar, Chief Education Officer, Guyana.

3.0 REGIONAL CO-ORDINATOR'S ADDRESS

3.0 REGIONAL CO-ORDINATOR'S ADDRESS

In building the framework within which the Consultation would take place the Co-ordinator briefly reviewed the programmes designed by the Seventh Regional Consultation Meeting. She indicated that most of these programmes could not be implemented noting that this was largely as the result of the departure of her predecessor and the ensuing hiatus of the work in the office.

The Co-ordinator then went on to outline her vision for the future in which CARNEID shares in the crafting of a system to meet the educational needs of the individual. The full text of Mrs. Winter-Brathwaite's address follows:

On past occasions in gatherings of this kind the Regional Co-ordinator of CARNEID has been able to present a comprehensive report on the CARNEID programme for the preceding biennium, reviewing in detail both the regular programme activities decentralized from UNESCO Headquarters as well as the Workplan developed by the Consultation Meeting.

I regret that this report cannot be as thorough a review since most of the programmes designed by the Seventh Regional Consultation Meeting could not be implemented. You will see from your Background Papers that the 1996-1997 Workplan was a rich and varied one covering seven broad areas of activity. CARNEID was commissioned to work toward implementation of the following:

- *Improvement of the Quality and Relevance of Basic Education*
- *Support for Education at the Secondary Level*
- *Education for the 21st Century*
- *Promotion of the Use of Education Technology*
- *The Reform and Reconstruction of Educational Systems*
- *The Development of Science and Technology*
- *The Promotion and Support of Educational Innovations at the National and Sub-regional levels,*

Three projects were immediately initiated under Programme Area 11 but, in the wake of the departure of my predecessor just a few months later, two of these projects could not be sustained. The three projects were:

1. *Elaboration of Examples of Exemplary Practices at the Secondary Level and the Replication of these Practices.*

Questionnaires were distributed to all countries of the region, but since no responses were received the second phase could not be implemented.

2. *Promotion of the Adoption of Curricula Relating to Values Education.*

A contract was also negotiated for this project but the task seems to have been abandoned in its initial stages.

After a hiatus of fourteen months the persons contracted for these tasks now have some difficulty with rescheduling and reprioritising their commitments in order to fulfil these obligations.

3. *Promotion of Effective Foreign Language Teaching*

The Regional Coordinating Centre entered into a contract with the UNESCO National Commission of Cuba to prepare, for publication, articles on issues and strategies for improving the effectiveness of Foreign Language teaching. I am pleased to be able to report that this project has been completed and I congratulate the National Commission of Cuba on their persistence and dependability

The CARNEID Office has also been involved in two on-going projects begun in 1994 and 1995. They are:

- a) *To provide access to Telematics facilities in the Eastern Caribbean.*

This is a joint project sponsored by ITU UNESCO, Commonwealth of Learning and the International Council for Scientific and Technical Information. The three countries selected were Barbados, St. Lucia, and St. Vincent and the Grenadines.

Seventy-two (72) persons have now been trained in the use of Telematics-based services. The project is intended "to promote the sustainable and cost-effective use of Telematics-based services through the Internet access capability in the three countries." Training has been completed and a consultant has now been retained to finalise the present phase of this pilot project and prepare a feasibility study for a possible expansion of the project to at least two other countries.

- b) *To Research "School Related and Non-school Factors that Impact Negatively on Form 1 Pupil Performance at the Secondary Level in five Caribbean States - Antigua and Barbuda, Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines.*

This was a project decentralised to CARNEID from UNESCO Headquarters. Dr. Una Paul was commissioned to conduct this research. A draft report has been submitted and we expect completion of this project by the end of the year.

I hope this very brief review will be received sympathetically in light of the unusual context of a fourteen month hiatus in the work of the CARNEID office. The first stage of the revitalisation process upon assumption of office in February 1997 was the beginning of a familiarisation tour of the member states and the countries served by CARNEID. Since there are twenty-two (22) countries in the CARNEID Network, I hope you will understand if it is some time before I complete my visits.

In each territory discussions were held primarily with educational officials as well as officers of other government departments or educational institutions. Discussions were wide-ranging, covering a broad spectrum of topics related to the work of UNESCO/CARNEID and my suggestions for future collaborative efforts were positively received in each territory. The agenda for this meeting reflects those concerns and areas of interest.

In the meantime, the revitalisation of the Network has begun. CAREID is in the process of preparing a regional database of educational consultants in the following areas:

- *Education Administration*
- *Computer Technology and its Usage in the Educational Context*
- *Teaching of the Subjects Typically Included in the Curricula of Primary, Secondary and Tertiary Education Institutions*
- *Human Resource Management*
- *Financial Management in Education*
- *Educational Research*
- *Teacher Education (Training)*
- *Adult Education*
- *Parent Education*
- *Community Education*
- *Curriculum Development*
- *Time tabling*
- *Testing and Measurement*
- *Textbook Publishing*
- *Translation*

Many of you have been asked to identify resource persons in these areas, including yourselves. The accumulated wisdom and expertise of all persons assembled here is an awesome reservoir of knowledge. This list, when completed, will be made available to all institutions who may need to access these services.

You will be taking with you from this meeting the first edition of The Caribbean Education Annual since 1994 and we hope to be able to send you a new edition of The Caribbean Teacher by January 1998.

The theme of this Consultation Meeting, as you will have noted, is “CARNEID 2000: Review, Renovation and Revitalisation of the Network”. It recognises the significant contribution made by CARNEID to the development of educational systems in the region but

it also invites the meeting to share a new vision for this network, to consider an innovative approach to the articulation of the CARNEID Mission which is “to advance educational innovation for development through networking among educational institutions and personnel in the Caribbean ”.

Madam Chairman, permit me to share my particular perspective of this CARNEID mission and the ways in which I should like to implement it.

We are all educators here, either in formal or non-formal systems. UNESCO is an educational organisation; CARNEID is an educational network. Education is therefore, a topic which concerns us all. It concerns most of all young people who are preparing for life and learning how to educate themselves in the future; it concerns educators like ourselves who must provide, among other things, the academic equipment necessary.

I think it is appropriate therefore to ask what it means “to be educated” and what is meant by such well-known and well-worn phrases as “education for life”, “education for all”, “lifelong learning” and “education for the 21st Century.

The most important lesson which any student, of any age, must learn is that in spite of the extent of his formal schooling, including higher education, he will discover, sometimes to his chagrin, that the boundary of knowledge is a receding horizon. Each new plateau of learning or achievement brings only temporary satisfaction because it reveals a new vista or another uncharted world of knowledge. The truly educated person knows that learning never ceases. “The man who has ceased to learn”, someone has observed, “ought not to be allowed to wander around loose in these dangerous days. ”

An educated person is a lifelong learner, one who is equipped to contribute to the development of a better life for himself and his country and, our countries need educated people to ensure continuing development - No country can have too many enlightened, aware, informed, sensitive citizens. Alexander Pope was right - it is a little learning that is a dangerous thing. It is unfortunate therefore, that so frequently learning is associated almost exclusively with primary and secondary schooling and adult education is not always

recognized as an essential ingredient of continuing development, both of the individual and the community

Why then do we educate people? What philosophy of education informs our policies? Are we merely preparing an army of workers or are we building a society of entrepreneurs, inventors and original thinkers? Are we simply trying to produce better, happier citizens or educating for a particular political system. Do we want to open minds to the idea of challenge and change or are we educating to preserve the status quo?

We should be committed to providing the type of education which heightens the sensibilities, sharpens the perception, hones the ability to reason and analyse, increases the capacity to think and whets the intellectual appetite for the continuing pursuit of knowledge.

I believe that the greatest educational innovation of all for the region would be the delivery of a system crafted to meet the educational needs of the individual. This is the context in which continuing lifelong learning and education for all can become an achievable goal. That is the vision of CARNEID's role which I wish to share with you today.

Education in the Caribbean has, historically, followed a traditional and predictable path. The majority of our students are still trained to be employees, to read and study the development of other cultures enshrined in textbooks written and published by those who are, in many instances, unfamiliar with our reality. This may not have been the goal but it has been the unwitting end.

The new millennium should provide the opportunity and the impetus for education planners and providers to formulate programmes that will teach our young people to think critically and inventively, to put their minds to creative, original thought rather than mere regurgitation, to learn to know for themselves and to do for themselves. As Tryon Edwards has observed " the great end of Education is to discipline rather than to furnish the mind; to train it to the use of its own powers, rather than fill it with the accumulation of others. "
This new age should give us the opportunity to bring a new perspective to the business of

education - a new way of imparting, sharing and acquiring knowledge - of the world, of the academic disciplines, of ourselves.

The dawn of the 21st Century seems to be the theme of every discussion about the future direction of education. The new millennium is associated in the minds of many with chaotic and cataclysmic events, but for the more optimistic it is a time of challenge rather than predictability. Already there is an air of expectancy, of hope, of daring, the promise of creative and innovative change. Old strategies will not work in preparing for the articulation of this new vision.

In the context of 'basic education for all' a UNESCO ideal is the provision of quality education for girls, especially in the sciences, and higher levels of literacy for women in many countries of the world where freedom to learn is actively suppressed.

In the Caribbean, however, we face a different challenge - the curious and distressing phenomenon of male under-achievement is, unquestionably, the most perplexing and worrying problem facing education planners and policy-makers in the region. It is a matter widely lamented, but not yet effectively remedied, partially because less attention seems to be paid to possible solutions than to the probable cause put forward by "lamenters" that is - that male under-achievement is somehow inextricably linked to female OVER-achievement, for somehow, girls must be the problem.

I must digress here to express my concern about an aspect of this debate which I view with alarm.

For impressionable young males the debate gives credence to the theory that females are usurpers, that they have somehow stolen the male intellectual birthright by excelling in direct competition with males.

If history and current practice have taught us nothing else, it should have taught us that the perception of a loss of privilege generates resentment and distrust in the minds of the persons displaced. These sentiments are then manifested in aggression and hostility. It is

already) evident in the kinds of things that are said about women these days; in the cynical and abusive lyrics about women heard in some of the popular songs which misguided people seem to enjoy the most; in the increasing and previously unthinkable outrages perpetuated against women in recent years. Is it all coincidental? I do not think so. We need to be aware and to be more cautious when we imply that girls in the classroom have somehow reduced the boys' level of attainment, that the mere presence of girls in the classroom is an inhibiting factor. I believe that an unwitting and unintended polarization is taking place to the detriment of our whole society.

Secondly, and equally disturbing is the possibility that, as the debate rages on, boys may come to accept the theory that they are helpless to reverse or incapable of overcoming the perceived disadvantage. As they wait to be rescued by the removal or muzzling of the competition they may lose entirely the drive to work out their own salvation.

If some of our boys prefer to opt out of the competition on the sports field or the classroom rather than be beaten by girls, this response to the challenge must be addressed, and quickly, for in developed countries where co-education is the traditional system in public schools the opposite is true in most cases. It is important therefore for us to seek answers to the problem, but less facile answers than the time-worn Garden of Eden excuse - "the woman thou gave me".

It may make good copy but in the end it may create far greater social distress.

I would suggest that the men of our communities must teach our boys what it means to be men; they must teach them by example that if pride of place is desired, it must be earned, not conferred with gender.

If our boys are indeed adrift, men must guide them safely to the shore, but not to remain in the safe harbour of segregated schools. The answer is in training better sailors - after all, all kinds of ships must sail the high seas of life captained by both males and females. The boys must learn to navigate the tides and shoals as the girls have always had to do as they coped for many years with disadvantages and prejudice.

Male guidance and visible male role models are needed. We have a plethora of men's organisations in the Caribbean which can, to some extent, provide this guidance by, for example, instituting big-brother programmes or expanding them where they already exist; by getting out on to the streets and into the schools' extra-curricular activities to reawaken in boys the ambition and drive which now seem to be lost; and, perhaps most important, by returning in larger numbers to the classrooms of primary and secondary schools to teach.

Since many of under-achievers graduate to the streets, access to these out-of-school youth is limited because they are no longer part of the captive school population. Non-formal education programmes must be devised to meet them where they are. CARNEID should be part of this new thrust.

More research is obviously needed, not merely to document WHAT is happening but to try to uncover WHY the coeducational experience in the Caribbean seems to have produced this unique effect. Learning is exciting. All children wish to learn - why not male students? All children enter school bright-eyed, enthusiastic and curious - some never lose that interest, why do so many boys seem entrapped by boredom? Are new needs being met with old solutions? Have our school curricula, our methodologies and teaching strategies been adapted to cater not just to mixed ability but to mixed interests, do they reflect new ways of learning? As John F. Kennedy once said "a child miseducated is a child lost".

The business of education is to provide a service which is sufficiently diversified to meet the varied needs of its clientele. CARNED can offer technical assistance in this area, not only to research the roots of the specific problem highlighted earlier but to assist in providing a forum for the type of policy dialogue which can directly address the problem and initiate the solutions.

As I said earlier today, I realise that these concerns are not new, all have probably been already addressed at some time in the past but perhaps we can renovate, revitalise or introduce a new way of achieving an old objective.

You will note from your programmes that this year there are several special project presentations on the agenda. You will be invited to discuss several initiatives which can enhance the delivery of education for all.

CARNEID is offering its unqualified support for the expansion of the Associated Schools Project and the Caribbean Sea Project both of which provide students with opportunities for learning about themselves, about other people, and about their environment in new and exciting ways. In all of the countries which I have visited in the last few months I have found in my discussions with education officials a common concern about rising levels of violence among young people, especially school-aged youngsters. This is a situation directly addressed by the ASP through its emphasis on the UNESCO ideals of peace and tolerance.

EduTech 2000 is an ambitious and innovative concept which will virtually catapult students into the technological world of the next century. It is a timely recognition of the fact that this technology, not just computer literacy, is rapidly becoming the new instrument of instruction, self-learning and discovery. It is not just a good idea, it is an action plan (to quote a newspaper article on the subject) which is designed to “ensure that all students leaving school in the 21st Century will have a good knowledge of, adequate skills in and favourable attitudes to the use of information technology. The programme also aims at encouraging teachers to use (this instrument) in the classroom to enhance the teaching/learning process “.

Health and Family Life Education is another presentation which I believe you will find interesting. UNICEF will be conducting a workshop next month devoted to this topic but I have asked Ms. Norton to give you a preview during this consultation since it should be an integral part of any education planning for the moral and physical development of all students.

Of great importance and, I must admit, of passionate interest to me is an exciting and, I daresay, unique teacher-training programme conceptualised by Dr. Winthrop Wiltshire, UNESCO Representative to the Southern Caribbean and Sub-regional Adviser for Science and Technology.

Traditionally programmes intended to counteract the negative effect of the wider society on the students' behaviour in the classroom have been directed toward changing student attitudes. The focus has been on control mechanisms - the system of rewards for the conformists and punishment for the dysfunctional.

What has not been as frequently addressed is the emotional/spiritual well-being of the teacher. Many of you have been teachers and you remember, I am sure, how difficult, how frequently frustrating and physically exhausting teaching can be - the tension of the classroom can quickly make a bad day worse, but the harmony of the classroom can also be the most uplifting and positive reminder of the value of our contribution to the development of the children entrusted to our care. Teachers need to be given a new way of coping, a new concept of their role and the scope of their influence.

This programme, Changing the Culture of the Classroom, has the potential to affect positively and permanently the violent character of so many of our communities, cultivated in recent years. The ready adoption of the negative values of the "developed" world has reinforced and intensified the destructive effect of our own legacy of physical violence.

Far too many children are exposed each day to violent language, violent images and violent attitudes, even from a very early age.

Many persons who may pride themselves on refraining from physical violence, whatever the provocation, may nevertheless launch a verbal broadside at their children that is much more brutal and debilitating than corporal punishment or they may sit their infants down before the TV to watch Heckle and Jeckle or Roadrunner kill, maim and destroy to a background of the artificial hilarity and merriment of a canned laugh track which invites the young viewers to enjoy the mayhem and suffering.

Thinking and acting violently becomes an acceptable, even admirable, form of conduct, especially if this perception of normalcy is reinforced in the classroom. We can change this reality.

And we can begin by changing the culture of the classroom.

You have heard from Mr. Atherley about the Transdisciplinary Project - the Culture of Peace Programme. Collaboration with this programme will have the full endorsement of the Consultation Meeting, I am sure. The development of the textbook project will, we hope, lead also to the development of a publishing capacity in the region to reduce the dependence on overseas publishers and to actively encourage and facilitate the publication of research studies and indigenous teaching material.

I wish to conclude by inviting you to view the display of the acquisitions of the CARNEID Documentation Centre. UNESCO produces a wealth of educational material from which all territories, all institutions can derive great benefit. It is therefore more than passing strange that in an organisation whose "raison d'être" is the dissemination of information, the post of documentalist has been frozen for several years with a consequent reduction in effective function. The backlog of information, undocumented and undistributed, continues to increase.

I am indebted to our temporary, part-time documentalist, Mrs. Gooding, who has, with gratifying speed and efficiency, made sense of the chaos of the centre. Unfortunately, there are no funds for the continuation of this essential activity. I have therefore written to all Ministers of Education in the region asking for their active endorsement of my call for the establishment of the post of documentalist by UNESCO or by the governments of the region since it is so vital a benefit to all education systems of the Caribbean. I hope that all Chief Education Officers present will urge upon your Ministers of Education serious consideration of this need and urgent and positive action to address it.

The outcome of this meeting will, I hope, be the identification and articulation of common goals, a clear understanding of the paths we must take to achieve them and a pooling of resources to accomplish them.

CARNEID is in a unique position at the moment. I hope the revitalisation process gives birth to an even more vibrant entity. I look forward to working with all of you to accomplish this.

4.0 WORKING SESSIONS

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The working sessions featured several break-out sessions in which the working-groups met. These sessions were followed by a review in plenary of the outputs of the working-groups' discussions which were synthesised and priorities agreed to.

Discussion in plenary was interspersed with presentations by a number of individuals who had been invited to make special presentations. These presentations focused on providing information on innovations, developments and new perspectives in the educational field in the region.

4.1 Eighth Biennial Work Programme

Through the working-group sessions the meeting examined the environment in which CARNEID is currently operating and concluded that the following issues hold particular importance for CARNEID in respect of the focus that the Network should take over the next biennium.

Environmental Review

The meeting noted the following trends in the environment at the local, regional and international level:

1. The communication "tidal wave" - On the positive side it was noted that this offered opportunities for educators in the region , e.g. increased networking and information exchange both at the regional level and internationally.

While noting these opportunities however, it was recognised that the trend posed potential threats, particularly as these relate to the impact of television, and the influences this could have on cultural values and norms.

2. The increasing failure of the school systems to meet the needs of their communities - It was noted that the rates of “drop-outs”, “push-outs” and “thrown-outs” were constantly increasing and was of major concern throughout the region.

This trend exacerbated the problem of joblessness which contributed to the feeling ‘of hopelessness which seemed to permeate among the youth. There is a strong need to give these youth some measure of hope.

3. The growing focus on the issue of “gender in education” - Of particular importance are the issues of enhanced educational opportunities for women and male under achievement in education.
4. The rates of drop-out and the under achievement of males within the education system - This serves to fuel the trend of increased violence among youth.
5. The activism of women to improve their status, the resultant increase in the number of women in the workforce and the break-down of the extended family - These have all led to an increase in the number of “lonely” children in society.
6. The lowering of the status of teachers - This has led to diminished self-esteem and a reduction in the capacity of the profession to attract the required levels of resources.
7. An increase in the adversarial relationships in the school system.
8. Increasing levels of poverty in the region - This trend will further exacerbate many of the issues identified above.
9. A growing awareness of the scarcity of resources - This trend is leading to the requirement for institutions of all types to do more with less.

10. A growing sensitivity throughout the region to a wide variety of issues and the resulting pressure to include in the school curriculum such topics as:
 - Protection of the Environment
 - Health and Family Life Education
 - Tourism, etc.

11. The current focus on public sector reform - While this trend can be positive, the multiplicity of reform agendas across the region was seen as an impeding factor to the success of the Network.

This factor is linked to the propensity of regional governments to develop and implement their own programmes with little attempt at integrating policies and plans at the regional level.

12. A lack of clarity about the role of CARNEID - This, it was felt, limited CARNEID's success in pursuit of its mission.

13. The physical plant which houses the Co-ordinating Centre - This was identified as a constraining factor to the work of CARNEID although the location could be considered an advantage because of its proximity to other UN offices.

14. Further to item 13 above it was noted that CARNEID is inadequately staffed to effectively pursue its mission and goals.

15. The concept of the CARNEID Network is positive since it provides the mechanism by which the innovations and developments, which take place in the educational arenas around the region, can be disseminated. This is particularly important given the increasing recognition of the importance of education and the need to maximise the use of the limited resources available for research and development in this area.

The meeting articulated a regional response to these issues under four (4) broad heads:

1. Socio/Cultural Development

Create and deliver an educational process which produces a citizen/person of positive self-worth and self-esteem who respects and interacts effectively with others and manages the eco-environment in a manner which preserves it for future generations.

2. Teacher Training and Personal and Professional Development

Review and revise our teacher training methodologies/processes in the Caribbean to produce teachers who are emotionally balanced and mature and equipped with the desired skills and knowledge to motivate, validate and nurture students, enabling them to grow fully into healthy, positive, responsible and confident persons and citizens.

3. Human Interaction and Justice

Redefine and incorporate the agreed values into our formal and informal systems of education and community management to produce responsive and responsible citizens, persons, parents, youth groups and communities whose attitudes and behaviours demonstrate desired values for human interaction and justice, with reference to:

- Gender relationships
- Empowerment of persons and groups
- Participation and consensus building
- Conflict resolution
- Rights and obligations
- Discipline and self-discipline

4. Economic Development

Incorporate into our curriculum design and delivery appropriate objectives, methodologies and resources to produce empowered citizens, individuals and communities with the confidence, knowledge and skills to recognise opportunities and:

- Be entrepreneurial
- Create jobs and self-employment
- Have effective and efficient job skills, survival and coping skills, positive, productive, managerial, leadership and team player skills.

CARNEID's Focus For Eighth Biennium

The meeting concluded that as CARNEID seeks to assist the regional educational systems to meet these challenges it should focus on two main areas in the new biennium.

1. Educational Innovation and Reform
2. Information Sharing

Accordingly, the meeting agreed to two major objectives for the Network for the Biennium 1998 and 1999.

1. To Facilitate Innovation and Reform of the Educational Systems of the Region.
2. To Work in Partnership with Countries and Agencies to Put in Place Appropriate and Sustainable Mechanisms and Processes for Gathering, Disseminating and Using Information Supportive of Innovation and Educational Reform in the Caribbean.

Following agreement on these objectives, the meeting developed the following action plan for the pursuit of the objectives.

Action Plan

Objective 1. To Facilitate Innovation and Reform of the Educational Systems of the Region.

Key Results

Key Result I: CARNEID should operate proactively at both levels - regional centre and national unit, by making research information of current educational reforms available to all interested entities.

Strategies

- (a) Use Internet as facilitating mechanism
- (b) Convening meetings
- (c) Circulating reports

Key Result 2: CARNEID should facilitate the enhanced professional and personal development of teachers so as to impact positively on classroom practice.

Strategies

- (a) Pro-actively gather and disseminate information on developments and innovations in this area, and
- (b) Facilitate training in relevant methodologies and concepts such as “changing the culture of the classroom”.

Key Result 3: The CARNEID centre should examine and facilitate discussion on the best mechanism for promoting and facilitating the activities of the Network at the national level.

Strategies

- (a) Written correspondence to Ministries
- (b) Face-to-face discussions with key players.

Key Result 4: The CARNEID Co-ordinator along with the members of its network should ensure that CARNEID resumes its participation in regional education fora.

Strategy

- (a) Lobbying to be done by all members of the network to promote CARNEID as important player in the education schema at both national and regional levels.

Key Result 5: CARNEID to market its services aggressively in the context of disseminating innovative educational experiences.

Strategies

- (a) CARNEID to create its own website
- (b) Linking into available web sites dealing with educational reforms
- (c) Development and use of appropriate Multi-media programmes

Key Result 6: CARNEID should facilitate access to relevant indigenous consultancy services.

Strategies

- (a). Formulate database of relevant consultants in the region.
- (b) Involve and draw on other key institutions such as UWI, Schools of Education and CXC

Objective 2. To Work in Partnership with Countries and Agencies to Put in Place Appropriate and Sustainable Mechanisms and Processes for Gathering, Disseminating and Using Information Supportive of Innovation and Educational Reform in the Caribbean.

Key Results

Key Result I: Establish effective information flow (two-way) between CARNEID Co-ordinating Centre and its partners, both regionally and internationally..

Strategies

- (a) strengthen national co-ordinating centres in participating countries
- (b) Develop appropriate links with other similar networks and relevant international agencies
- (c) Identify best mechanisms for information transfer based on country by country assessment of capability and capacity.

Key Result 2: Significantly improve Documentation Centre at CARNEID.

Strategy

- (a) Employ an Information Specialist/Documentalist
- (b) Identify a focal point (contact person) in each country, preferably from Ministries of Education.
- (c) Provide capability for electronic linkages to CARNEID
- (d) Develop a Home Page for CARNEID

- (e) Develop and disseminate Fact Sheets on educational innovations; frequency - not more than twice a year.
- (f) Host two meetings per biennium to disseminate information on and discuss specific innovations or developments in education.

4.2 Special Reports on Educational Innovations and Developments

Changing the Culture of the Classroom

During the meeting a total of six special reports were presented. The first such presentation was made by Dr. Winthrop Wiltshire on the topic “*Changing the Culture of The Classroom* “. In this presentation Dr. Wiltshire postulated that there is the need to develop a class room culture which promotes a caring, validating and nurturing environment. Such an environment would lead to greater enthusiasm within the classroom.

He noted that the reality of today’s classroom is one in which teachers feel harassed, students feel invalidated and anger, resentment and dysfunctional behaviours present themselves with ever increasing frequency. He noted that this was the reality of many home environments as well.

Dr. Wiltshire noted that neither parents nor teachers are well equipped to deal with the emotional hurts children experience in these environments and suggested that the class room culture needs to be transformed into an environment in which nurturing, validation and loving encouragement is the norm. To achieve this he saw a need for a change in the nature of interaction between teacher and pupil.

He concluded that if every child experienced loving nurturing and validating encouragement both in the classroom and in the home then our overall society would improve.

In the discussion which followed there was some questions whether values training provided within the classroom might survive in the environment outside of the classroom. Dr. Wiltshire in response noted that while it would be ideal if both the school and home environments were similar it must be recognised that the teaching system has control over the classroom environment. Educators, therefore, have a responsibility to make the classroom more effective.

The meeting agreed that teacher training would be a critical requirement in moving towards this type of class room environment.

UNESCO Associated Schools Project

Sandra Gift, Sub-regional Coordinator, UNESCO Associated Schools Project Network made the second presentation which provided participants with an overview of the Associated Schools Project, its objectives and the achievements to date.

Delegates expressed a high degree of interest in the project and hoped that those countries which were not now participating would be encouraged to do so. It was felt that this might be an area in which CARNEID could play a role.

The full text of Ms. Gift's presentation is provided at Appendix II-i.

Report from UNESCO, Kingston

Dr. Claudia Harvey, with the assistance of Dr. Simon Clarke, gave an overview of the work being done by the UNESCO, Kingston office. Dr. Clarke preceded Dr. Harvey with a historical overview in which he noted that the original mission for CARNEID was the planning and delivery of innovation and change. He indicated that he saw the Meeting as an attempt to revisit the original mission and offered a number of suggestions relating to the way forward for CARNEID.

Dr. Claudia Harvey then followed and gave an overview of some of the important projects currently being undertaken in Jamaica. She noted the need to focus on integrating the non-formal education sector into the formal system and the use of information technology for distance learning education.

Dr. Harvey opined that there was a need to ensure that all the activities taking place at the level of institutions like CARNEID, UNICEF, PAHO, etc. were integrated and translated so as to impact wisely, widely and significantly on schools.

Health and Family Life Education

Ms. Christine Norton, UNICEF, presented a report on the CARICOM Health and Family Life Education Project. This project, she noted, was geared towards empowering young people with the attitudes, values and skills to make healthy choices in life.

The project aims at taking an integrated approach to health and family life education. It is envisaged that the project will bring together Ministries of Education, schools, youth organisations, NGOs, private sector organisations, parents and the media in partnership. The objective is to have a community-based, proactive approach to reaching young people with information which will prepare them for healthy living.

Ms. Norton noted that the long term goal of the project would only be realised if life-skills were placed at the center of the school curriculum.

A copy of the handout which accompanied this presentation is provided at Appendix II-ii.

EduTech 2000

A team from the Ministry of Education in Barbados made a presentation on the computerisation project, Edu-tech 2000, currently being undertaken in schools within Barbados. Ms Alice Jordan, Special Projects Officer, led the team and was ably assisted by

Mr. Marshall of St. Leonard's School and Ms. Marcelle Callendar of the Westbury Primary School, one of the 15 schools participating in the pilot phase of the project.

The goal of the project is to have a workforce that is capable of managing the merging technologies of the twenty-first century.

Ms. Jordan noted that the project was not simply about placing computers in the schools. In fact there are four major components to the project:

1. Civil works - in which the physical plants are rehabilitated, issues of security are addressed, classroom layout is reconfigured and the necessary supporting infrastructure , e.g. cabling, is put in place.
2. Training of Principals, teachers, educational managers and support personnel in preparation for the new environment.
3. Technical Assistance which focuses on institutional strengthening in the areas of curriculum development, testing and measurement, and planning and research.
4. Hardware and Software procurement which addresses the issue of connectivity between schools; best options for acquisition; software licensing and types of software.

It was noted that 15 schools had been selected for the pilot phase. The schools for this phase were chosen through a competition.

Participants in the meeting raised questions in respect of such issues as health concerns e.g. carpal tunnel syndrome and radiation exposure; cultural relevance of software selected for use; ability to control what students are exposed to through the Internet.

The presentation team noted that all these issues were being considered and addressed. In the case of management of the Internet, for example, consideration was being given to

having the schools linked through a server at the Ministry which would filter the available information from the Internet.

Delegates showed a great deal of interest in the project and expressed the hope that they could be kept up-to-date on its progress so that they may benefit from the lessons learned.

The handout which supported this presentation is reproduced at Appendix II-iii.

Work Plan - UNESCO/OREALC

In the final presentation Mrs. Pinheiro-Machado, Head of Office UNESCO, Santiago shared the work plan of the Regional Office for Education in Latin America and the Caribbean with the delegates. In so doing she noted that the mission of the UNESCO Regional Office for Education is to carry out region-wide tasks that support countries as they endeavor to improve the quality and equity of education and to internalise a culture of peace, tolerance and democracy.

In pursuit of this mission the office performs a dual role. It responds to general mandates from UNESCO and from Ministers of Education within the region. It also generates new demands by foreseeing regional problems and needs.

The strategy adopted by the office is built on three corner stones:

1. Strengthening of the regions capacity to produce information and knowledge
2. Promoting the dissemination and exchange of information, and
3. Promoting the use of information and knowledge.

Mrs. Pinheiro-Machado expressed pleasure at having been provided with the opportunity to be a part of CARNEID's eighth consultation meeting and pledged to work closely with the regional centre and the wider network towards mutual benefit.

The full text of this presentation appears at Appendix II-iv.

4.3 Country Reports

Country reports were presented by seven participating countries. These were

1. Dominica: Basic Education Reform Project
2. Guyana: Country Report
3. Haiti: National Plan of Education and Formation
4. Jamaica: The Competency Shelter Project
5. St. Lucia: Basic Education Reform Project
6. Suriname: An Overview of Selected Pilot Programmes, Planning Strategies and Innovations of the Past 20 Years in Suriname
7. Trinidad and Tobago: The Pre-service Teacher Training Programme.

Full texts of these presentations are attached in the Annexes to this document.

5.0 RESOLUTIONS

5.0 RESOLUTIONS

Delegates to the Eighth Biennial Consultation Meeting of the Caribbean Network of Educational Innovation for Development (CARNEID) at Dover Convention Centre, Christ Church, Barbados from September 22 to 24, 1997.

1. **Recognise**, with thanks, the interest of the Director General of UNESCO in CARNEID's activities, and offer appreciation for the privilege afforded delegates to participate in the evaluation and planning activities of the Network;
2. **Extend** appreciation to the Government of Barbados for facilitating the hosting of the Consultation Meeting and for the graciousness of the Senator Cynthia Forde, Acting Minister of Education, Youth Affairs and Culture in declaring the consultation open;
3. **Record** their gratitude for the dedication of the Regional Co-ordinator and her staff for the accomplishments of the network over the past eight months and for the excellent conference arrangements made for the meeting;
4. **Recognise** the high degree of collaboration and co-operation demonstrated by UNESCO regional offices.
5. **Recognise** the high degree of collaboration and co-operation demonstrated by the representatives of sister United Nations Agencies and other bilateral organisations in facilitating the process and outputs of the Consultation Meeting;
6. Considering that:
 - (a) Education for the 21st century should be supportive of the Culture of Peace;
 - (b) Transformation of the Education System continues to be given high priority in the Caribbean region;

- (c) The CARNEID Network has catalytic power in the Reform process;
- (d) UNESCO over the past fourteen (14) years has contributed to the process through its consistent support for CARNEID.

Invite the Regional Co-ordinator to:

- (a) Transmit the above sentiments of the meeting to the parties concerned;
- (b) Inform the Assistant Director General for Education of the appreciation of the region to UNESCO for its support of the Network;
- (c) Commend the work done by the UNESCO National Commission of Cuba on the issue of foreign language teaching in the region;
- (d) Request that UNESCO-Paris work with the region in obtaining the necessary funding for continuing the work of the Associated Schools Project (ASP), the Caribbean Sea Project (CSP) and Health and Family Life Education integrated with the pursuit of a culture of peace in classrooms in schools, and in communities generally.

7. Considering that:

- (d) Delegates have deliberated on and approved a comprehensive Programme Framework for the CARNEID Network over the next biennium:
- (b) The Meeting is satisfied that the Programme Framework constitutes the most effective means through which CARNEID could support the various reform initiatives taking place at the national and sub-regional levels;
- (c) The Meeting is satisfied that successful implementation of the programme will require additional technical and financial resources

Invite the CARNEID Regional Co-ordinator to request the Director General, the Education Sector and the United Nations Agencies in the Caribbean to make every effort to improve the capacity of the Co-ordinating Centre through the provision of:

- (a) Professional staff for the proper functioning of the Documentation Centre;
- (b) One other professional staff member to assist with programme implementation, and where possible
- (c) Additional financial allocation to the programme also within the context of the programme of Decentralisation.

8. Considering that the Consultation Meeting recognises:

- (a) The need to change the culture of the classroom;
- (b) The importance of encouraging teachers to use alternative methodologies, including project teaching;
- (c) The need for strengthening of partnerships through enhanced dialogue with all partners relevant to the development of education in general, and to CARNEID's programming in particular;
- (d) The necessity of maximising the effectiveness of national resource allocations to educational reform efforts.

The Consultation Meeting requests Ministers of Education in the Caribbean region to:

- (a) Support the proper functioning of CARNEID related programmes and initiatives at the national level as a means of marshalling national, technical and other resources to the reform effort;

-
- (b) Note the mandate given to the CARNEID Co-ordinating Centre to undertake developmental work and to pursue active support of community initiatives in the following areas:
 - (i) Curriculum reform in Health and Family Life Education and innovation in teacher education to improve the nature of the transactions in the classroom between teacher and pupil;
 - (ii) Computer literacy for most teachers and information technology for more secondary school students;
 - (iii) Introduction of project teaching especially the ASP and CSP Projects;
 - (iv) Improvement of school communities to take on more leadership roles in the Non-Formal Education Sector especially out-of-school, Adult Education and Early Childhood Programmes;
 - (v) Multi-lingualism and strategies for improving foreign language learning;
 - (vi) Creation of “inclusive” classrooms and schools as the norm thereby minimising the number of those who are excluded and forced to drop out;
 - (vii) Promotion of activities both in school and out of school contexts which reinforce skills and attitudes for a culture of peace.

 - c. Ensure that there is a person responsible for CARNEID in each Ministry of Education so that the two-way flow of information between member states and CARNEID will be without interruption;

9. Recognising the valuable role played by CARNEID in facilitating dialogue through promotion of networking and exchange of information and noting the severe limitations placed on such exchange and access to the global knowledge network because of the prohibitive cost of telecommunications among many of the territories in the region. The Consultation Meeting:

Calls on Governments to give priority to the development of electronic networking in education in the region and to seek ways of minimising cost.

Calls on UNDP and other funding agencies to assist the network in developing projects and raising funds to implement the programme mandated by the Eighth Biennial Consultation Meeting of the CARNEID network.

6.0 NINTH BIENNIAL CONSULTATION MEETING

6.0 NINTH BIENNIAL CONSULTATION MEETING

The Committee recommended that the Ninth Consultation Meeting be held in Jamaica. The meeting accepted this recommendation.

The Committee noted that the Ninth Meeting is proposed for March 1999 and suggested that a meeting to further the Plans for the Ninth Consultation could be held in 1998.

APPENDICES

Appendix I - Feature Address by Mr. Leslie Atherley

THE CULTURE OF PEACE
AS A CHALLENGE FOR CARNEID

Presented by
Leslie G.Atherley
Director, (ulture of Peace Programme

at the
UNESCO/CARNEID
Eighth Regional Biennial
Consultation Meeting

September 22 -24, 1997
BARBADOS

Madam Chairperson,
Madam Coordinator,
Senator Forde, Acting Minister of Education
Participants of this consultation,
Distinguished guests,
Ladies and Gentlemen,

It is for me an honour and privilege to be present at this Regional Consultation meeting of CARNEID. I feel a particular affinity with CARNEID for, over and above the fact that I am proudly Caribbean this network was established shortly after I joined UNESCO and I have been following, though indirectly and from a distance, its significant contribution to educational development and action in the Caribbean.

It is my pleasant duty to bring greetings from Mr. Federico Mayor, Director General of UNESCO and from Mr. Colin Power, Assistant Director General for Education for the success of this consultation. The topic on which I will speak today "The Culture of Peace as a challenge for CARNEID" is one which would be especially pleasing for the Director General whose personal interest in the development of relevant activities for the promotion of a culture of peace is manifest in the keen involvement he takes in the Culture of Peace programme which reports directly to him.

When the founding fathers of UNESCO met in 1945, they were fully conscious of the fundamental task set out in the recently approved charter of the United Nations "to save succeeding generations from the scourge of war". They thus gave a very special mandate to the organization of building the defenses of peace in the minds of men and women. But it is important to note that they agreed that this peace must be founded on the intellectual and moral solidarity of humanity. Whilst UNESCO has many tasks in the fields of education, science, culture and communication, it has one mission, that of building peace.

In my address today I would like to try to answer or at least begin answering some questions about a culture of peace. Questions which I sincerely hope will be taken up in some of the discussions and be featured in the development of some aspects of your new programme. First, what is a culture of peace and what does UNESCO do with this topic. Next, does the Caribbean need to have programmes in culture of peace and finally, what might be a reasonable role for CARNEID in bringing this about.

A culture of peace is based on values, attitudes, behaviours and ways of life that reinforce non-violence and respect for the fundamental rights and freedoms of every person. It hinges upon the celebration of people's right to be different and their right to a peaceful, secure existence within their communities.

The culture of peace transcends the negative conception of peace as the mere absence of war. It is a positive peace rooted in mutual understanding, tolerance, economic and social development, democracy and freedom. This peace is more than ever necessary and more difficult to achieve and it calls for a reversal of the dominant culture of war. The crucial transition at the present time is to move from the logic of force to the force of reason - that is to say from a culture of violence and war to a culture of peace.

UNESCO has the duty to lay the foundations of peace by working in its fields of competence, namely education, science, culture and communication to contribute to the acquisition, transfer and sharing of knowledge, to serve human rights and to foster the values of liberty, dignity, justice and solidarity. Peace, development and justice are inextricably linked to a culture of peace. A peace which can only exist when the major threats to security are removed. These threats are present in all societies as they are found in extreme poverty, intolerance and structural violence - the way the structures or conditions of society produce difficulties or disadvantages for people. The only way to reduce the ill consequences of these is by preventive action where education in the broadest sense is the cornerstone. An education addressed not only to youth, but to the full range of the society, both in terms of age and the different roles which people play in society.

With such thoughts in mind UNESCO's General Conference approved a programme that places a culture of peace at the heart of the Organization's activities.

The concept of the culture of peace was first proposed at the International Congress on Peace in the Minds of Men in Yamoussoukro, Côte d'Ivoire in 1989. There it was felt that the emphasis throughout this century had been on war and violence and that with the ending of the Cold War there was the distinct possibility to change to a culture of peace. The Culture of Peace Programme (CPP) is thus a relatively recent initiative created in 1994 as an organizational response to the Yamoussoukro Congress, the UN Secretary General's 1992 Agenda for Peace and a call by UNESCO's Executive Board to coordinate actions which promote, reinforce and create conditions for peace, security and sustainable development in societies which have suffered from violent

conflict or which are at risk of succumbing to violent conflict. The 28th General Conference in 1995 declared that the transition from a culture of war to the culture of peace is one of the greatest challenges facing the world at the end of the 20th century and dedicated UNESCO's Medium Term Strategy for 1996-2001 to its promotion.

Culture of Peace programme activities are based on the principles of inclusion, participation, the need to promote and reinforce peace-building and dialogue. In keeping with these principles the programme works to transform violence and post conflict instability into a more positive atmosphere amenable to peace and development. When the programme first started its focus was on post-conflict peacebuilding in countries where the United Nations had brokered peace agreements but there is now an equal concern with conflict prevention. In both these areas there is one important feature, the fact that nationals must play a central role and that there should be a wide range of political and other perspectives represented. Briefly the activities are in the following areas:

- The planning and execution of national culture of peace programmes. National culture of peace programmes are essentially development programmes and incorporate specific projects which fall within UNESCO's fields of competence and which have a peacebuilding component. Within countries coordinating bodies made up of all parties and incorporating the NGO community as in El Salvador and Burundi, with the approval of the highest authorities are key to the success of project activities. These projects can for example provide human rights training to journalists, technical assistance in devising peace education curricula, training activities with parliamentarians on democratic practices and festivals for youth. Coming up with different types of activities can be an interesting challenge for an innovation network. Ongoing national programmes with which UNESCO is associated exist among other places in El Salvador, Mozambique, Burundi, Somalia and the Philippines.
- A focus on specific themes which are critical to allow societies to learn to live together. Some topics which are currently being developed include non-violence in schools and the surrounding communities, the contribution of the media to peace-building, the training of women as peace promoters and the socio-economic integration of vulnerable groups especially demobilized soldiers and returning refugees. By conducting activities on these topics simultaneously in a number of countries, a rich comparative perspective enhances what is being done in each setting.

- The development of a networking and information system. The system links the many IGOs, government agencies, NGOs, research institutions and individuals promoting a culture of peace throughout the world. It has started to collect information on and keep contact with a growing variety of initiatives and promote their goals. Through these links (newsletters, an interactive website and occasional publications) it seeks to draw maximum benefit from UNESCO's network of partners and supporters, coordinate the gathering and sharing of essential information and involve political decision makers in the process of peace-building.
- The coordination of peace-building activities within UNESCO and the UN system. The importance of inter-agency cooperation in the United Nations for a culture of peace is gaining increasing recognition. Cooperative actions are being developed with other international organizations, including regional organizations and other UN agencies and programmes. In northern Mozambique for example, UNESCO is working with UNHCR to reintegrate returning refugees through the rehabilitation and reconstruction of basic infrastructures. UNDP and/or UNICEF are also working closely with us in Burundi, El Salvador, Bosnia and Haiti on a number of projects. We are also considering cooperative training, research and conflict resolution projects which contribute to peace on a sub-regional or regional basis. Further, the United Nations is becoming an active partner in promoting the concept and actions of a culture of peace. Indeed the General Assembly at its 51st session in 1996 under its consideration of human rights questions requested not only a report on UNESCO's activities for a culture of peace, but also elements for a draft provisional declaration and a plan of action for a culture of peace. In addition, proposals are before it for declaring the year 2000 an International Year for the Culture of Peace and some Nobel Peace Prize laureates have proposed that the first decade of the 21st century should be a decade for the culture of peace and non-violence.

There has been significant change after the first two years of the programme and since 1996, it has been expanded into a transdisciplinary project, in order to maximize the benefit from the expertise within the various sectors of UNESCO.. In supporting and coordinating the transdisciplinary project, my unit, over and above a comprehensive networking and information function, makes recommendations to avoid obvious overlap between programmes/activities, signals gaps which need to be covered, and helps to develop new initiatives that can play a catalytic role in the development of a culture of peace.

UNESCO has specifically adopted a transdisciplinary approach for a number of reasons. This approach mirrors real life by looking at a situation in its entirety, and identifying a comprehensive strategy for dealing with all aspects of a particular problem. Additionally, peace-building and post-conflict reconstruction within devastated societies cannot be easily compartmentalized and the areas of need cannot be separated into their component parts. Often, several sectors within UNESCO with different mandates find themselves engaged in similar activities or find their projects overlapping with those of other sectors or even other UN agencies. Because of the desire to avoid overlap of activity and to support comprehensive development, UNESCO relies on a transdisciplinary approach.

- We therefore now have a more integrated approach to peace-building and development projects. This includes projects developed with local, regional or international partners. To give only one example they can focus on thematic issues like our project on violence in urban schools, in association with the Associated Schools Project (ASP). This project seeks to promote non-violence and a culture of peace in educational institutions and in the surrounding communities, where the risk of violence is high through:
 - the development of written and audiovisual materials which can be used for training teachers, educators, community workers and administrators in a variety of contexts;
 - the elaboration of texts and other materials which promote, among other things, non-violence, tolerance, human rights, gender equity and active and responsible citizenship;
 - the development of an inventory of examples and case studies of best practices in new educational texts, teacher training manuals and related initiatives.

The project was launched at a meeting in Sintra, Portugal in 1996 and recognised that the student must be the central figure in establishing a culture of peace and non-violence in schools. Further, whilst it is important to have specific knowledge and skills, students and the community will have to live the social relations which characterise this culture.

Finally, and I hasten to add that there is no special significance in the fact that this is mentioned last, the Culture of peace programme also places a lot of emphasis on the contribution of women to the

culture of peace. It deals especially with the empowerment of women and an examination of roles of men and women so as to promote a gender sensitive approach to decision making. In our peace building programmes, women's organisations have taken the lead as peace promoters within the community. Reflection on this has led to a concern of male roles and masculinities in the perspective of a culture of peace, a topic which is the focus of a meeting taking place in Oslo this week. It is thus being gradually recognised that it is important to promote women's political and economic empowerment and adequate representation at every level of decision-making as a critical contribution to fostering a culture of peace.

When reflecting on whether a series of programme activities are needed in the Caribbean to promote a culture of peace, it is clear that for the majority of societies the emphasis will have to be on the prevention of conflict rather than on post-conflict peace-building. We can all recognise within the Caribbean area the structural violence and the threats to security which exists. Our society is such that we often choose not to acknowledge racial tensions or recognise the full extent of extreme poverty and unemployment in producing violence and insecurity. The removal of these calls for clearly articulated political action, but equally important peace education which stresses social justice, human rights and civic obligations. Democratic participation has to be more than just going to the polls and voting. Practices such as full and regular involvement in the everyday life of the society are also important.

UNESCO's Culture of Peace activities have not so far started in a big way in the Caribbean, but at least one of the key partners is present, the ASP and this bodes well for the development of future actions. Nevertheless, a number of activities which support the culture of peace programme have already been started by our field officers in the Caribbean. Some minimal assistance has been given to programmes in Jamaica and in Trinidad and Tobago which are promoting non-violence in schools. Recognizing the interdependence of school and community, meaningful activities on non-violence in schools must deal with the major sources of structural and overt violence in the community which impact upon the students such as ethnic and racial discrimination, drugs and unemployment. The projects in this area are responding to one of the recommendations of the Second International Forum on the culture of Peace held in Manila, the Philippines in 1995 which calls for new efforts at peace education including teacher training, curricula and pilot projects in communities confronted with violence.

Based on the materials collected at seven sub-regional festivals for a culture of peace in 1995 (one of the Festivals was held in Grenada) the Associated Schools Project (ASP) is preparing a peace pack for primary school classroom activities. The government of Barbados has given the lead to a CARICOM project, supported by the culture of peace programme to produce a primary text book which highlights the cultural richness and multicultural aspects of the Caribbean. These two activities are attempting to meet the urgent need for teaching materials.

In Haiti, in cooperation with MICIVH, programmes have begun on training at community level in Human Rights. In addition, through community radio projects and conflict resolution training, programmes which encourage especially the youth, to internalise values leading to justice and learning to live together are being broadcast. Finally, we are about to embark on an activity with Santa Domingo, Jamaica and Belize looking at the contribution of women parliamentarians and other elected officials to building a culture of peace. This has not been a thorough review of what is being done in the Caribbean and I am sure that during the course of this consultation, many examples of rich experiences in this area will be shared.

It is not my intention to give a full range of the many issues which might be considered in a programme of action for CARNEID, but rather to highlight some possibilities which you may wish to consider. One area to which CARNEID might seek to respond is peace education. I certainly do not wish to imply that this area is not being treated within the school system but rather to ask for a renewed focus and also that the network address the nonformal sector as well.

Peace education in any community has to take into account the local social and cultural traditions/conditions. However, because of the increased sharing of ideas and practices among peace educators some general principles have emerged which are useful in both formal and non-formal settings. Some of these principles include:

- (a) peace education should be holistic. Holistic implies interrelationship between the root causes and relationships between different problems, recognition that all levels of education are valuable for this type of programme and that all sectors within society should be involved.
- (b) a commitment to values education. Peace education needs to be explicit about its preferred values such as compassion, justice, equity, gender fairness, reconciliation, integrity and

active non-violence. It is important that these values be reflected in the interactions of the teaching/learning situation as well as in the subject matter.

- (c) the peace educator is not an expert and the students passive listeners. The process of dialogue is important for building strong consensual positions.
- (d) educating for peace is educating for critical empowerment through which a critical conscienciousness that actively seeks to transform the realities of a culture of war into a culture of peace and non-violence is developed.

There are a number of persons who recognize that participatory teaching/learning is most effective and that it should be at all levels. In addition, there is a major curriculum challenge, should peace education be treated as a separate subject or should it permeate the entire curriculum.

The 10 December 1998 will be the celebration of the 50th Anniversary of the Universal Declaration of Human Rights. In response to this and also because the respect of Human Rights is critical for a culture of peace, it would be most significant for CARNEID to develop specific actions on this topic. This may be within the context of UNESCO chairs for pervention of conflict or which stress, what is becoming an important consideration, the human right to peace.

Along with this indication of specific actions comes the challenge of who should be involved and how far should there be a change from dealing with the formal system. It may be useful to think of education in a global way and as society's responsibility and to recognise that innovations often come more readily from the non-formal than from the conservative formal sector.

One of the most powerful roles in building a culture of peace is that occupied by the media. In addition to their role of direct education, by their promoting freedom of expression and information they play a vital role. Radio programmes in El Salvador, Haiti and Afghanistan are positive examples of how the media can help whilst Rwanda before the genocide is an example of the opposite.

In almost any context nowadays, but certainly within the UN family, the question of resources is a major concern. CARNEID in its development of programmes in this area may find it useful to establish wide partnerships which might provide human and material resources to share in its

programme activities. It is clear that CARNEID cannot be the sole actor in promoting a culture of peace, but its main strength can be in developing and supporting projects which help for better understanding and relations within schools and the community. We have found in many countries that the activities of UNESCO are a small part in what is now a global movement towards promoting peace building. It is becoming more important, therefore, for us to collect information on what is being done by the wide variety of non-governmental organisations and sharing this with a variety of partners. The information and networking function of CARNEID can thus be an invaluable source of examples from within the Caribbean, and the network could also provide an outlet for our programme to share some of the experiences from other parts of the world with the Caribbean.

The culture of peace is not only a product - a goal to be achieved but it is equally a comprehensive process. In all our activities both aspects have to be kept in mind. We are now living in a world where the importance of ethical issues are claiming our attention and where educational activities more and more deal with values. A culture of peace provides the younger generation with a set of values which can help them shape their destiny and participate actively in constructing a more just, humane society and a peaceful world. CARNEID 2000, a network of educational innovation for development cannot but accept a challenge to assist in both the formal and the nonformal system to the development of a meaningful programme aimed at peace, development and justice.

Thank you.

Appendix II - Special Reports

Appendix II-i - UNESCO Associated Schools Project

**Eighth Regional Consultation Meeting of the
Caribbean Network of Educational Innovation for Development (CARNEID)
Dover Convention Centre, Barbados
September 22-24, 1997**

UNESCO ASSOCIATED SCHOOLS PROJECT

**Presented by
Sandra Gift
Sub-regional Co-ordinator
UNESCO Associated Schools Project Network (ASPnet)**

INTRODUCTION

This document seeks to provide a rationale for all Caribbean territories to become involved in the UNESCO Associated Schools Project (ASP). The document begins with a background to the ASP and an outline of major areas of concern to the region as articulated by Heads of Government and Education working groups (1991 - 1997) in the areas of society, educational policy, philosophy and vision and specific educational content issues raised by the Prime Minister of Grenada at the Heads of Government Conference this year and address specifically by the ASP. It examines the development of the ASP and focusses on strategies and plans of action into the year 2000.

BACKGROUND

A. Goals of the UNESCO Associated Schools Project

The ASPnet aims at mobilising schools throughout the world with a view to undertaking pilot projects to strengthen the role of education in promoting **a culture of peace and tolerance.**

B. Elements of the ASP Strategy and Plan of Action - 1994-2000

The ASP Strategy and Plan of Action for the period 1994-2000 focusses on the following elements:

- Strengthening of the ASP at the national level which includes teacher training and the conduct of experimental activities (See Annex I, Table 1).
- Focus on four (4) main themes:
 - i. World problems and the role of the United Nations in solving them;
 - ii. Human rights, democracy and tolerance;
 - iii. Intercultural learning;
 - iv. Concern for the environment

Within and across all these themes, issues concerning the impact of new technologies remain very important.

- Strengthening of the ASP at the regional level (See Annex I, Table 2).

C. A Holistic Vision of Peace

Pierre Weil (1990) defines peace as “...**at the same time an inner state of spirit, created by a personal harmony, a state of social harmony, resulting from a capacity to solve conflicts peacefully, and a harmony with nature.**” In keeping with this definition, Weil explains that we cannot have true inner peace if we know that there is poverty and violence at the social level or that we are destroying the environment. Weil proposes the concept of the **Art of Living in Peace** which must be developed at three levels:

- Mankind:** inner ecology or the ability to live in peace with oneself;
- Society:** social ecology or the art of living in peace with others; and
- Environment:** planetary ecology or the art of living in peace with nature.

These definition of peace may be considered to be so total as to made the attainment of peace seem impossible. Nonetheless, they serve as useful guidelines for the kind of society we need to build and they have implications for the kind of education we need to offer.

D. Objectives of a Culture of Peace

- To ensure that the conflicts inherent in human relationships be resolved non-violently, based on the traditional values of peace;
- To counteract and transform the violence which currently pervades so many societies.

E. The Delors Commission's Support of the ASP

Learning: The Treasure Within, the 1996 Report to UNESCO of the International Commission on Education for the Twenty-first Century, chaired by Jacques Delors, identifies four pillars of education:

1. **Learning to know** - that is, acquiring the instruments of understanding;
2. **Learning to do** - to be able to act creatively in one's environment;
3. **Learning to live together** - to participate and co-operate with other people in all human activities
4. **Learning to be** - an essential progression which proceeds from the previous three.

These four paths of knowledge are seen as forming a whole because there are many points of contact, intersection and exchange among them.

The International Meeting of Outstanding National ASP Co-ordinators held in Chile in December 1996 recognised that the ASP contributes to the attainment of these four pillars of education.

The Delors Commission recommended that “**...intellectual co-operation in the field of education should be encouraged through the intermediary of UNESCO...Associated Schools...**” thereby giving recognition and support to the valuable work underway through the ASPnet.

PART 1: A RATIONALE FOR THE ASP IN THE CARIBBEAN

INTRODUCTION

Caribbean governments have made several recommendations for educational reform within their respective countries and within the region. This rationale for adopting the ASP in the region begins with an outline of the educational needs of Caribbean society as articulated by Heads of Government and Education working groups (1991-1997). It then moves on to discuss general philosophical and pedagogical needs as well as specific content issues linked to the ASP which have been identified by Caribbean leaders and educators.

A. The Needs of Caribbean Societies

Caribbean governments have been expressing concern over the state of education in the region. At the core of this concern are two (2) main issues - the ability of our education systems to instil in our young people a sense of pride, values and critical judgement which can lead to the proper exercise of citizenship; and the apparent inability of our systems to keep pace with the rapid globalisation and technological advances which affect our societies. The first deals with the philosophical and moral underpinnings of education - the second with the need for training and human resource and technological development. Both are attempts at strategically positioning the region at the turn of the century to derive maximum social and material benefits.

The Eighteenth Meeting of the Conference of Heads of Government of the Caribbean Community held in Montego Bay in June and July of this year provided a forum for the discussion of educational issues. While participants focussed on questions of access to education, educational output and technical issues there was also a significant emphasis on the experience of education and its qualitative results. The *Draft Polity and Plan of Action* put forward by the Consultation Group which examined the document *Towards Creative and Productive Citizens for the Twenty-first Century* described the "ideal Caribbean person" not merely as one possessing technical and productive skills but also as a person with values, a creative imagination, critical and independent thinking, a sense of self, community and environment and a fundamental respect of all human life. All of this has, of course, been put

into the context of increasing poverty and unemployment and a rise in the incidence of crime, violence and drug abuse and the spread of HIV/AIDS.

Recent discussions of educational reform in the region can therefore be divided into the philosophical questions of “how” to educate citizens for the next century and the questions of content.

The following sections will address each of these questions in turn.

(I) **Educating Citizens for the Twenty-first Century**

“Of greatest importance is the need to mobilise the energies and exertions of Caribbean people around some noble visions of themselves, the region to which they belong and their contribution to the progress of human civilisation.” (OECS Education Reform Working Group, 1991, p.41)

Caribbean governments and educators have emphasised the need to develop within young and old alike a sense of moral obligation and responsibility - creating a sense of community which will ensure the well-being of all. Central to this idea are questions of vision, self-esteem and a sense of connection to other human beings - connections which recognise the links between self and other, the local community and the global environment. This is an attempt to encourage Caribbean people to link their personal issues with the local, regional and international and to treat each other with respect. It is a process which must begin at home and extend towards our neighbours.

Living in Community

The question of citizenship has frequently arisen in CARICOM and OECS discussions of the value of education and the need for educational reform. It exists against a backdrop of increasing social upheaval and violence brought about by economic instability, substance abuse and the perceived loss of cultural identity and

moral judgement. It is also a reflection of a growing feeling of hopelessness and powerlessness worldwide which encourages political apathy and an abandonment of the responsibilities of citizenship.

Responsible citizen is key to the ideals of living in partnership and community - active citizenship means taking responsibility for actions which affect others and the environment. The increasing societal problems in the region mean that today, more than ever, responsible citizenship becomes important.

In *Foundation of the Future: OECS Education Reform Strategy*, the Education Reform Working Group found through their consultations, that many schools were perceived as “enclaves within communities with little or no relationship between them...” (P.52)/. It was suggested that schools should become community resources, serving not only the needs of the school population but also the needs of the out-of-school population. This would be one way of ensuring more meaningful interaction between schools and their communities.

It has also been suggested, that in a region constantly bombarded by North American media and overwhelmingly influenced by the power of the dollar, there needs to be some attempt at preserving traditional values and inculcating in young people the virtues of honesty, goodness and integrity.

Developing Critical Thinking and Problem-solving Skills

The OECS Education Reform Working Group suggests that one of the legacies of colonial education is the rigidity and authoritarian character of our education system. The Working Group found that this was a hindrance to the development of the independent and critical thinking so necessary to the formation of young minds and suggests that instead of producing “submissive, compliant, passive workers” schooling should be “redirected to develop the creative imagination, foster critical analysis, encourage problem-solving, teach students their rights and responsibilities in a democratic state and promote initiative, enterprise and self reliance.” (Education Reform Working Group, 1991, p.51)

The need for critical thinking was echoed by the Prime Minister of Grenada, Dr. the Honourable Keith Mitchell, in his presentation tot he Eighteenth Meeting of the Conference of Heads of Government of the Caribbean Community this year. The Prime Minister stated that:

“The entire education system needs to be restructured in the line of teaching to think.” (Mitchell, 1997, p.8)

The Prime Minister recommended that the enquiry method be used in the classroom.

The exercise of informed judgement is particularly important in an age where information technology changes the character and content of knowledge at a rapid rate and where choices are seemingly endless. If our young people are to face the coming century well-equipped they must be able to access, analyse and interpret information according to criteria which best suit their needs and which will contribute to the common good.

With this in mind, Caribbean governments have called for increased teacher education and experimentation with innovative pedagogical tools and strategies. Teachers are beginning to be seen as facilitators of learning with students taking more and more active responsibility for the process. Information-sharing is a critical new concept in this enterprise.

(II) Topics for Inclusion in a Curriculum for the Twenty-first Century

Science and technology, including information and computer technologies, have been identified by most educators in the region as top priorities in education. They lie at the heart of the rapid globalisation of which the Caribbean must be a part. Nonetheless, the desire to join the globalisation process as an equal partner must not endanger the possibilities for sustainable and humane development. This lies at the core of the presentation, *Science and Technology and Human Resource Development in the Context of the CARICOM Single Market and Economy*, presented by Dr. the

Honourable Keith Mitchell and mentioned above. This section outlines key issues of that presentation and other regional concerns which can be served by the ASP.

(a) **Science and Technology**

“The education system has an important role to play in the application of S&T to development. We must ensure that the entire population has adequate skills in reading, communication in speech and writing and calculation, and on this base must be produced a computer literate society. There is need to popularise S&T, to indicate to the population that S&T is involved in all of their every day activities. S&T awareness must become part of the culture.” (Mitchell, 1997, p.6)

Science and Technology play an increasingly important role in our daily lives and a clear understanding of their principles and applications is crucial if we are to ensure our active participation in the global economy. Training in these areas is also becoming critical for communication and development within our own territories and within the region.

(b) **The Environment**

“...in the name of ‘development’ we denude beaches, fill in mangrove swamps, cut down forests, tear out sea grass beds and go for monstrosities of glass and concrete in desperate efforts to earn foreign exchange.” (Mitchell, 1997, p.9)

Current concepts of “development” - particularly sand mining, deforestation and improper waste management - are threatening our natural environment. Prime Minister Mitchell suggests that we need to do the following:

- Protect the environment through some form of environmental management institution

- Enact and enforce zoning regulations
- Develop a land use policy and stick to it to avoid environmental degradation, loss of agricultural land to other uses, pollution of ground water, etc.
- Provide environmental education for the entire society.

(c) **Cultural Heritage**

“A cultural policy must be put in place, the cultural heritage must be documented, a system for the protection of cultural property is needed. The population must come to appreciate their culture by quality Caribbean programmes being promoted on TV and Radio in the schools and in the community centres.” (Mitchell, 1997, p.7)

The preservation of cultural heritage is key to a sense of national and regional identity and pride. It speaks to the self-esteem which will allow us to treat ourselves and others with respect and consideration.

Foundation for the Future: OECS Education Reform Strategy also suggests that one’s cultural heritage must form a part of any progressive educational strategy.

(d) **Caribbean Identity**

“We need to take note of the cultural penetration that is occurring - changing us to being north [sic] American in our habits.” (Mitchell, 1997, p.7)

Cultural identity is closely linked to cultural heritage and is partially supported by the innovative artistic works which are based on our own traditions. It has been suggested by the OECS Education Reform Working Group that more attention needs to be paid - and more validation given - to the inclusion and development of creative expression must be recognised as forms of intelligence and potential income earners.

(e) **Human Rights**

Issues of social justice are at the core of Prime Minister Mitchell's vision of a Caribbean where all basic needs are met. It is also central to the emphasis on educational access for all, so often repeated in educational reform documents coming out of the region.

The Draft Policy and Plan of Action put forward by the Consultation Group at the last Heads of Government meeting recommended the endorsement of the **Belize Commitment to Action for the Rights of the Child** and the **Regional Policy for Gender Equality and Social Justice**.

PART 2: REVIEW' OF THE DEVELOPMENT OF THE ASP: 1953-1993

UNESCO's Early Action to Promote Education for International Understanding: The Precursor to ASP (1946-1952)

When UNESCO was created in 1946, in the aftermath of the Second World War, one of its fundamental tasks as defined by its Constitution was to contribute to peace and security by promoting collaboration among nations through education, science and culture. The preamble to its Constitution states that “...since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed. ” Thus from the outset, one of the priorities of UNESCO has been to involved educators in the continuing task of building a peaceful world.

1947-1952

International seminars for teachers were organised to assess the existence of and need for teaching about issues of world concern with a view to promoting a sense of world co-operation and community. Topics explored included the improvement of textbooks, the psychological bases for the development of children's perceptions of the world, and foreign language instruction to enhance global awareness.

By 1952 it was deemed important to systematically organise the implementation of projects for international understanding in schools.

The First ASP Decade (1953-1963): Experimentation and Consolidation

Main features of the first decade were:

- Focus on the secondary school level.
- The establishment of national pilot programmes linked and co-ordinated internationally to contribute to the improvement of teaching methods, techniques and materials with the aim of strengthening education for international co-operation and peace; research and evaluation were essential components for arriving at a deeper understanding of the needs, problems, difficulties and possibilities of education in this field.

- The potential for the project's future growth and development was recognised but certain difficulties were perceived. These were:
 1. A lack of suitable teaching materials to carry out the experimental activities.
 2. School exchanges and effective co-ordination between educational institutions were difficult to organise.
 3. In spite of keen interest in the project, the restrictions of pre-existing syllabi posed a special problem.

Such feedback and critique of the project were taken into account during the following decade. **The success of the project in each country was largely due to a combination of teacher commitment and assistance from Ministries of Education and National Commissions for UNESCO.**

The Second ASP Decade (1964-1973): Recognition and Acclaim

Main features of the second decade were:

- Extension of the ASP to the **primary school level**
- Reformulation of educational goals
- Curriculum development related to the various ASP themes
- Significant increase in ASP membership.

The Third ASP Decade (1974-1983): Normative Development and Assessment

Main features of the third decade were:

- Adoption by the General Conference of UNESCO of the **Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms (the 1974 Recommendation)**. This

normative instrument emphasised the enormous value of the ASP. Since its adoption Associated Schools have been involved in implementing its principles.

- In-depth evaluation of the Project in 1979-1980. This evaluation confirmed the potential of the ASP. It recommended a larger expansion of the ASP and a more systematic study of world problems.
- Publication by *UNESCO* in 1983 of *World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Education*, based largely on ASP innovative teaching practices. Published with a view to improving teaching about the United Nations.

The Fourth ASP Decade (1984-1993): Expansion and Innovations

Main features of the fourth decade were:

- Over 30 ASP workshops, seminars and conferences were held during this period at the regional and international levels. These encounters provided useful fora for: **exchange** of information on results achieved, the search for **solutions** to problems encountered and the **planning of innovative ASP pilot projects**. These encounters contributed largely to the **qualitative** and **quantitative** development of the ASP.
- In order to **enhance effectiveness** and **the multiplier effect** of the ASP, a challenging four-year **interregional project (IRP, 1988-1992)** was launched and conducted in eleven Member States. Results were presented at subsequent consultations held in N'djamena, Chad, in 1990 and in Trinidad and Tobago in 1992 which included **curriculum development projects**, e.g., a pilot project on environmental issues and international understanding (Republic of Korea), a pilot curriculum on the environment, culture and human rights (Trinidad & Tobago), a UNESCO Young People's project (Australia), special **campaigns** for the environment (Tunisia), and literacy (Chad); new **teaching materials**, e.g., Continuing Challenges to Human Rights and Peace (Bulgaria), Islam (Finland), Teaching Handbook for International Understanding (Thailand), new **teaching methodology** such as didactic games for values education (Colombia); **reinforcement of ASP national co-**

ordinating units, e.g., national and regional ASP co-ordinators (Germany) and a national ASP newsletter, the Forum, conduct of **multilateral projects** such as the Baltic Sea Project and the extension of the ASP to more schools.

- In order to reply to new demands in the fields of education for democracy, peace, human rights and tolerance, inter-cultural learning and the environment, special attention was given to developing innovative approaches to in-school and out-of-school activities relating to the four main themes of the ASP through enhanced international co-operation.
- The first **peace-building** operation was conducted in April 1993 when two UNESCO workshops on “*education for mutual understanding and tolerance amongst children of different cultural backgrounds*” took place in Croatia and Slovenia. As a result, both countries went on to participate in the ASP and prepared teaching guidelines on education for mutual understanding.

PART 3

A. PROVISIONS OF THE DRAFT PROGRAMME AND BUDGET FOR THE ASP IN THE 1998-1999 BIENNIUM

In the draft programme and budget 1998-1999, the ASP is presented under the transdisciplinary project **Towards a Culture of Peace, paragraph 06028**. Provisions for the ASP include:

- Extension of the ASP to some 6,000 schools in over 150 countries;
- Mobilisation of ASP schools to promote innovation in education for peace, human rights, democracy, international understanding and tolerance, mainly through the production and experimentation of prototype materials for primary and secondary education;
- Highlighting of the role the culture and the arts can play **in making “learning to live together” a reality;**
- Mobilisation of the ASP network to promote solidarity among participating schools, through twinning arrangements, with a view to intensifying the provision of school equipment, the training of teachers and reciprocal visits of students and teachers;
- An ASP Day of Solidarity will be celebrated every two years on a different theme (Human Rights in 1998) to promote a wide range of solidarity projects in favour of less privileged groups.

Launching of new ASP **“Flagship Projects”**, e.g., a triangular intercultural project in connection with the **Slave Route Project**.

B. THE ASP IN THE CARIBBEAN

(I) Country Breakdown

Currently, there are approximately 4,000 institutions in the network internationally. UNESCO Headquarters targets for institutions in the network are as follows: end of 1997: 5,000; end of 1998: 6,000.

TABLE 3

Breakdown of Associated Schools in the Caribbean

C O U N T R Y	TOTAL NO. OF SCHOOLS
Cuba	30
Dominica	10
Dominican Republic	4
Grenada	11
Guyana	24
Haiti	8
Honduras	29
Jamaica	4
St. Lucia	20
St. Vincent and the Grenadines	5
Trinidad and Tobago	28
TOTAL	173

Of these 1 is a pre-school; 90 are primary schools; 1 is a primary and secondary school; 72 are secondary schools and 9 are teacher training institutions.

Trinidad and Tobago has been the most active territory in the ASP network to date. Other active territories in the English-speaking Caribbean are Grenada, Jamaica, and St. Vincent and the Grenadines. Grenada hosted **the Children's Culture of Peace Festival in 1995** and Jamaica has participated **in the Young People's World Heritage Education Project**. Like Trinidad and Tobago, St. Vincent and the Grenadines has been active in the areas of school twinning and exchange visits, production of an ASP national newsletter and observance of International Days. Recently, Saint Lucia and Guyana have also reactivated their networks. All of these territories, except Guyana, are currently active participants in the **ASP Caribbean Sea Project (C.S.P.)**.

(ii) **Proposed Workplan for the ASP/C.P. in the Caribbean 1998-1999**

The workplan will focus on the following:

1. **Expansion of the network.**
2. **Enhancing quality** (in areas of co-ordination, content, teaching strategies and materials production).
3. **Increasing the visibility of the network.**
4. Continuation and strengthening of **the Caribbean Sea Project - an ASP Flagship Project - and participation in new international Flagship projects.**

Strategies designed to enhance quality can also support efforts at expansion since an effective and dynamic network is likely to attract new schools/educational institutions. Sub-regional activities foreseen which can contribute to the goals of quality and expansion are:

- I. **Education and training** in the areas of values education, human rights, tolerance and non-violent methods of conflict resolution, using an integrated approach.

- ii. Education and training in the area of **preventive education** (drug and alcohol abuse, HIV/AIDS). These activities will target teachers and students.
- iii. **Production of materials** in the content areas indicated at (I) and (ii) above.

PART 4: ASP FLAGSHIP PROJECTS

A. THE ASP CARIBBEAN SEA PROJECT (C.S.P.)

Objectives of the C.S.P.

The overall objective of the C.S.P. is to create greater awareness among young people in the Caribbean region of the need to preserve the Caribbean Sea and the entire ecosystem linked to it, as a regional patrimony.

Short Term Objectives

1. To sensitise children and young people to environmental problems facing the Caribbean Sea, both locally and regionally and to develop skills among children and young people in resolving these problems.
2. To develop new interdisciplinary/multidisciplinary educational approaches and materials with problems threatening the marine environment.
3. To provide a mechanism for interaction, exchanges and co-operation amongst schools from different language groups.

Medium/Long Term Objectives

In the medium and long term the C.S.P. will also look towards changing student and community attitudes conducive to improving the marine environment; improving educational approaches (content, methods, material); improving interaction between the school and the community; further strengthening Caribbean identity; promoting the rich cultural diversity of the Caribbean region; improving contacts and co-operation among educators, students and teachers and supporting foreign language learning.

Participating Territories

Seven territories participated **in Phase I** of the project as follows:

1. Cuba
2. Curaçao
3. Grenada
4. Jamaica
5. St. Vincent and the Grenadines
6. Trinidad and Tobago
7. Venezuela

In addition to the seven countries in Phase 1, **Phase II** saw the involvement of the following countries:

8. Aruba
9. Bahamas
10. Cayman Islands
11. Colombia
12. Costa Rica
13. Saint Lucia

Regional Activities Completed to Date Under Phases I and II

- Regional launch (November 1994)
- Logo Competition
- National launchings
- Expansion of the project from seven (7) territories in Phase I to thirteen (13) in Phase II
- First and second issues of CSP newsletter published in English and Spanish
- Production of the first in a series of educational kits comprising fact sheets on coastal usage and management (Aruba, St. Lucia, St. Vincent and the Grenadines)
- Three Regional Meetings of National Co-ordinators of the CSP (Meetings were held in Trinidad and Tobago and Aruba in 1994, 1995 and 1996)

- Forging of links with international bodies and key regional institutions to publicise the objectives of the CSP
- Regional Essay and Poster Competition in Observance of International Year of the Reef (1997)
- Naming of Ambassador Don Mills (Jamaica) as Patron of the CSP (Ambassador Mills is the Caribbean Representative on the Independent World Commission for Oceans)

Regional Activities in Progress

- Implementation of a Sub-regional Science and Technology Competition for Schools participating in the CSP on the theme: **Towards Sustainable Marine Resource Management**
- Regional Survey on Attitudes, Values and Knowledge in relation to the Marine Environment and Caribbean Culture (Netherlands Antilles, St. Lucia, Trinidad & Tobago, Venezuela)

Proposed Regional Activities for 1998-1999

1. Fourth Regional Meeting of National Co-ordinators of the CSP to be hosted by the Government of St. Vincent and the Grenadines, 1998. (PP request).
2. 1st CSP Environmental Education Workshop for Teachers and Students, Tobago 1998. (PP request).
3. Production of 3rd issue of the CSP Newsletter.
4. Production of the second educational kit of fact sheets on Coastal Usage and Management for students 9-14 years old.
5. Design and implementation of pilot interventions to improve students' attitudes, values and knowledge arising from the findings of the Regional Survey mentioned above.
6. Strengthening of ties with CSP Sister Projects.
7. Development and printing of teachers' manual and students' worksheets for investigations on the marine environment.
8. Regional Science and Technology Competition in observance of the International Year of the Ocean.

9. Implementation, on a pilot basis, of the project (or an aspect of it) winning the **CSP Challenge Trophy** for the 1997 S&T Competition.
10. Regional Photo/Essay/Poster Competition **in** observance of **the International Year of the Ocean**.

Successes

Most of the participating territories have reported some level of success in the implementation of one or more of the following activities.

National Activities Undertaken to Date in the Context of the CSP

- Beach and coastal clean-ups
- Photo displays
- Essay and poster competitions
- Restoration of recreation sites near rivers
- Production of films/videos and slides on the uses of the sea
- Twinning of schools
- Composition of CSP Songs
- Composition of Poems
- Writing of letters to the Government to protest the use of the Caribbean Sea as a trans-shipment point for nuclear waste
- Participation of High Government Officials, e.g., Ministers of Education, in CSP launchings
- Involvement of the community in clean-up campaigns (St. Vincent and the Grenadines)
- Activities undertaken in collaboration with INTERACT CLUBS (Rotary International [St. Vincent and the Grenadines, Trinidad and Tobago])
- Production of national CSP Newsletters
- Conduct of national survey to evaluate strategies being utilised (Venezuela)
- Links established with relevant Governmental and Non-Governmental Organisations
- Incorporation of the CSP with the Oceanophilia Project being planned for 1998 (Venezuela)

Setbacks

The common difficulty was a lack of funding for co-ordinating CSP activities. Other difficulties included the following:

- Finding time for CSP activities in a tight curriculum
- A clash between CSP and other Environmental Education activities (one territory)
- Inadequate documentation
- A lack of appreciation on the part of some schools of the links between the CSP and Science programmes
- Need for rewards to motivate teachers
- A lack of training among teachers
- Teachers starting the project and then being moved to another school
- The number of islands comprising some territories which renders communication and co-ordination difficult
- Language barriers

Opportunities

Several regional and international initiatives in environmental management exist which will continue to provide the CSP with an opportunity to network and impact upon the knowledge, attitudes and values of students in relation to the marine environment and Caribbean culture.

The unique contribution of the CSP is that it is school-based and pan-Caribbean. Within UNESCO opportunities exist for close collaboration between the CSP, the International Oceanographic Commission (IOC) and the Unit on Coastal Areas and Small Islands, inter alia. Through establishing linkages and working partnerships with all relevant bodies active in the area of marine conservation and protection there is, indeed, much that can be achieved - even with scarce resources. Our interaction with our sister projects will enrich our thinking and action as we move into the third phase of the project.

B. THE ASPNET SLAVE ROUTE PROJECT

The Slave Route Project is a **new flagship project** to be introduced to the Caribbean in 1998. It aims to highlight the history of the transatlantic slave trade and to examine the new relationships and cultures generated by this trade. The Slave Route Project is an attempt at intercultural learning and dialogue which will take into account the long memory of the history of the movement of peoples and the close link which exists between the material and the spiritual in the structuring and evolution of cultures and civilisations.

With a view to promoting **a culture of peace**, the question of the slave trade and its consequences today will be the subject of a rigorous international multi-disciplinary study which will highlight the mechanisms and results of the intercultural dialogue set in train between Europe, Africa, the Americas and the Caribbean. It is hoped to make people throughout the world, and not only those directly concerned, conscious of the need to assume the memory of the slave trade and the heritage they share, and to create a climate conducive to renewed co-operation.

An International Scientific Committee has been established to make recommendations on the implementation of the project and UNESCO has adopted an intersectoral approach involving the Culture, Communication and Education Sector, as well as the World Heritage Centre.

Stage I: 1997-1998

Stage I of the project commenced in April 1997 at an international workshop for teachers and students from Denmark, Ghana, Norway, Senegal and St. Croix (Virgin Islands) held in Oslo on the occasion of the launching of the international Scandinavian travelling exhibition concerning *the Slave Ship Fredensborg*.

The workshop finalised the terms of reference for the project and a tentative time-table for 1998-2001. Upon return to their countries, students and teachers were expected to commence work on the project in close collaboration with local and national authorities and specialists. During the first year, the project will focus on learning about and interpreting,

from different perspectives, the Slave Ship *Fredensborg* in the context of the consequences of the Slave Trade.

Stage II: 1998-1999

During this period, the project will be extended to fifteen (15) more countries (five in each sub-region) and will be extended to include an in-depth study of the trans-Atlantic slave trade and the imprint it has left today. In 1998, three sub-regional workshops are scheduled, bringing together teachers, specialists and students to plan the extension of the project as well as a wide range of intercultural initiatives. Following the workshops, some 100 ASP participating schools will concentrate on specific aspects and will form “subnets” according to topics such as trading posts along the “Gold Coast”, the study of World Heritage and other slave route related sites, the Diaspora conditions on board during the Atlantic crossing, disembarkment and bondage, life on the plantations, efforts to abolish slavery, laws regulating and abolishing slavery, life under colonisation, independence and life today - American/Caribbean culture generated by the people of African origin.

PART 5: THE USE OF NEW TECHNOLOGIES

Wolfgang Reuther, Deputy Secretary-General, General Commission for UNESCO, and expert of the ASPnet, has emphasised the importance of the use of new technologies to enhance ASP networking. The development of communication technologies now allows quick and efficient exchange of information and co-ordination among different actors. It is intended that these technologies should impact upon the ASPnet for more effective networking capacity so as to facilitate:

- i. Better and frequent communication;
- ii. A shared identify and
- iii. Enhanced co-operative learning.

It is generally agreed that it is the networking character of the ACP that makes it such a unique project and which is a precondition for its successful development.

ASP networking occurs at various levels and calls for reinforcement at all of them. At the local/provincial level ASP schools are encouraged to be in close contact with one another and to share their innovations and events with non-ASP schools. At the national level, networking depends heavily on the ASP National Co-ordinator and collaboration with the National Commission for UNESCO, educational authorities, the media, etc. At the regional level, emphasis is now placed on intensifying sub-regional ASP co-operation amongst neighbouring countries and on educational issues of common concern such as **those** reflected by the ASP "**Flagship Projects**" such as the **Caribbean Sea Project** and the involvement of UNESCO Field Offices in assuming a dynamic role and offering support services. Networking at the international level is facilitated through UNESCO Headquarters which publishes the biannual **Looking at the ASPnet** newsletter, the bulletin **International Understanding at School** and the international **List of ASP National Co-ordinators and Participating Institutions**; organises international contests; and launches international "**Flagship Projects**" such as the **World Heritage Education Project**. Associated Schools and ASP Co-ordinators are encouraged to contact each other directly.

The role of the Internet in supporting and extending the ASPnet is clear. In December 1996, UNESCO Headquarters opened a home page for ASPnet. Its "construction" will be continued and kept up to date.

ASP Homepage Address: <http://www.education.unesco.org/educprog/asp>

Some countries (e.g., Finland, Germany, etc.) Have also created ASP Homepages and others are invited to do so. One secondary school in Trinidad and Tobago also has its own ASP Homepage.

Closing the Technological Gap

In spite of the obvious advantages of using the new technology available to enhance communication and networking within the ASP, one of the main concerns expressed by the participants pertained to the fact that the majority of ASP schools are in less industrialised countries and are often operating with very little basic infrastructure if any. Illiteracy amongst children remains high - some 150,000,000 have no access to education at all and there are still some one billion adult illiterates. Much support has been expressed for the newly proposed international **ASP twinning scheme, "Partnership/Solidarity Programme - another Step Together"** whereby schools with resources

will be twinned and share with schools in need. One of the objectives will be improve the school's infrastructure, equipment, supplies, etc., as well as its communication means and assess to technology not only by providing computers, modems and Internet subscriptions, but also by providing the necessary maintenance and training of ASP teachers. In fact, an ASP **“Communication for All”** programme has been proposed which could eventually enable all ASP schools to have proper communication channels and enable all countries to be “on line”.

CONCLUSION

There is much that the ASP has to offer to the benefit of teachers, students and communities in general in the Caribbean. The opportunities it provides for collaborative efforts among teachers and students nationally and regionally can indeed contribute to the realisation of that sense of living in a Caribbean community comprising a well-informed citizenry, well-adjusted to the increasing complexity of life in the next century. The needs of Caribbean education systems in relation to developing students in critical thinking and problem-solving skills; competence in Science and Technology; positive attitudes to the preservation and protection of the Caribbean environment, culture and identity; as well as our tradition of respect for democracy and human rights can also all be served by the ASP.

ANNEX 1

TABLE 1

STRENGTHENING OF THE ASP AT THE NATIONAL LEVEL

STRENGTHENING OF THE ASP AT THE NATIONAL LEVEL	EXPECTED RESULTS
Responsible: <ul style="list-style-type: none"> • National Commission for UNESCO • Ministry of Education 	
1. Elaboration and wide diffusion of ASP national strategies and plan of action to UNESCO for inclusion in data bank.	Enhanced institutionalisation and impact of the ASP in Member States and visible ASP contributions to improving education for the 21 st Century by imparting a culture of peace.
2. Submission of annual national ASP reports to UNESCO.	World-wide view of ASP innovations and increased co-operation between UNESCO, Member States and schools.
3. Organisation of workshops for teachers.	Improved teaching for international education approaches.
4. Conduct of experimental activities from pre-school education to teacher training in the following areas of study with a view to promoting a culture of peace: <ul style="list-style-type: none"> • World problems and the role of the United Nations in solving them <ul style="list-style-type: none"> (a) International Year of the World's Indigenous People (1993) (b) International Year of the Family (1994) (c) International Year of Tolerance (1995) (d) International Year for the Eradication of Poverty (1996) (e) International Year of the Reef (1997) (f) International Year of Oceans (1998) 	Substantial ASP contributions to preparation /observation of international years and events.

STRENGTHENING OF THE ASP AT THE NATIONAL LEVEL	EXPECTED RESULTS
<ul style="list-style-type: none">• Human Rights<ul style="list-style-type: none">(a) ASP contribution to Human Rights Plan of Action(b) 50th Anniversary of the Declaration of Human Rights (1998)	Reinforced integration of human rights teaching in the curricula
<ul style="list-style-type: none">• Intercultural Learning<ul style="list-style-type: none">(a) School twinning(b) Exchange visits	Effective North/South - East/West solidarity between ASP schools
<ul style="list-style-type: none">• Concern for the Environment<ul style="list-style-type: none">(a) Preparation/publication of teaching material(b) ASP community projects	Improved environmental education. Development of educational approaches for sustainable developmentdisemb.

TABLE 2

STRENGTHENING OF THE ASP AT THE NATIONAL LEVEL

STRENGTHENING OF THE ASP AT THE NATIONAL LEVEL	EXPECTED RESULTS
1. Regional ASP Workshops for national co-ordinators.	Participation of all Member States in the ASP and consolidation of the Project at national/regional levels.
2. Preparation of regional ASP practical handbooks.	Same as above.
3. Regional ASP Workshops for teachers.	Improved teaching training.
4. Children's forums/fora for a peaceful world, e.g., Culture of Peace Festival for Children, Grenada, 1995.	Training of children for responsible adulthood.
5. Regional pilot projects on environmental education, e.g.: (a) Caribbean Sea Project (b) Baltic Sea Project (c) Mediterranean Sea Project (d) Blue Danube River Project	Production of teaching materials and increased regional/interregional/international environmental education.
6. Inclusion of ASP in agenda of regional conferences on education.	Increased recognition of and support for ASP.

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Appendix II-ii - Health and Family Life Education

**CARICOM
HEALTH AND FAMILY LIFE
EDUCATION PROJECT**

(Reproduced from Pamphlets distributed by Presenter)

Empowering young people with Skills for Healthy Living

WHAT IS THE HFLE PROJECT?

This unique Project is implemented through a “partnership” arrangement among the CARICOM Secretariat, UN system agencies, the University of the West Indies (UWI) and expert consultants in HFLE. The Project provides the bases for dealing with social issues affecting young people throughout the Caribbean by empowering them with the attitudes, values and skills to make healthy choices in life. The Project has four main objectives:

- To improve teacher training.
- To develop comprehensive life-skills based teaching materials for HFLE.
- To strengthen co-ordination among institutions engaged in HFLE at regional and national levels.
- To raise the status of HFLE at all levels of education.

The success of this Project will be measured, in the long-term, by the achievement of behaviour change among young people both in and out of school.

WHAT ARE ITS BENEFITS?

- HFLE will form of the core curriculum in Teachers’ Colleges, in-service and distance education programmes.

The “*Core Curriculum Guide for the Strengthening HFLE in Teachers’ Colleges in the Eastern Caribbean*” (PAHO/WHO-Carnegie), will be used to provide a framework of core learning areas for HFLE. The Guide will also introduce teachers to participatory methodologies needed to “energise” the HFLE classroom. These actions will help raise the personal comfort level and skills of teachers.

- Life-skills such as decision-making, communication, negotiation, self-esteem and values education will be put at the centre of the school curriculum.

A proactive rather than crisis approach will be adopted to reach young people with information in areas such as HIV/AIDS, sexual health, substance abuse, environmental health, safety, and nutrition. Students will be empowered with skills, values, attitudes and knowledge and will have the opportunity to enact “real life” situations in the classroom. This approach will promote behaviour change.

- A single plan of action, entitled “*A strategy for Strengthening HFLE in CARICOM States* ” will be implemented by the partner agencies.

Regional and national steering committees will guide programme design and implementation. Agreed principles for collaboration which set out broad priorities for HFLE programme development will increase co-ordination.

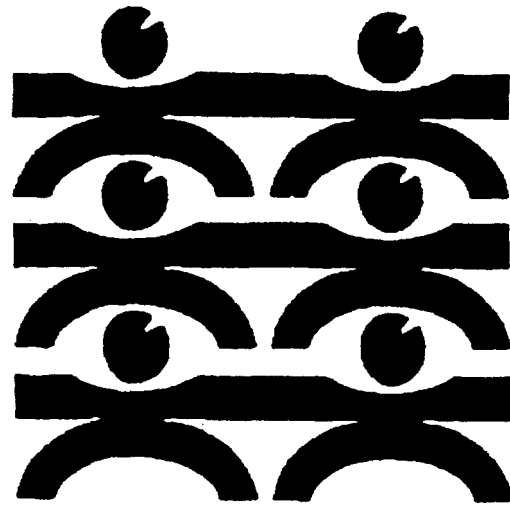
WHO ARE THE PARTNERS?

This is the first truly multiagency initiative on HFLE. Each institution brings its years of experience and special strengths to the Project in order to ensure the best of available resources for the development of state-of-the-art techniques and materials. The United Nations Children’s Fund (UNICEF) - Caribbean Area Office in Barbados is responsible for the overall co-ordination of the Project on behalf of the CARICOM Secretariat. Principal partners include:

- Ministries of Education and Health in 14 CARICOM states
- Pan American Health Office/World Health Organisation (PAHO/WHO)
- United Nations Fund for Population (UNFPA)
- United Nations International Drug Control Programme (UNDCP)
- United Nations Educational, Scientific and Cultural Organisation (UNESCO)
- United Nations Development Fund (UNDP)
- United Nations Economic Commission for Latin America and the Caribbean (ECLAC)
- United Nations Development Fund for Women (UNIFEM)
- Faculties of Education, University of the West Indies (UWI)
- Advanced Research and Training on Fertility Management Unit (FMU), UWI

WHAT CAN YOU DO?

- Decision-makers in government - develop national policies on HFLE to raise its status.
- Ministries of Education and Health - increase coordination and management of HFLE in schools and communities.
- School Principals support and share the responsibility for the teaching and learning of HFLE in schools.
- Young people guide programme design, development and implementation. This Project is for you.
- NGOs assist governments to improve, co-ordinate and expand HFLE programmes.
- Private business support programmes designed to build life skills, attitudes and values among youth in school and in the community.
- Parents increase your knowledge, skills and values concerning HFLE in order to provide guidance for your children.
- Members of the media inform and educate communities on HFLE.



CARICOM
Health and Family Life
EDUCATION PROJECT

***RECOMMENDATIONS
OF
MINISTERS OF EDUCATION***

CARICOM/MULTI-AGENCY PROJECT ON *HEALTH AND FAMILY LIFE EDUCATION*

(Agenda Item 18)

THE STANDING COMMITTEE

REAFFIRMED its commitment to Health and Family Life Education (HFLE) as a priority for achieving national development goals and put in place measures to ensure its sustainability;

ENDORSED the document entitled, “*Strategy for the strengthening of Health and Family Life Education*”;

AGREED to make every effort to adopt the following:

- (a) The formulation or review of national politics on HFLE which would ensure that:
 - (i) HFLE is included as part of the core curriculum of general education at all levels;
 - (ii) Mechanisms for national co-ordination are established or strengthened;
 - (iii) A supportive environment for the promotion of HFLE is created.
- (b) The mobilisation and allocation of resources necessary to establish/strengthen HFLE programmes;

SUPPORTED the training of teachers and guidance counsellors and **requested** regional and national institutions to develop an appropriate level of certification;

ALSO AGREED to ensure that facilitators as well obtain an appropriate level of training for the delivery of HFLE;

FURTHER AGREED to prepare or review a Plan of Action for the design, delivery, monitoring and evaluation of HFLE in the education system by the end of 1997;

AGREED to promote and strengthen home-school-community linkages by:

- (a) Intensifying public education about the importance of HFLE;
- (b) Expanding parent outreach programmes;
- (c) Integrating HFLE into out-of-school education, literacy and skills-based training; and
- (d) Forging partnerships with community groups and private sector organisations including the media.

ALSO AGREED to ensure the integrity and responsiveness of HFLE by establishing mechanisms for the effective collaboration between Ministries of Health and Education;

ENCOURAGED multi-agency collaboration for HFLE so that holistic, integrated programmes can be delivered and sustained;

FURTHER AGREED to ensure that research is conducted to inform decision-making related to HFLE and its impact on national development;

MANDATED the CARICOM Secretariat to liaise with governments, institutions and agencies in respect of the implementation of these recommendations;

EXPRESSED appreciation to regional institutions and agencies, including the UWI, PAHO, UNESCO and UNICEF for their valued support in the area of the HFLE; and

AGREED to accord priority to the development of materials and curricula in the area of the HFLE, paying specific attention to the issue of the AIDS pandemic and the scourge of drug abuse in the Region.

WHAT CAN YOU DO?

- Decision-makers in government - develop national policies on HFLE to raise its status.
- Ministries of Education and Health - increase coordination and management of HFLE in schools and communities.
- School Principals - support and share the responsibility for the teaching and learning of HFLE in schools.
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- NGOs - assist governments to improve, co-ordinate and expand HFLE programmes.
- Private business - support programmes designed to build life skills, attitudes and values among youth in school and in the community.
- Parents - increase your knowledge, skills and values concerning HFLE in order to provide guidance for your children.
- Members of the media - inform and educate communities on HFLE.

The CARICOM Health and Family Life Education Project

"Going beyond endorsement"

by Christine Norton, Consultant, UNICEF

Political basis for HFLE

- Caribbean Cooperation in Health - 1992
- Caribbean Charter for Health Promotion - 1993
- Regional Education Plan - 1995
- OECS Reform - 1995
- Post ICPD Plan of Action 1996
- CARICOM MOE and MOH - 1996

Political basis continued....

- Belize Commitment for Action on Child Rights - 1996
- Directional Plan for Poverty Eradication in the Caribbean - 1997
- National Population Policies
- ...

On an Operational Basis

An integrated HFLE programme is more:

- cost-effective
- efficient

Little behaviour change despite the fact that...

UNDCP spent USD4.5 million on demand reduction in 10 countries

UNFPA spent USD1.6 million over 25 years on TEC for youth

UNICEF spent USD400,000 on health education in 4-years

PAHO/WHO spent USD363,000 on one major project by 1995

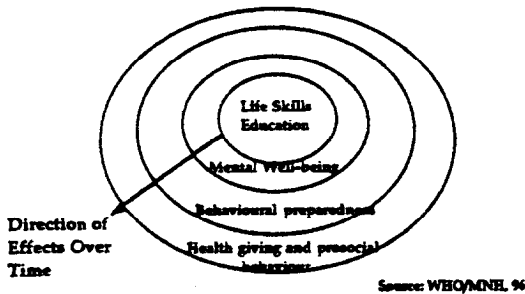
Total : USD6.8 million

Programmes not **efficient** because

of the **CRISIS** approach taken plus:

- fight for time allocation
- competition for funds
- no time for linkages
- overwhelmed students
- teachers poorly skilled

Model: Effects of Lifeskills Education



HFLE will be more efficient when...

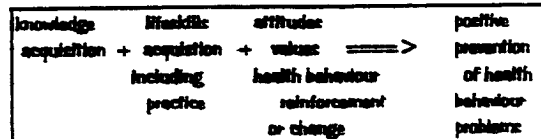
There is a single, integrated, lifeskills-based programme included on the core curriculum at all levels of education

Envisioning the future of HFLE...

By the year 2000:
 "HFLE programmes will lead the way to healthy lifestyles in schools and homes resulting in reduction of disease and the maintenance of wellness. Such programmes will be implemented in a ... classroom where children and teachers can enact and analyze the sources of the dramas of life, can practice debating and negotiating skills and by so doing enhance self-awareness and confidence. Indeed, the values of HFLE will inform the ethos of the school"

UWI/FMU, Mona, Jamaica, July 1996

Not values, not knowledge not skills can stand alone...



Start adopting new paradigms in HFLE...

- Make content appropriate to learning
- Assess teaching practices and time use
- Revise practices to enhance learning
- Use assessment as part of learning
- Support teachers as learners
- Encourage formal and informal networking

The CARICOM Project aims to....

- develop national policy
- strengthen teacher training
- improve coordination
- develop integrated, lifeskills based teaching and learning materials

Appendix II-iii - EduTech 2000

EDUTECH 2000

**MINISTRY OF EDUCATION,
YOUTH AFFAIRS AND CULTURE**

(Reproduced from Pamphlets distributed by Presenter)

**Barbados
1997**

GOALS AND OBJECTIVES

EduTech 2000 is a five year education sector enhancement programme which will help MEC continue to implement some of the reform initiative which were outlined in *The White Paper on Education Reform*.

Its primary goal is to effect an increase in the number of students contributing to sustainable social and economic development of Barbados.

The specific objectives of **EduTech 2000** are:

- (1) To increase the efficacy of the teaching/learning process by encouraging teachers to utilise the available technologies in their classrooms.
- (2) To prepare students for life in a technologically-advanced society by ensuring that all students who leave school in the 21st Century have good knowledge of, adequate skills in, and favourable attitudes towards, the use of information technology.

RATIONALE

This sector enhancement programme is based on:

- (a) Manpower surveys of future requirements for the workforce in the 21st Century.
- (b) Theories of instruction and learning.
- (c) Research findings on the use of technology in the classroom.

PRINCIPAL LEARNING/INSTRUCTION THEORIES

Two main theories guide **EduTech 2000**:

- (1) The theory of *constructivism* which proposes that students act more often as pilots, rather than passengers, on the journey of learning.

- (2) The philosophy of *child centred learning* which assumes that children are at the centre of the education process and that teachers function as facilitators of student learning.

REQUIREMENTS FOR THE FUTURE

The 21st Century workplace will demand persons capable of:

- Managing and adapting to the emerging technologies
- Analysing and interpreting data and information
- Working collaboratively with others in teams

As a result of these demands, all high school graduates will be expected to possess or demonstrate the following skills and/or attitudes:

- Critico-creative thinking
- Competent exploring
- Willingness to be a team player
- Desire for life-long learning

USES OF TECHNOLOGY

The technology is to be used as a tool to:

- (1) Assist students with their learning,
- (2) Assist teachers with the preparation of their lessons
- (3) Foster creativity in, and co-operation among, students through project-based learning opportunities.

Technology can expand the power of learners to create, analyse, compare, examine, communicate and understand, i.e., technology can enhance and enrich the teaching/learning process. Therefore, all students *must* be computer literate.

IT PLAN FOR EDUCATION SYSTEM

During the next five years, all primary and secondary schools in Barbados will be provided with educational technologies.

The expected ratio at the primary level is 1 computer to 4 students and 1 to 10 at the secondary level. This should provide adequate access for all students at each school.

Students will use the computers throughout the day and throughout the school to perform the everyday tasks of learning: writing, drawing, finding information, analysing data, sending and receiving messages. Subject specific software will also be available to students to review and practise the curriculum.

ANTICIPATED OUTCOMES OF EDUTECH 2000

- Shift in teaching methodology throughout the education system from didactic to child-centred.
- Greater capacity for diagnosis and remediation of student difficulties by teachers.
- More creativity in, and co-operation among, students through project-based learning opportunities.
- A workforce capable of managing the emerging technologies.
- Citizens who are more responsible for their learning throughout life.

Appendix II-iv - Regional Office for Education in Latin American and the Caribbean

WORK PLAN

Presented by:
Mrs. A. Pinhiero-Machado
Head of Office
UNESCO, Santiago

UNESCO-OREALC
Santiago, Chile, 1997

INTRODUCTION

This Work Plan has been prepared by the Regional Office for Education in Latin America and the Caribbean. It seeks to fulfill UNESCO's mission by addressing current educational challenges within the region. In so doing, it follows organisational guidelines and priorities as well as the recommendations of the VII Meeting of Latin American and Caribbean Education Ministers (Kingston, Jamaica, May 13-17, 1996).

The recommendations of that meeting that are directed at regional and international organisations focus principally on the creation and dissemination of a communication system designed to facilitate the exchange of information regarding successful initiatives. Such a system is to use the latest communication technology and focus on the following themes:

- (a) Strategic Experiences at the National Level for the Improvement of Educational Quality and Equity;
- (b) Appropriate Programmes for the Training of Teachers and School Directors;
- (c) Improvement of Education Statistics;
- (d) Pooling of Information on the Assessment of Educational Policy.

In preparing this Work Plan the Regional Office for Education in Latin America and the Caribbean has made use of the Region's accumulated experience in carrying out the Major Project for Education in Latin America and the Caribbean and has duly considered the feasibility of the plan itself. It is a flexible plan, one that is able to adapt itself through time to incorporate new approaches for the 1998-1999 biennium coming from the UNESCO General Conference, and to other factors that will occur as a result of putting recommendations from the Delors Report into place.

Moreover, the results that follow from undertaking these strategic plans will be important in preparing for PROMEDLAC VIII. They will facilitate evaluation of the current phase of the Major Project in Education, and the preparation of a possible new Major Project for the region to begin at the beginning of the 21st century.

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I. MISSION OF THE UNESCO REGIONAL OFFICE FOR EDUCATION

The mission of this Office is to carry out region-wide tasks that support countries as they endeavour to improve the quality and equity of education and to internalise a culture of peace, tolerance and democracy.

The Regional Office for Education in Latin America and the Caribbean carries out a double role. It responds to general mandates from UNESCO and from Education Ministers from the countries within the region. At the same time, it generates new demands by foreseeing regional problems and needs.

II. STRATEGY

In order to fulfill UNESCO mandates and the Education Ministers' recommendations (Kingston, Jamaica, May 13-17, 1996), the Regional Office for Education in Latin America and the Caribbean shall carry out three complementary policies:

Strengthen the Region's Capacity to Produce Information and Knowledge

The capacity to produce information in the areas considered to be priorities by the Education Ministers shall be strengthened through the following strategic programmes:

- Educational Statistics and Indicators;
- Evaluating the Quality of Learning;
- Teacher Training;
- Equity and Education for All.

In addition, convinced that they contribute significantly to the organisation's mission regarding the production of information and knowledge, this Office will continue to support the creation of UNESCO Chairs within the region.

Promote the Dissemination and Exchange of Information

We shall develop Strategic Programmes for the Exchange of Innovative Experiences among countries within the region. Comparative Evaluations of Educational Reforms will be undertaken in order to help specialists in the field to learn from one another.

Likewise, UNESCO's web site and publishing activities will continue to be developed and updated. The organisation will actively participate in documentation and information networks in Latin American and other world regions.

Promote the Use of Information and Knowledge

The Office will stimulate the use of information and accumulated knowledge. It will do so by encouraging the systematisation of research and innovative experiences, as well as statistical analyses and their use in policy formulation, decision-making, and in the implementation of other educational innovations. These tasks will be carried out especially through the Planning and Management Training and Teacher Training programmes.

In general, the Office will give priority to programmes which:

- Identify, analyse and systematise relevant experiences within the region and from other regions in each of the foreseen strategic programmes, in order to provide wide-ranging and thoroughly analysed information which countries can use to improve their educational programmes;
- Promote the development of proposals for the open and flexible exchange of information and experiences which contribute to educational programmes distinguished by their quality and equity;
- a** Promote consensus building among key actors in the field of education regarding changes that are needed in order to improve educational quality and equity. In so doing, it will solicit reflections from a wide range of persons at various decision levels in the educational system:
 - Specialists, advisors and consultants associated with Ministries of Education;
 - Legislators who serve on education committees;

- Members of the PARLATINO;
 - Classroom teachers and their professional associations;
 - Parent organisations;
 - Student associations.
-
- Strengthen relationships among countries and sub-regions - especially MERCOSUR, the Andean Area, the Gulf of Mexico and Central America, the Caribbean - and especially the English-Speaking Caribbean - and promote strategic alliances with organisations which have objectives which are similar or complementary to, those of this Office and which further its stated mission.

III. STRATEGIC PROGRAMMES

The nine strategic programs are sensitive to the priorities outlined by the Ministers of Education meeting in Kingston. They will contribute significantly to UNESCO's Education for Peace awareness-building programme. All of the programmes are interrelated. Their principal clients are school system administrators and, in general, all of those involved in education. The institutional strengthening programme seeks to increase the capacity of the Regional Office to produce recommendations that help improve educational programmes and that meet felt needs within countries in Latin America and the Caribbean.

1. Educational Statistics and Indicators

During the last twenty years, UNESCO has played a vital role in systematising reliable regional statistics. This task has facilitated the analysis of the Region's educational situation. It has provided a basis for the development and optimisation of educational planning and has supported educational reform. Nevertheless, current educational challenges and swift technological advances have made prevailing statistical practices of limited utility and relevance for decision-makers. We intend to support countries as they redesign their statistical systems and construct educational indicators. We bring to this task our experience in currently on-going research as well as our capacity to conduct future research on new trends. We foresee the development of dynamic systems for the collection and analysis of information which will facilitate TODAY's decisions for education policy-makers,

while being flexible enough to incorporate information that will make TOMORROW'S decisions easier.

The objectives of this programme are:

- (a) To strengthen technical ability of institutions to generate and analyse information;
- (b) To create a body of basic indicators of educational systems;
- (c) To promote the effective use of such information.

2. Evaluating the Quality of Learning

It is no longer sufficient to only consider improvements in access to schooling. The key factor that differentiates countries in terms of their economic competitiveness and degree of democracy is the quality of education they offer their people. While it is true that, to a greater or lesser extent, all countries have some kind of educational quality assessment programme, UNESCO's Latin American Educational Assessment Laboratory is presently carrying out a 15-country study in Latin America. This research makes it possible to make quality comparisons between national educational systems and to identify the behaviour of intervening variables that affect student performance. It is quite possible that differences in educational quality are the key determinants of the future competitiveness of these countries. Thus, the quality improvements they attain can be a crucial factor in the region's competitiveness in the world arena.

We intend to provide continuity to the aforementioned 15-country study, while improving it in a number of ways by:

- Supporting on-going testing and providing continuity to what has already been undertaken, increasing the coverage of the research to include more grades;
- Increasing research coverage to include the Caribbean and redoubling efforts in Central America;

- Improving the instrument's scientific quality in terms of its ability to measure quality;
- Incorporating new measures of "quality" and advancing beyond the survey of basic academic subjects;
- Giving rigorous consideration to the assessment of social skills and to values for effective citizenship;
- Improving the research design so that similar comparative studies may be carried out in other regions;
- Creating a questionnaire item inventory which will be available to all participating countries.

3. Dissemination and Exchange of Innovative Experiences

A distinguishing characteristic of educational innovations within the region is that they have not followed a fixed model. This has permitted a wide range of innovation itself in their design and application. These innovations have resulted in experiments yielding both outstanding results and not a few mistakes. Just as the process of innovation of and by itself is an important element that should be highlighted and maintained, learning about what works and what does not, represents an important innovation in our learning experience.

UNESCO proposed the following actions in this area:

- i. Bring together examples of innovative experiences, using known cases as a point of departure, and highlighting their most relevant features, enabling us to learn from, rather than copying them. Cases will be taken from a variety of contexts, and will be easily available to all those interested through the Internet, documentary videos, programme visits and implementation support.

A number of themes are currently being selected which represent educational innovations requiring systematic survey and exchange. In principal, we will survey innovations in:

- Secondary education curricula;
- Basic teacher training;
- Community participation in school management;
- Incorporation of interdisciplinary themes within the curriculum;
- Societal involvement in education;
- Non-formal adult education;
- Pre-school education;
- Mainstreaming children with special educational needs;
- Innovations in the classrooms.

We wish to use a common format to identify innovations in these areas which have or are being carried out in different countries, generate regional data bases, and use the advances generated within both countries and/or in other organisations.

- ii. We realise that very often, innovators feel they are working in isolation. They often request that we supply them with information on the problems and results of similar initiatives in other regions or in other countries. We therefore propose - for very specific areas on the cutting-edge of education - to carry out activities or actions using appropriate methodologies which will foster critical thought about the abilities required of those who undertake innovations.

All of this will allow us to foster dialogue among managers of educational systems who are considering undertaking innovative experiences.

4. Comparative Evaluations of Educational Reforms

In order to be evaluated rigorously and considered within a more global and comparative context, innovative experiences in educational reform require outside analysis so they may be considered in light of other similar experiences.

Due to its unique position in Latin America and the Caribbean, this Office can facilitate such comparisons on the regional level by providing a wide range of thoroughly analysed information regarding innovations carried out in various settings. It thus can help innovators learn from one another, and widen the horizons of isolated analyses that may be undertaken within a single country. To do so requires us to reflect about what are the most pertinent indicators, and to join forces with the countries that carry out reforms in order to note their processes and results, and to make possible the sharing of these innovations with others.

5. Training in Planning and Management

Aware that without better management, it will not be possible to raise the quality of education in Latin America and the Caribbean, for the last nine years UNESCO/OREALC has increased the managerial capacity of ministries and schools by offering a very successful training programme for specialists in educational planning and management. More than 350 high-level professionals have completed the course.

While maintaining our commitment to this programme and recognising that it provides us with a valuable learning experience, we feel it should be broadened. We propose that UNESCO train trainers, who will then carry out the same role that we have in the past, but on the country level. UNESCO will assume responsibility for training the necessary personnel and for guaranteeing the quality of training in this area. Our students will be the future management trainers for professionals in ministries of education and school directors in countries throughout the region.

In addition, other strategies will be created and implemented to further improve planning and management practices in different educational areas. These strategies as well will be implemented through the training programme.

6. Teacher Training

Teacher training within the region has a number of limitations which hinder adequate preparation of professionals able to meet the changes that are being carried out in

education. Convinced that adequate teacher preparation is one of the most important components of quality education, one of our primary objectives is to contribute to improving the quality of teacher training in the region. We wish to contribute by promoting the interface of basic and continuing teacher training, and of both with teaching research at both training centers and in schools. To this end, the programme offers:

- To promote the systematic documentation and interchange of innovative experiences in teacher training within the region and in other parts of the world, linked to the Strategic Programme for the Exchange of Innovative Experiences;
- To contribute to the identification of policies, strategies and indicators of quality in the training of teachers in order to promote improvements in the same, using current conceptualisations and enriching them with practical examples;
- To create opportunities for the reflection on and promotion of indicators of quality and of the evaluation of teacher programmes in order to create regional consensus among those involved with the subject (politicians, those administrators of teachers training institutions, representatives of teacher associations, etc.).

7. Equity in Education for All

Greater educational equity is a basic condition for continued development and for a culture of peace. It is essential that all people have access to basic education; furthermore, we must assure quality education for all; education that is sensitive to diversity, which reaches all social strata and all boys and girls with special educational needs.

Although they often propose to do so, educational reforms have difficulty giving due attention to socio-economic, gender, ethnic, and territorially underprivileged groups. The lack of attention given to children from 0-4 and to elementary education among vulnerable population groups, as well as the failure to be sensitive to cultural

differences of underprivileged groups, deepens the “school failure syndrome” among them and perpetuates the cycle of poverty in which they are entrapped, resulting in high rates of late school entry, grade repetition and early drop-out.

All countries are making efforts to develop policies which integrate children with special learning needs into regular school programmes. This in itself represents an innovative experience and an important change for educational systems.

Joint effort is required on the part of the educational sector and other parts of society to formulate development strategies in which social policy is not merely a complement to economic policy. In the social policy area, this programme proposes the development of inclusive educational policies which favour equal opportunity and provide a quality education to the most underprivileged and vulnerable groups and to those with special needs.

Within the region, the Programme will concentrate on three action areas with specific projects in each:

- The interface of educational reforms with social policies, identifying indicators, criteria and strategies which incorporate and promote inclusive educational policies;
- a The incorporation and preferential treatment of groups that are excluded in current educational reform processes. The promotion of actions that support the training of parents as major contributors to the education of their children and which encourage their active participation in educational reforms, particularly those relating to school management;
- The improvement of learning among vulnerable groups, and the recognition of abilities which lie outside the formal school system for illiterate young people and adults and for those with little schooling.

8. **Secondary Education**

Secondary education, serving young people between 12-13 to 18 years of age, is a complex, controversial topic in most countries in the region. It is one of the greatest challenges that the region must face in order to assure development with equity.

Secondary education suffers from a lack of definition regarding its role. Lack of clarity regarding its objectives; its social, political, economic and cultural functions, and its very structure have resulted in ambiguity and lack of functionality in its curricular design.

We intend to actively participate in the transformation of secondary education within the region, so that reforms can result in a true modernisation of this important educational step.

The Office proposes:

- To bring together in a systematic fashion experiences in secondary education reform within the region, in close partnership with the strategic programme for the exchange of innovative experiences;
- To prepare a state-of-the-art study of current demands on secondary education - demands coming from young people, from their parents, their societies, economies, and cultures;
- To compile and analyse other secondary education experiences from other world regions from which we may learn;
- To use the results obtained in the above steps, in order to aid reform within specific countries, and particularly to create opportunities for dialogue within four sub regions (MERCOSUR, the Andean countries, Central America, and the Caribbean) and to arrive at some degree of agreement regarding the definition of secondary education which will help delineate a Major Project for Secondary Education in the region.

9. Science Education for All

In spite of acceptance of the need for a scientific culture for all, the teaching of science currently exhibits serious weaknesses. Its place is not assured in the educational systems of most of our countries. There are difficulties in the design of pertinent curricula, lack of a global vision in what is taught, lack of teachers trained specifically for the task. These difficulties are exacerbated by a lack of motivation and interest on the part of students for what is taught in science classes.

This programme proposes to stimulate reflection, encourage exchange, and give direction to the search for possible answers to the major problems facing the teaching of science, while assuring scientific and technological training for all.

Our short-term objectives are:

- To create opportunities for reflection regarding problems involved in science teaching and the meaning of the concept, “Quality Science for All”. In this we solicit the participation of various segments of society (business people, members of national scientific and technological research organisations, educators, academics, researchers, among others), and make use of communication media such as seminars. Activities will be undertaken in Chile on an experimental basis:
- To organise workshops for the analysis of the science curriculum for 11 to 14 year-old students;
- To expand the recently-formed network of Latin American science teachers to include the Caribbean and to strengthen it by facilitating links between participating institutes and teachers and by offering technical support to the network’s activities.

For the mid-term we propose:

- To influence the definition of science curricula, to help assure that they include the new concept of quality science education for all;

- To contribute to the definition of innovative proposals for the training of science teachers;
- To promote the development of material to facilitate the learning of science and the utilisation of new technologies in science teaching.

All of the above programmes are designed to contribute to the strengthening of education for peace, tolerance and democracy. Nonetheless, in spite of their contribution in this sense, there is a need for the creation of a special programme specifically designed to promote a new public awareness in this area, one that allows us to generate a powerful and singular identity for the theme. Therefore, the following programme complements the contributions that each one of the previously described programmes make to the objective which best embodies UNESCO's overall mission: the creation of a culture of peace.

10. Education for Peace-Awareness Building

Our efforts are founded on the premise that peace is a primary objective of education. We understand that wars begin in the minds of human beings, and is the result of the manner in which we carry out our daily activities among the people with whom we live. Without education, peace is not possible. Education for peace is a task that must take place not only at the school level or be carried out merely by governmental authorities responsible for public education. We need to generate "sounding boards" based upon the principal that education requires the commitment of all sectors of society.

We believe it is vital that opinion-makers, elected representatives, journalists, business people, labor leaders, governments (besides the education sector), churches, and courts be made aware of this principal and consider it to be an integral part of each of the other strategic programs.

We have proposed to develop a project to create greater public awareness regarding the important role that education can play in this context, and to work more closely with the UNESCO-associated schools.

11. Institutional Strengthening

The activities of this office are founded upon a region-wide strategic vision, one which impels us to strive to undertake more effective programmes to aid areas in the region to develop quality education for all. In view of the task at hand, we are aware of the need to strengthen the Regional Office for Education in Latin America and the Caribbean.

In order to do so, we need:

- To hone the staffs technical abilities, to improve its project development skills and to enhance its first-hand knowledge of Latin America and the Caribbean;
 - To develop the staffs ability to work innovatively in teams; to engage in a permanent quest of professional improvement, and to make the Office a prime example of on-going organisational learning;
 - To establish a working environment that facilitates the introduction of new technologies, and a better-defined division of tasks and physical space;
 - To establish new communication mechanisms that facilitate the sharing of information about and lend greater visibility to work carried out by the Office. These mechanisms will enhance communication with school administrators and teachers as well as with society in general, demonstrating that UNESCO-Santiago can help to improve the quality and equity of education.
- a To deepen our working relations with UNESCO National Commissions, with UNESCO country representatives, with other regional education offices in other world areas and with UNESCO International Institutes.

IV. PARTNERSHIPS

We consider to be partners those organisations which we believe can be our allies in carrying out strategic projects within the region.

- a. All members of the UNESCO family.

- b. Within the United Nations:
 - The World Bank
 - UNPF
 - UNICEF
 - CEPAL
 - ILO
 - FAO
 - UNEP
 - UNDP

- c. Other organisations that are active in the region:
 - Foundations
 - IDB
 - NGOs
 - The European Community
 - MERCOSUR
 - PARLATINO
 - OIS
 - OAS
 - Inter-American Dialogue
 - Andrés Bello-SECAB Agreement

- d. Donor Countries

We wish to join with these partners to strengthen education in the region. In a climate of ever-closer working ties and dialogue, we intend to utilise the themes presented in this document to establish strategic agreements with each of them.

Appendix III - List of Participants

**UNESCO/CARNEID
EIGHTH REGIONAL BIENNIAL CONSULTATION MEETING**

**DOVER CONVENTION CENTRE
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SEPTEMBER 22 - 24, 1997

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ANNEXES

Annex A - Basic Education Reform Project, Dominica

**MINISTRY OF EDUCATION, SPORTS AND YOUTH AFFAIRS
EDUCATION DIVISION, DOMINICA**

**BASIC EDUCATION REFORM PROJECT
DOMINICA**

Presented by:

Mr. Wilfred Sebastian
Chief Education Officer (Ag.)

Barbados, September 1997

BASIC EDUCATION REFORM PROJECT

DOMINICA

INTRODUCTION

Dominica's Basic Education Reform Project is an attempt by the Government to initiate a reform of the education system by focusing planned activities on the basic compulsory education cycle, in a manner that is consistent with the nation's social development policy. The five year project is funded by the World Bank to the tune of US \$6.1M with a counterpart contribution from the Government of US \$1.8M. Its overall objective is to accelerate human resource development to ensure that the requisite manpower exists to attain the desired economic transition in Dominica. The implementation was started in 1996.

PROJECT COMPONENTS

The Project comprises three major components:

- (a) A Strengthening Management and Planning Component would help to:
- Reorganise the school system, upgrade staff, and improve co-ordination among key operating units of the Ministry;
 - Build a capacity for planning and analysis within the Ministry and formulate a long term sector development plan;
 - Initiate development of an integrated education data system to facilitate sector analysis, administration and management and policy-making;
 - Establish a permanent project development and management capacity within the Ministry; and finance special studies to assist in formulating future policies and programme developments.
- (b) A Qualitative Improvement of Basic Education Component will enhance the quality of teaching and learning through:
- Upgrading basic training and revising and intensifying in-service training for all teachers (with special emphasis on science, mathematics, social studies and language

- arts) and concurrently ensuring their more appropriate utilisation and job satisfaction through improved personnel supervision, management and career development;
- Formulating and adopting improved curricula with special emphasis on the core subjects;
 - Establishing an educational testing and measurement capacity to monitor student and system performance;
 - Identifying and instituting more cost-effective methods of selection, production, procurement and distribution of educational materials;
 - Providing support for the acquisition of textbook and education materials for the most disadvantaged schools to include those serving the Carib Territory. Further, this component would strengthen the School Library Service by intensifying its activities in the northern part of Dominica.
- (c) Expansion and conservation of school places in an effort to provide more secondary school places in the most under-served districts to reduce long distance travel and facilitate access to educational opportunities. This component would also provide for the rehabilitation of selected primary and secondary schools and support a new, systematic, prevention maintenance and replacement of existing school plants.

STATUS

The capacity of the Ministry of Education has been strengthened by the institutionalisation of the Project Management Unit and the Education Planning Unit. The latter is staffed by an educational planner, educational statistician and an assistant statistician. Its primary task is to prepare a long range plan for the education sector and to pursue research that would inform policy formulation.

The Project Management Unit is responsible for the implementation of the Basic Education Project as well as other development projects by the Ministry of Education. It is managed by a project manager and incorporates what was formerly known as the School Maintenance Unit.

The accomplishments of the Basic Education Project can be summarised as follows:

- Eight (8) Government Primary Schools have been selected for the first phase of the school rehabilitation programme. Contracts have been completed for four (4) schools and there is an overall 80% completion of the works. This has led to very significant improvements in the classroom environment for teaching and learning.

- The tendering process has been completed for four (4) of the five new buildings that are to be completed under the project; contractors have been approved for two of the items and the contractual process is almost complete in respect of a new secondary school. The proposed new school will be completed in 1999 and will offer six hundred (600) places for secondary education to a rural catchment area and thereby make the goal of universal secondary education more attainable.
- Seventeen nominees have been selected for fellowships of at least a one-year duration. Four (4) returned to the state during the current month after successful completion of their programmes. Over the next two weeks another eight (8) persons will each commence Masters degree courses at the UWI and universities in the U.K. and the U.S.A. On return, their new skills will strengthen the capacity of the Ministry to support the school system and to plan and manage the education sector.
- Expert consultant services have been procured from four consultant firms in the areas of Educational Planning, Education Management, Procurement and Project Management. This input of technical expertise is designed to enable the implementation process and to secure the level of skill transfer that is required for sustainability of the reform process. Overall, the consultants have completed about 70% of their work.
- Local studies are being prepared in seven areas. These are managed by the Education Planning Unit and broad-based research teams, one of which is assisted by a local consultant. It is anticipated that more local consultants will be recruited to assist the teams. The concept of research teams in concert with local consultants is aimed at strengthening ownership of resultant recommendations and enhancing the growth of local capacity as well as the potential for collaboration.
- Over the next few months implementation activities will focus on construction of the new buildings, completion on on-going consultancy services, establishment of new units, settling in of returned fellows and the procurement and delivery of goods and services.

Wilfred Sebastian
Chief Education Officer (Ag.)

Annex B - Country Report, Guyana

MINISTRY OF EDUCATION

COUNTRY REPORT

GUYANA

Prepared by:

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1.0 INTRODUCTION

A meeting of Educators and Functionaries in related disciplines can only contribute positively to the development of the region. The sharing of ideas and experiences will certainly bring our individual territories closer. This paper seeks to provide participants of the Consultation Meeting, in the briefest possible way, with information on a few of the several innovations/initiatives embarked on by Guyana since the last meeting.

2.0 GENERAL BACKGROUND

In a document entitled **An Education Policy and Five Year Development Plan for Guyana** the Ministry of Education, in 1995, established a clear direction. Five policy areas were identified. These were:

1. Access to Education
2. Curriculum Reform and Renewal
3. Administration, Management and Supervision
4. Teacher Training/Human Resource Development
5. Community Alliances

The policy document, in a general way, validated the course that the Ministry was pursuing for a number of years.

Readers must also be reminded that, in 1980 the Local Democratic Organ Act divided the country into ten (10) administrative regions. For purposes of Education administration there are eleven (11) distinct centres - the ten (10) regions and Georgetown (the capital of Guyana). The Education Sector has therefore, in large measure, been regionalised/decentralised. Each region (including Georgetown) has a functionary responsible for the conduct of education. It must be noted, however, that adequate systems exist for communicating and supervising.

3.0 BRIEFS ON INNOVATIONS/INITIATIVES

3.1 Face-the-Community Meetings

Parent-Teachers' Associations and Parent Action Committees are an integral part of the education system. The Face-the-Community meeting strategy has been found to be very effective in several ways:

- (a) it contributes to improved discipline in school;
- (b) it enhances preparation for school;
- (c) it fosters a better understanding of the objectives of the Ministry of Education on the part of the community;
- (d) it results in greater support for the work-study attachments.

Each region (including Georgetown) is expected to have at least one face-the-community meeting each term. Each Department is expected to highlight its achievement, identify areas in which community involvement is necessary and make known to the community some of the difficulties being experienced. The community is given an opportunity to express views. An arrangement is normally put in place for a 'feedback meeting'.

3.2 Literacy Programme

A National Functional Literacy Committee was established some fourteen (14) months ago. Several political parties, businesses, adult education, non formal education and formal education agencies are represented on the Committee. The mandate of the Committee is to make recommendations and support programmes aimed at improving the state of literacy in Guyana. The Committee has since formulated a list of strategies that the Ministry of Education is now addressing.

Several literacy programmes have already been initiated and in the several regions reading committees have been established. National literacy camps will soon be established.

3.3 Secondary Schools' Reform Programme

Dr. Leyland Maison reported on this initiative at the last Consultation Meeting. You are now informed that over the last two (2) years the pace was stepped up in the following areas:

- (a) Training of headteachers;
- (b) Training of specialist teachers;
- (c) Training of supervisory teams;
- (d) Revision of curriculum guides;
- (e) Production of school improvement plans.

Teaching, based on the proposed reform programme began in twelve (12) pilot schools on 97-09-08. The support of the University of Guyana and the Jamaica Government must be recorded.

4. OTHER INNOVATIONS/INITIATIVES

Other innovations/initiatives include:

- (a) Training of Infant Field Officers to support the Early Childhood Education and Development Programme. UNICEF continues to provide the funds for this programme.

- (b) The introduction of Information Technology in twelve (12) primary schools. This is a pilot and some twenty-five(25) teachers were exposed to an intensive four-week training programme. Training will continue at the end of each term.
- (c) An enhanced parent-education programme in a hinterland region.
- (d) Expansion of the teacher-training programme through the establishment of more in-service centres and a distance education facility.

5.0 CONCLUSION

The above represents a few of the innovations/initiatives being experienced in Guyana.

Relevant statistics and more detailed information can be made available to CARNEID and any participating territory at the Consultation Meeting. Guyana remains ready to support innovations and initiatives. Guyana looks forward to the support of each member of the UNESCO family.

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Annex C - National Plan of Education and Formation, Haiti

**MINISTRY OF NATIONAL EDUCATION, YOUTH AND SPORTS
(MNEYS) - HAITI**

THE NATIONAL PLAN OF EDUCATION AND FORMATION

EXECUTIVE SUMMARY

**Paper presented at
Eighth Regional Consultation Meeting of CARNEID**

**by
Pierre-Michel Laguerre
Member of Cabinet, Haiti**

Barbados, September 1997

THE MINISTRY'S VISION OF EDUCATION

1. The National Plan of Education and Formation (NPEF) is the result of the Haitian educational policy elaborated from 1993 to 1997 by the Ministry of Education, Youth and sports (MNEYS).
2. The Plan's work started in December 1993 under the Government auspices with a wide participation of all sectors concerned with the future of education and with the help from international agencies like UNESCO, UNICEF, USAID. Even though the Plan is not fully completed yet, the Ministry considers that it is already in process.
3. The NPEF was preceded by a Technical Diagnostic Report (1994-1995) and The General States of Education (1996). The technical diagnosis revealed that the educational system faces important problems. The general states involved all the sectors of education in a wide public consultation and brought up a broad consensus on the major proposals of the Plan.
4. The actual Ministry's vision of education is expressed as follows:

“The Ministry's vision of the Haitian school is one that ensures universal access to quality basic education for all and a Ministry of Education which fully exercises its role as a guarantee of democratisation and quality education to all levels, in both public and private sectors, throughout the national territory. (MNEYS, NPEF. p.23)

THE GUIDELINES OF HAITIAN EDUCATIONAL POLICY

The Challenges

According to the Technical Diagnostic Report (1994-1995), the Haitian educational system faces many challenges. The most important are the following:

1. **Accessibility to Education**

More than half of the population in school age, around 1,600,000 children, are outside the educational system. This situation is particularly critical for disadvantaged children living in rural areas and poor suburbs. Primary schools are not easily accessible throughout the country: only 23% of children in school age living in rural areas attend school. During the last five years, the Government was unable to create more than 20,000 new places per year.

2. **Poor Quality of the Basic Education**

The poor quality of the basic education can be observed at all levels of the educational system and many young students, after a long period of schooling, are unskilled for active life. Whatever the aspect of quality considered: suitable buildings with trained teachers, availability of text books and other teaching materials for all students or some factors related to the learner's environment (familial environment, bad conditions of health and nutrition), the Haitian situation is characterised by extremely disadvantaged indicators. As a result, the levels of knowledge and competencies acquired by the students are not competitive according to the international standards. In addition, the wide disparities between the best and the worst schools throughout the country is responsible for the erosion of education quality.

3. **Inadequacy of the School System in Line with the Quality of our Labour Force**

One of the shortcomings of the educational system is its incapacity to prepare a trained manpower for the work market. This situation is responsible for international dependency

in terms of qualified professionals and specialists. The country faces growing difficulties to survive and prosper in a competitive and modern world.

3. Weak Governance by the Ministry

The weakness of the Ministry's governance can be observed in its management role of a public service assuming responsibility for education to all citizens. With its limited resources, the Ministry cannot ensure every child access to education. Enrolment in the private sector is high in relation to the capacity of the public sector. Many of the private schools are commercial institutions instead of educational centre questing for quality. The Ministry is unable to exercise its leadership in the regulation of the educational system as a whole.

Priority Areas of Education Actions

The following courses of action will be taken within the coming ten years:

Action 1 Expansion of Schooling Offer

The NPEF emphasises the importance of focusing on basic education as the first priority of public education expenditure of the country. As a result, the Plan aimed to give universal access to basic education to every child aged from 6 to 11 years within the coming 15 years.

If the demographic growth rate is to be maintained, the school aged population (5-8) will attain 3 million within the next ten years. Such a situation leads to strong pressures for more educational infrastructure.

The priority actions of the Plan for responding to the schooling demand are:

- To construct and equip new school buildings with the capacity to enroll all the children in the basic education.

- To increase actual schooling rate for the 6-11 years old from 44% to universal access around the year 2015.
- To encourage private educational actions, particularly community actions in the education sector.

Action 2 Improvement of Basic Quality Education

The principles which guide the Ministry's actions on quality are the following:

- The quest for a basic quality education based on effective learning which is responsive to the social, linguistic, scientific and economic needs of the country and contribute to the intellectual, physical, moral, civic and cultural development of the young Haitians.
- The availability of textbooks and teaching materials for each school and every child.
- The pedagogical training for all the teachers.
- The reinforcement of the leadership role of public sector in pedagogical assistance and the regulation of the overall sector.

Action 3 Renewal of Technical and Vocational Education

The strategic goal will be to renew technical and vocational education along the following lines:

- The reconstitution of the National Institute of Vocational Training by increasing and strengthening its regulation role of the vocational education in the national sub-system.

- The development of new administrative and pedagogical decentralisation mechanisms.
- The development of new curricula to respond adequately to industrial modernisation needs and to accommodate workers of the informal sector.
- The involvement of the productivity sector and the concerned Ministries (Agriculture, Tourism, Social Affairs, Trade and Industry) in order to review the goals and the financial resources of technical and vocational training.
- The setting up of a Codified System of Jobs and Professions at the national level.

Action 4 Institutional Reinforcement of the Ministry of National Education, Youth and sports

This action implies an institutional development Plan of The Ministry which will allow to restructure the different educational services and to improve the process and the standards of performance without diminishing the services to be offered to the internal or external customers: director, schoolmaster, teachers and students. The variables which must be taken into account are the following:

- **The goals.** Elaboration of a new legal framework for the provision of education in Haiti in accordance with the broad objectives of the implementation of the proposed reforms.
- **The skills.** Involvement of a new public service culture based on the development of responsibility centres, the increasing of autonomy of the directions and the setting up of internal audit systems.
- **The process and the performance.** Elaboration of a new process focusing on result, the knowledge of customer needs and the continuing improvement of the quality of the administrative and pedagogical services.

- **The training.** Establishment of a professional body (Inspectors and pedagogical counsellors, school directors, trainers) which will both be competent enough so that it can improve standards of learning and teaching, and provide information and advice on the schools' performance.

Action 5 Consolidation of Secondary School Recent Expansion and Implementation of a Diversified and Renovated Secondary School

The Ministry's policy regarding secondary education will apply the following measures:

- The enhancement of education quality in the existing lycee.
- The conversion of many of them into new secondary school.
- The gradual move of Basic Secondary Schools toward the Ecole Fondamentale d'Application et Centre d'Appui Pédagogique (EFACAP).
- The necessity to be competitive in the international world by implementing four years of schooling in accordance with the new secondary curriculum.
- The construction of 30 new schools for the new secondary education with improved standards (class size of 40 students, success in state exams ranging from 65 to 70%) and a diversified curriculum with a special emphasis on computer studies.
- The new secondary programme should be of high quality and oriented towards a diversity of options open to students in different schools, and the implications of each option in terms of employment, future study and entry into training.

Action 6 Establishment of a Diversified and Quality University System while Supporting the Integration and Development of Scientific Research

The Ministry expects to promote autonomy and responsibility of both public and private sectors by reinforcing its regulation and assessment capacity.

The global strategy to implement this policy will consist in:

- Elaborating the legal and administrative framework that will facilitate an organised development of higher education institutions.
- Implementing a general reform of Haiti's State University (UGH) in accordance with autonomy and imputability principles.
- Diversifying the training offer and decentralising the higher education structure according to the needs and opportunities of the development of fields of knowledge.
- Creating institutional conditions required for the development of research, as a way to allow the State University to accompany the transformation process of the Haitian society.
- Mobilising human resources for supporting the development of higher education and scientific research.

Action 7 Rationalisation and Structuration of Literacy Programmes, Non-formal Education for Adults and for the Young Outside the Educational System

The Plan's aim will be to eradicate gradually adult illiteracy. A special attention will be given to women in the informal sector allowing them to take advantage of service training and development assistance offered by some institutions.

The Ministry's role will consist particularly in:

- Encouraging and supporting the local initiative by mobilising for them the pedagogical resources and assistance facilities of the Ministry.
- Encouraging the complementarity and the synergy of initiative from different partners (NGO, community organisations, volunteer associations, etc.) for increasing global efficacy of their actions.
- Supporting the research-action initiative in order to improve the training methods and pedagogical resources.
- Favouring the integration of educational actions with all the development efforts promoted by the other institutions, such as ministries, local agencies, associations and NGOs.

Action 8 Improvement of Learning Opportunities by Strengthening and Integrating a Support System for the Early Childhood

The Plan's policy in this area is defined along the following lines:

- To rule the sub-sector in order to implement the same recruitment conditions.
- To develop professional programme training.
- To eliminate exam recruitment for entering in the basic school.
- To articulate in a coherent form the educational action network with the other Ministries (Health, Social Affairs) and the Non governmental organisations involved in early childhood education in order to mobilise resources in direction of parents, nutrition assistance and child health care.

Action 9 Improvement of the Teacher's Working Conditions

The following measures will be taken in order to improve the teachers' working conditions:

- Recruitment procedures for the teaching career will be improved when entering in pedagogical school training.
- Continuing training of teachers in-service in the public and private sectors will be encouraged through distance education, universities, teachers training school, teachers' organisations.
- Implementation of career prospects with regulations concerning rights and duties will be established by the Ministry and the teacher's organisations.

Cost and Financing

In the National Plan three scenarios have been made of capital costs for financing the investments in infrastructure and training.

The greater part of the recurrent spending required by the NPEF will be met from the Ministry's budget.

The implementation of NPEF requires a significant portion of the national budget. It is estimated that 20% of the budget should be allocated to education. Other financing resources should be considered: NGOs, private sector, external resources (Haitian diaspora, international agencies).

Implementation and Evaluation

The Plan requires serious commitment by all partners in the educational system and must be concerned with how it is to be carried out. The central body for the implementation of the NPEF will be a Pilot Unit (Cellule de pilotage) which will be set up in the Ministry of Education. It will be headed by a Head Chief, assisted by a team of technicians and a support staff. It will work in close collaboration with the Planning Division. The Pilot Unit will have overall responsibility for

initiating and carrying through action on all the proposal in the NPEF. It will keep the Minister informed of progress in implementation and of any problems which may arise. It will advise the Minister on any necessary action.

Annex D - The Competency Shelter Project, Jamaica

THE COMPETENCY SHELTER PROJECT

Jamaica

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THE COMPETENCY SHELTER PROJECT

JAMAICA

BACKGROUND

Over the years the need to develop a functionally literate and numerate population has been a matter of grave concern in Jamaica. A number of variables contribute to this situation. These include late school entry, poorly furnished and over crowded classrooms, poor economic circumstances, low performance expectations and poor self esteem. Because of the above scenario each year a large number of students leave the primary school system performing below the required standard. Since these students have failed to acquire the basic skills at the primary level they are invariably unable to benefit from secondary education. With the approach of the 21st century, the need to address this deficiency is foremost. It is in this context that the competency shelter project was implemented in a number of primary and all age schools across the island.

The Project

The Competency Shelter project seeks:

- (1) to provide an enriched learning environment so as to foster an improvement in the literacy and numeracy skills of these students;
- (2) to enhance the students' self esteem, and thus bring about improved academic performance and less aggression;
- (3) to develop critical and creative thinking skills.

Educational researchers have time and again attested to the fact that more active and thoughtful participation in classes was observed in situations where teachers allowed students an average of three to five seconds more than the usual two seconds for reflection when questions were addressed to them.

The main objectives of the project therefore are:

- (1) To stem the problem of illiteracy;
- (2) To prepare the students for secondary education;
- (3) To enhance the students' self esteem.

Other Features of the Project

- (a) The students, selected from grades four through six are, as has been mentioned before, the students that are performing below grade level. Many of them because of low socio-economic status, are regarded as "at risk" youth. The principals are therefore strongly advised to keep the numbers per class at a maximum of twenty. Even so the need is sometimes so great that there are cases of classes with twenty five students. It is advisable to have small classes so as
 - (i) to move away as much as possible from the traditional classroom climates and non individualised attention;
 - (ii) to provide a more secure and intimate environment since at the heart of the project is the concern for the individual child.
- (b) These teachers are specially selected. They are usually very experienced teachers (sometimes retired) who are "high on the affective". They are teachers who are patient and understanding and who are able to bring the best out of the students. These teachers have been trained in creative remedial approaches and are able to motivate the students.
- (c) Where possible, and many times through community input, classrooms are upgraded to make them more attractive and more conducive to learning. In all cases the Ministry of Education, Youth and Culture has provided additional learning materials over and above the school's regulation supply. These classes have also been given additional funding to assist with field trips and classroom materials. Teachers are encouraged to take students out of the confines of the classroom as often as possible, and to introduce them to a 'different' way of learning. Emphasis is on Reading, Mathematics and Critical/Creative Thinking; however, the other subject areas are not divorced from the curriculum but are brought to bear especially on the

Mathematics and Reading. Critical/Creative Thinking is not taught as a subject by itself but is brought out in all areas of learning.

GROWTH

UNESCO provided the project with a “kick start” through some amount of funding and in late 1993 the project was started in forty-two schools identified by the Ministry of Education, Youth and Culture. A few of these schools dropped out of the project because of various reasons. A number of other schools saw the positive effect the project had on the students and started projects on their own. This academic year, 1997-1998, some thirty-two schools are slated to be added to the number.

Response from principals, teachers and the community at large has been positive. Some individuals and communities have responded to this initiative by sponsoring the production of reading books, library facilities, carpeting of classrooms and so on.

An evaluation of the project revealed that it had made a positive impact on the students. The following table illustrates the comparison of reading levels at which students entered the project in the first year and the reading levels attained at the end of the year.

N.B. The data accounts for thirty-six (36) of the forty-two (42) schools in the project.

INITIAL PERFORMANCE
(September 1994)

PERFORMANCE AT THE END
OF SCHOOL YEAR 1994/1995

LEVELS	#	LEVELS	#
Non-Reader	128	Non-Reader	88
Pre Primer	186	Pre Primer	153
Primer	172	Primer	144
Grade I	167	Grade I	192
Grade II	123	Grade II	90
Grade III	97	Grade III	122
Grade IV	52	Grade IV	71
Grade V		Grade V	61
Grade VI		Grade VI	34

AS shown by the table, at the beginning of the year there were no student performing at the grades 5/6 level. However at the end of the year, ninety-five of these students performed at these levels.

There is also vast improvement, especially in the social skills of the students, and their self esteem is much improved. Over the past three (3) years about ten of these students who some thought to be “no good” were able to gain entrance through special tests and the Common Entrance Examination to Comprehensive High and Traditional High Schools.

Annex E - Basic Education Reform Project, St. Lucia

**MINISTRY OF EDUCATION, HUMAN RESOURCE DEVELOPMENT,
YOUTH AND SPORTS**

**ST. LUCIA BASIC EDUCATION
REFORM PROJECT**

Presented by:

Mr. Gaspard Charlemagne
Chief Education Officer (Ag.)

Barbados, September 1997

ST. LUCIA BASIC EDUCATION REFORM PROJECT

PROJECT UPDATE

INTRODUCTION

The Basic Education Reform Project was designed to assist the Government of St. Lucia (GOSL) to initiate a programme of accelerated reform of its education system. It was felt that such a reform is necessary to achieve a rapid development of the country's human resource base which is a prerequisite to the attainment of the desired economic and social transition. In pursuit of this goal therefore, the Government secured technical and financial support from the Caribbean Development Bank (CDB) on the one hand, and the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA) on the other, to address the problems of quality and equity of access to educational opportunities at the basic education level in the system.

The Project focuses on the following strategies which were identified for priority actions in the OECS Education Reform Strategy:

- (a) Sector Planning and Institutional Development;
- (b) Qualitative Improvement of Basic Education;
- (c) Expansion of Access to Secondary Education.

Thus at the national level, the Project seeks to promote and to support the on-going efforts of the OERU.

COST

The Project was originally estimated to cost US \$12.838m, which includes US \$3.061m Loan and Grant funds from the CDB, and US \$6.728m Credit and Loan from the World Bank and US \$3.048m from GOSL. (See Attachment 1 for breakdown of Project cost by component and by financier). These estimates are exclusive of contingencies (physical and price), interest and commitment

charges and several items such as the purchase of land for civil works components, which GOSL is expected to fund. When these are factored in Project estimates amount to US \$16.lm.

It is also worthy to note that GOSL is normally expected to meet cost overruns (not accommodated by contingencies) during project implementation. For example, the government has had to commit a further US \$1.0m so far, towards additional costs of constructing the two secondary schools to be financed by the World Bank. This was due to high tender sums of non-resident pre-qualified contractors on the Soufriere Project.

PROJECT IMPLEMENTATION

Project Implementation commenced in September 1995, which was six (6) months after loan signing. This late start was due to extended delays by GOSL in meeting conditions precedent to loan effectiveness and conditions for Credit/Loan disbursements. The continued difficulty in keeping to agreements with donor agencies and in meeting conditionalities on the Government's part is the principal reason for the delays in achieving planned targets to date. The situation has reached the stage where the World Bank has had to cease support for the expansion of access component (construction of secondary schools) as a means of forcing Government to implement certain agreed measures to strengthen the planning and development capacity of the Ministry of Education.

ACHIEVEMENTS

Despite the setbacks and difficulties mentioned above the Project has achieved to date, some critical milestones which will contribute significantly to the attainment of the anticipated goals and objectives. These are outlined below by major component:

1. Sector Planning and Institutional Development

- Established a Data Management Unit with computerised sector data;
- Placed one fellow on graduate training in each of the areas, Statistics and Computing and Financial Management;

- Secured approval for two fellows to pursue training in Educational Planning;
- Trained key staff of the Project Management Unit in areas of procurement, disbursements, project management;
- Employed Procurement expert;
- Conducted a Management Audit of the Ministry of Education.

2. **Quality Improvement**

- Placed member of staff of DTEEA of SALCC in graduate teacher training programme;
- Placed five (5) secondary school teachers in undergraduate programme in Mathematics and Science;
- Trained two Curriculum Officers in Curriculum Design and Development in Science and Social Studies and enrolled another in the area of Mathematics;
- Employed expert in Curriculum Design and Development to assist in reform of curricula;
- Refurbished two classrooms at Castries Comprehensive and Corinth Secondary schools to be used as computer laboratories;
- Trained one officer in Art Editing and Publishing and enrolled another in General Editing and Publishing;
- Enrolled one fellow each in graduate programmes in Educational Testing and Measurement;
- Trained one fellow at the graduate level in School Supervision and enrolled another;
- Established new Testing and Examinations Unit;

- Employed experts in School Supervision and School Effectiveness;
- Completed tender package for construction of new education sub-office at Vieux-Fort and expansion of sub-office at Choiseul.

3. Expanding Access

- Commenced rehabilitation and repairs to fourteen (14) primary schools;
- Awarded contracts for the construction of Soufriere Comprehensive and Laborie Secondary Schools;
- Completed tender packages for the Anse Ger and Babonneau Secondary Schools.

Additionally, a procurement plan (including the preparation of specification lists for all goods to be purchased) is being finalised. The process of securing expert services in the areas of Education Data Management, Testing and Measurement, Materials Production and Textbook Publishing is at an advanced stage.

ISSUES AND CONCERNS

Several matters have a debilitating effect on the pace of implementation efforts. These need to be resolved as a matter of urgency for the timely achievement of Project goals. These include:

- Inadequate office accommodation at Ministry of Education for new and expanded offices and for visiting experts;
- Delays in GOSL meeting Loan/Credit conditionalities and difficulties in keeping to Agreements;
- Lack of ownership of the Project by Ministry of Education;
- The inability of the Project Management Unit to draw down on loan funds from the World Bank for the construction of two secondary schools;

- The unsatisfactory employment conditions and employment status of PMU staff;
- Cost overruns in financing most aspects of the Project, in particular, the civil works and technical assistance components;

ATTACHMENT 1

ST. LUCIA BASIC EDUCATION PROJECT: COMPONENTS BY FINANCIER (US\$'000)

PROJECT COMPONENT	FINANCIER			
	IBRD/IDA.	GOSL	CDB	TOTAL
A.A. Sector Planning and Institutional Strengthening				
A1. Planning	217	130		347
A2. Education Data Management	216	4		220
A3. Project Management	240	5		245
A4. General Administration	217	5		222
Sub-Total A.	890	144		1 034
B.B. Quality Improvement				
B1. Teacher Training	119	295	544	958
B2. Curriculum Development	734	16		750
B3. Testing and Measurement	316	44		360
B4. Education Materials	357	105		462
B5. School Supervision	443	104		547
Sub-Total B.	1969	564	544	3 077
C.C. Expanding Access				
C1. Four Secondary Schools	3 511	2 222	2 517	8 250
C2. Rehabilitation of Primary Schools	358	118		476
Sub-Total C.	3 869	2 340	2 517	8 726
Total Project Cost	6 728	3 048	3 061	12 837

Annex F - Overview of Selected Pilot Programmes, Planning Strategies and Innovations of the Past 20 Years, Suriname

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**AN OVERVIEW OF SELECTED PILOT PROGRAMMES,
PLANNING STRATEGIES AND INNOVATIONS
OF THE PAST 20 YEARS IN SURINAME**

A Country-Paper prepared for The Eighth Regional
Consultation Meeting of CARNEID

Barbados, September 1997

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1. INTRODUCTION

In this paper that has been prepared for the Eighth Regional Consultation Meeting of CARNEID, some information is provided with regard to pilot projects, planning strategies and innovations. During the past 20 years many initiatives have been undertaken to improve the effectivity and effectiveness, and thus the quality of education. Due to socio-economic and financial problems, as well as political instability, there were many set backs. Many initiatives could therefore not be executed properly.

A selection has been made of the most featuring activities in the country, successfully executed or not. All activities that have any relevance for the Ministry, have been mentioned. Just because of their relevances those activities can be carried out in the near future.

A summary of the difficulties which need an urgent solution is also presented. It must be observed though, that among other things, there are three major factors which may have a tremendous impact on the execution of programmes and projects.

Firstly, the present education budget will not be sufficient to carry out the intended programmes and projects. A relative increase in the share of the Ministry of Education in the national budget cannot be expected in the coming period. Therefore it is important to intensify cooperation with the existing bilateral ties, within various cultural treaties. Possibilities of engaging in bilateral cultural cooperation with friendly countries in the region and with other countries will be explored intensively.

Secondly, since most of the programmes and projects are financed by donor countries or donor agencies, the educational development can be jeopardized in case of discontinuation or expiration of the funding.

Thirdly, as a consequence of the financial crises, many qualified personnel left the Ministry, or the country (brain-drain). The institutional capacity of the Ministry needs to be strengthened.

On the other hand there are also factors for optimism. **Firstly**, the officials of the Ministry are aware of the problems they face. **Secondly**, within the staff of the Ministry there is still a core of dedicated individuals capable of guiding the process of educational improvement and, **thirdly**, after a period of high inflation, the economy is now stabilizing.

2. BACKGROUND INFORMATION

A. Education Policy

For a meaningful understanding of the recent developments in thinking, planning and action with regard to education in Suriname, it is important to go back to the period when Suriname gained its independence in 1975.

Prior to the independence, Suriname has been dependent on foreign countries (mostly Holland) for the definition of its educational content, syllabi, textbooks, and overall philosophy and structure of its educational system. Dutch assistance to the educational and the cultural sector has a long and outstanding tradition.

Since the independence in 1975, the country has given priority to the adaptation of the education system to its needs and priorities for development. It began to rethink the goals and the updating of its curricula and teaching methods. The first comprehensive educational sector study of Suriname was carried out in April 1978 by a team of UNESCO-experts and Suriname specialists. The result of this study was published by UNESCO under the title: "Education and Community Development - Analysis and Prospects". This document proved to be a useful framework for national planning and action beyond 1978. On the basis of this study another document was prepared in January 1979 under the title: Preparing for Change.

Among the program areas targeted at the reform of education were among other things: Curriculum Development, Education Research, Teacher Training, Social Educational Support Mechanisms and Services, Literacy, and Special Education.

While Suriname was planning to operationalise the document "Preparing for Change", the Regional Conference of Ministers of Education and those responsible for Economic Planning of Member States of Latin America and the Caribbean held in Mexico City in December 1997, unanimously adopted the Mexico-City Declaration. On that occasion the Member States appealed to UNESCO to take the initiative to put forward a major project designed to overcome the fundamental problems of education identified in the Mexico-City Declaration.

The Major Project was set up to promote and coordinate the joint efforts of the Member States in Latin America and the Caribbean to achieve the following objectives:

- (i) Providing schooling for school-age children (6-14 years) and offering them a minimum general education of 8 to 10 grades/years.
- (ii) Eradication of illiteracy and development of educational services for Adults.
- (iii) Improvement of the quality and efficiency of the educational system by carrying out reforms.

The education policy of the past 20 years has been based on the three documents aforementioned. Although there have been many political changes in Suriname in the past 20 years, there has always been a consistency in the education policy. For the sake of clarity, the period 1975 to date can be divided as follows:

- (i) 1974 - 1980:
The period of political independence gained in 1975, characterized by the reformulation of educational goals that are geared to the Suriname's society.
- (ii) 1980 - 1987:
The revolutionary period with among other things, political instability, guerilla activities in the interior, devastation of infrastructures and school facilities, financial constraints.
- (iii) 1987 - to date:
The post revolutionary period, in which the country regained democracy. The Government democratically chosen succeeded in establishing a relatively high degree of political stability, and concentrated on finding solutions for the grave economic and social crisis which both the Government and people had to face.

The Suriname Government started negotiations with the Government of the Netherlands to assume the financial aid laid down in the Treaty of 1975.

Many plans have been made, but due to political, socio economical and mostly financial crises, most of the plans could not be executed properly.

B. Problems and Difficulties

As a consequence of the economic crisis and the political instability, education has fallen behind, especially in the interior. This problem has manifested itself in the lack of an adequate supply of educational materials, non-maintenance of the infrastructure, and even destructions in the interior, as well as the brain-drain from the educational sector. Qualified Surinamese have gone abroad, mostly to the Netherlands and, as a recent development, also to the Netherlands Antilles.

The main problem areas in the primary and secondary educational levels in Suriname can be summarized as follows:

- (i) Lack of relevance of the knowledge delivered by the schools. This is primarily due to the fact that the content of the textbooks has not been adapted to the needs and reality of the country.
- (ii) Teaching deficiencies, i.e. the training received by the teachers was not adequate in terms of preparing them to use non-traditional methods.
- (iii) Lack of permanent system of evaluation of curricula and identification of necessary changes in the content of schooling.
- (iv) Furthermore, there is a lack of in-service teacher training to enable the teacher to keep abreast of these changes.
- (v) High degree of selectivity of the system. As pointed, out the system is totally “testing-oriented”, which results in a progressive elimination of students, or which relegates them to low quality schools. This problem becomes most acute after the last year of primary schooling.

The main difficulties can be summarized as follows:

1. Maintenance of all educational facilities has fallen behind schedule.
2. Serious shortage of educational materials for the different types of schools and for the libraries.

3. Arrears in the interior with regard to the educational infrastructure.
4. Students' achievements in almost the whole educational sector are unsatisfactory. The number of students who fail or drop out is relatively high, both at primary and secondary level.
5. Both senior and junior schools are characterized by a lack of sufficient qualified teachers. The training of teachers is insufficiently attuned to the practice. Refresher and upgrading courses for teachers are therefore imperative.
6. Dutch is the official language of Suriname and thus of our educational system. For the majority of the population, however, another language than Dutch is the mother tongue, such as Sranan Tongo, Sarnami Hindi, Javanese, Saramaccan, Mataai, Ndjuka, one of the Amerindian languages or Chinese.
7. General education gets relatively too much emphasis within the educational system. Vocational education is undervalued and underdeveloped.
8. Education is insufficiently geared toward the needs of the labour market. Although our country is faced with a high unemployment percentage (37%), no qualified personnel is available for certain professional categories.
9. Training possibilities in the agricultural sector are limited and are absent at junior secondary level.
10. The possibilities of horizontal entry into formal education are very limited. General education offers some possibilities to continue towards vocational education. Within the different types of junior vocational training, there are not many possibilities to continue. The existing vertical transitions are complicated and too little flexible.
11. Young people who have dropped out hardly have any alternative. More facilities offering education for mature students (second chance education) or adult education could possibly be useful.

C. Financial Constraints and the Consequences for Education

The ministry annually receives a share of the national budget and also receives financial support from donors, mostly from the Netherlands. In 1975 a Treaty for Development Cooperation was agreed upon between the Republic of Suriname and the Kingdom of the Netherlands, providing Suriname with investment funds in grants amounting to Sf 3.5 billion over a period of 10 to 15 years.

A large portion of these funds were also directed to education.

Suriname's economic performance deteriorated markedly in the 1980s owing to a worsening of its terms of trade and the failure to take corrective policy actions. This weakening was exacerbated by the suspension in late 1982 of development assistance from the Netherlands following reports of human rights violations, and guerilla activity against the Government.

The worsening of the economy through the years undoubtedly had consequences for the education sector. The education share of the national budget has been declining after 1989. In 1989, education received the unusually high share, being 29.6%. In 1993, education received 16.24% of the national budget. That dropped to 10.75% in 1994 and dropped again to 6.29% in 1995.

High inflation during the late 1980s and early 1990s, hyperinflation during 1993, and an eventual 10:1 devaluation of the Surinamese guilder seriously eroded real wages [-and the morale-] of teachers and civil servants. Many of them left the education system or even the country (brain-drain) which caused a further weakening of the institutional capacity.

Although it seems that the economy is stabilizing now after a period of high inflation, the current economic crisis and the lack of sufficient qualified personnel are factors which cause stagnation. In seeking solutions to these problems, it will be necessary to observe priorities.

3. OVERVIEW OF SOME SELECTED PROGRAMMES AND PROJECTS

A. PERIOD 1975 - 1987

(i) Project Renewal Curricula Primary Education (PVCB)

Efforts to systematically and comprehensively renew the curricula of education started even before independence in 1975. In those days a start was made with the renewal of the content of language syllabuses of primary education, to be followed by syllabuses of history. Gradually these efforts have been materialized within a project to innovate the entire Suriname Education. It consisted of the development of national mechanisms for educational development with curriculum changes as its main task. The mechanisms were to be developed via change agents, who would train members of the education community, providing teachers with skills to successfully participate in the renewal of curriculum and educational development processes. UNESCO provided assistance in these efforts.

The ministry started the educational reform with the premise that the reform of education is the reform of the curriculum.

In 1981 a new section, Curriculum Development, was set up within the Main Division for Development Services. Between 1981 - 1985, the PVCB was responsible for the standard, principles, and objectives of primary education to lay a basis for the creation of new curricula for this type of education. After piloting of the developed curricula, the implementation on a national scale was started in October 1984.

(ii) Project: to Improve the Quality of Primary Education

Until February 1993, a loan was granted by the IDB to carry out a MINOV/IDB project to improve the quality of primary education. The overall objective of this programme was to contribute to the improvement of the quality and effectiveness of the present primary educational system and to build a Learning Resource Centre. Unfortunately, not all components of this project have been utilized satisfactorily.

(iii) Project: National Plan for Education

In the past 20 years several attempts have been made for the formulation of a National Plan for Education. Due to political instability these attempts were discontinued almost four times. A project proposal in the framework of the direct cooperation between the Ministry of Education in Suriname and that of the Netherlands, has been approved to carry out the activities in order to produce a National Plan.

(iv) Project: Multi-disciplinary Counselling

In 1984 a new approach towards school guidance was introduced: a multi-disciplinary counselling team responsible for a number of schools in each geographical section of the school zones. The team was made up of educators/didacticians, ortho-pedagogues, development psychologists, social workers, and speech therapists.

Although this new approach was applauded by almost all the relevant groups in education, due to financial and man-power problems, the project was discontinued in 1987.

(v) Project: Training Programme for Teachers in the Interior

Suriname is confronted with the problem that only a few of the newly trained teachers of the Teacher Training Colleges are willing to teach in the interior. Therefore, the ministry of Education is recruiting and training teachers for the interior on a continuous basis.

(vi) Project: Integration of Education and Productive Work

After studies and preparation of many years, this project was started in 1981 as a pilot project in the village of DAN in the district of Sipaliwini. The main objective of this project was to introduce a Community Development through Education. Besides the academic subjects, the pupils were trained in keeping the physical facilities of the school in good repair. They were also engaged in school gardening and raising of small domestic animals. The community activities were directed toward basic health, family and life education. Owing, among other things, to infrastructural problems, this project was discontinued in 1983. New initiatives are now undertaken to make a restart with this project.

(vii) Project: Educational Broadcasting

Educational broadcasting was started in the late seventies on a small scale with the aim to enrich both teaching and learning experiences. In October 1982 the schools were nation-wide provided with radios and cassette recorders.

Although the broadcasting activities have been carried out through the years, it must be mentioned that many schools do not benefit these days from the school radio programme. In many schools the radio is out of order or has disappeared and because of budget limitations, the Ministry of Education cannot provide the schools with new receivers.

(viii) Project: Promotion of Parent Teacher Association

In the eighties more than 60 parents associations were set up with which the Ministry of Education has had a fruitful relationship and which have positively contributed to the educational process. Since the active members of the management team of this project left the country, this project has been discontinued.

B. Period 1987 to Date

The Education Development Programmes and Projects as indicated in the Multi Annual Development Programme of the Planning Bureau of Suriname, can be distinguished into seven sub-programmes, namely:

- (i) Guaranteed continuity of education
- (ii) Quality improvement of education
- (iii) Re-orientation of education to production and production increase
- (iv) Study financing
- (v) Improved management apparatus for education
- (vi) Youth and student housing
- (vii) Literacy programme

The investment budget amounts to approx. Sf.221 million, with a foreign currency component of approx. Nf. 166 million. The sub-programme for guaranteeing the continuity

of education has the largest portion of both the investment budget (to approx. Sf.70 million, i.e. 32%) and the foreign currency component (to approx. Nf. 57 million, i.e. 34%).

Ad (I) Programme to guarantee the continuity of education

The investment budget amounts to approx. Sf.70 million, with a foreign currency component of approx. Nf. 57 million. The programme contains the provision in educational resources for primary level, junior secondary level, senior secondary level, and higher vocational level. Repair of educational accommodations and equipment in town districts and interior (approx. 160 schools) is also included in this programme.

Ad (ii) Programme for quality improvement of education

The programme has been budgeted for approx. Sf.27 million with a foreign currency component of approx. Nf. 19 million. The most urgent parts of this programme comprise provisions in the field of instruments, equipment, laboratory necessities, parts and technical installations, audio-visual (re)productions, the purchase of learning aids and special literature for education and research at the University of Suriname and its research institutes.

Another urgent project is the procurement of books for the General Education Library, the libraries of the University, the Cultural Centre, and the Suriname Museum. The programme for re-training and upgrading teachers is intended to increase the teaching skills of the target groups of some 2800 junior and senior secondary school teachers.

Ad (iii) Programme for the orientation of education to production and increase of productivity

The budget of this programme is approx. Sf. 47 million with a foreign currency component of approx. Nf. 27 million. This programme aims at giving support to the orientation of formal education to production and production increase by strengthening the relationship between trade and industry and vocational education. It involves the introduction of a student system, the establishment of an agricultural stream at junior pre-vocational level, setting up new courses for farmers in cooperation with the Ministry of Agriculture, and setting up practice centres for agricultural and technical education.

Another important part of this programme is the strengthening of the economics and law studies at our university.

Ad (iv) Study financing programme

This programme has been estimated at approx. Sf. 45 million with a foreign currency component of 100%. The programme involves the financing of studies abroad for bursary students. Some important criteria are that the studies cannot be followed in Suriname and that the studies concerned should fit in with the national need for higher executives.

Ad (v) Programme for the improvement of management of the Ministry

This programme is estimated at approx. Sf. 12 million with a foreign currency component of approx. Nf. 10 million. It concerns institutional strengthening for the support of project development and the establishment of a computer centre for the entire Ministry of Education.

Ad (vi) Youth and student housing centre

The budget amounts to approx. Sf. 18 million with a foreign currency component of approx. Nf. 8 million. The programme comprises mainly construction components. Renovation of the existing and establishment and furnishing of a new student housing centre, intended to accommodate students who live far from Paramaribo.

Ad (vii) Literacy programme

This programme is aimed at that part of the population that cannot read and write, and it has been budgeted for approx. Sf. 1.5 million with a foreign currency component of approx. Nf. 0.15 million.

C. Development of Education Co-operation between Suriname and the Netherlands

Discussions with the Government of the Netherlands have resulted in the restoration of the relations between the two countries. Suriname has signed a "Framework Treaty for Friendship and Closer Co-operation" with the Government of the Netherlands, which has resulted in the re-establishment of the development co-operation between our countries.

The report of the identification mission for technical cooperation in the field of education, entitled "Education in Suriname" forms the framework for the policy on education cooperation with the Netherlands. In this report some 27 projects have been identified, for which a first global estimation was made, which has led to reserving Nf. 135 million from the treaty funds for some 18 projects.

What follows is a complete overview of the education projects, 11 of which are in the stage of execution.

1. Making up the arrears in the libraries
2. Making up the arrears in educational materials
3. Establishment and equipment of a new student housing centre
4. Improvement of facilities in existing student housing centres
5. Making up arrears in maintenance of and equipment in schools
6. Repairs of educational facilities in the interior
7. Establishment of a computer centre for the Ministry of Education
8. Support for project development and implementation
9. Implementation of an improved relationship vocational education/trade and industry
10. Financing of studies abroad
11. Programme development and procurement of educational resources for practical skills at primary school
12. Reorganization of vocational education
13. Agricultural courses and practice centres
14. Establishment of an agricultural stream in the curricula of junior vocational schools
15. Re-training and upgrading of teachers
16. Making up the arrears in equipment for the Medical Faculty
17. Making up the arrears in equipment for the Technological Faculty
18. Cooperation in higher education

19. Strengthening of the economics and law faculties at the University of Suriname
20. Establishment of a discipline Business, Administration and Management

D. UNICEF

Although UNICEF has been active in Suriname for many years, it is just the beginning of this year that the Ministry of Education started discussions with UNICEF in order to seek finance for small projects. After a period of preparation and discussion, 6 projects were submitted to UNICEF in July of this year. These projects already have been approved and very soon a start can be made with the execution of the projects. The projects are:

(i) Project: Upgrading expertise for 15 school counsellors and 12 inspectors.

The goals of this project is to upgrade the knowledge, skills and ability of the school counsellors and the inspectors, as they can be seen as the special agents for the quality of education.

(ii) Project: Curriculum Development for Pre-school(4-year)

The goal of this project is to finalize the development activities and deliver the first part of the manuscript of the Play- and Workplan for the 4 years old, to the printer.

(iii) Project: Early Identification of High Risk Readers

The main goal of this project is to provide training to the teachers of Special Education in order to make them capable to cope with reading problems. Thus, this training should result in a better diagnosis and treatment of reading problems. In the long run it should also reduce the number of children directed to Special Education.

(iv) Project: Auditive Training for Pre-primary and Primary Schools

The goal of this project is to provide (auditive) training to 38 teachers of 10 pre-primary schools, 29 teachers of 10 primary schools and 33 headmasters of these schools. By providing this training it is hoped that teachers of the pre-primary schools will work in close cooperation with the teachers of the primary schools in order to exchange ideas and

information about their work and their pupils. This training will also provide the teachers with “special skills” in how to use auditive tests.

(v) **Project: Review Primary School Curriculum and Materials**

The goals of this project are:

- to gather information with regard to the use of developed curricula in the primary school.
- to select, in cooperation with the education field, the methods which need immediate revision.
- to set up the necessary mechanism to revise the selected methods.

(vi) **Project: Provision of basic materials for refurbishing schools in the districts of Sipaliwini and Marowigne**

This project is directed towards the renovation of the school of Manlobi and Mooitaki.

(vii) **Project: Basic Health and Family Life Education**

This CARICOM Health and Family Life Education Project is a multi-agency initiative. The vision of this CARICOM project is to develop in young people skills, attitudes and values to enable them to take more control of their health and lifestyle choices. The Ministry has appointed in March of this year an inter-ministerial committee for the necessary preparatory steps.

E. Islamic Development Bank

Suriname became a member of the Organization of the Islamic Conference in December 1996 and is now in the process of seeking membership of the Islamic Development Bank. In close cooperation with experts of the bank, the following 5 projects have been submitted to the Islamic Development Bank for financing in April of this year:

- Expansion and modernising headoffice of the Ministry of Education (US\$1.5 million)

- Learning Resource Centre (US\$1.5 million)
- Construction of 4 schools (US\$750,000)
- Modernizing Junior Secondary Schools (US\$2 million)
- Renovation and modernizing NATIN/LTS (US\$1 million)

After the final approval, the execution of some of the projects will start at the end of this year.

F. Non-Governmental Organisations

(i) SUCET

The Suriname Centre for Educational Research Counselling and Training (SUCET) started some years ago with activities in a couple of schools in socially disadvantaged environments. The main objective is to create better educational opportunities aimed at the improvement of the achievements and reduction of the repetition rate of children from socially deprived backgrounds.

According to the reports of the director of SUCET, the results of the pilot projects so far, have been encouraging.

(ii) Central Heating

Disappointing results of students of one of the Training Colleges for Teachers, their lack of motivation and their poor overall skills, careless attitude, have led the (female) teachers of this College to establish a so-called "Central Heating Group". The main purpose of this group is to give warmth/affection to the students in order to change their attitude towards study in general and their professional training as a teacher in particular. Another objective is to introduce the system of Self-government of schools.

The main aim is to deliver teachers (in the future) that can easily improvise, that are flexible and can fully make use of their potentials and capabilities. So far the Central Heating Group has built with their own initiatives a "student room" where the students can spend their spare time and where other educational activities can be realised. From their contacts in the

Netherlands they have already received 10 computers and very soon a start will be made with computer education in the College.

In order to increase the overall development of the students and in order also to get the community involvement in the institution, the Central Heating Group has also organized workshops, “do-workshops”, work weekends, study days, fundraising activities, etc.

Because of the satisfying results of the schoolyear 1996/1997 (82.4% of the students passed the schoolyear with good results) the commission “Central Heating” will continue with their working method and expand their activities to other Training Colleges for teachers.

4. PLANNING STRATEGIES

In the field of Policy and Planning, the following initiatives can be definitely stated:

(i) **Establishment of an “EDUCATION RESONANCE GROUP”**

After the restoration of the relations between Suriname and the Netherlands, the two countries signed a “Framework Treaty for Friendship and Closer Co-operation”. Within the framework of the bilaterally cooperation between Suriname and the Netherlands, for the educational and cultural sector, a new dimension has been added since November 1995, in the sense that there exists direct cooperation at ministerial level between the Ministry of Education and Community Development in Suriname and that of the Netherlands. This cooperation is of the utmost significance since its aim is to speed-up the procedures in the implementation of small projects, from submission of a project proposal to allocation of the budget.

This ministerial cooperation has resulted in the establishment of an “Education Resonance Group” in both countries in September 1993. The Education Resonance Group of Suriname fulfilled a very important liaison function between the representatives of the so-called educational field and the policy makers. For many years there have been complaints with regard to communication with policy makers at the Ministry. The Ministry has an extensive central structure, but very little communication with the schools. Formal channels of communication between schools and the central ministry are weak.

The Surinamese Education Resonance Group has identified 27 projects after consultation with the education field. The Dutch Resonance Group has functioned as a counterpart and as resource body. For the educational projects that have been identified by this “Resonance Group”, an amount of 5 million Dutch guilders has been made available for three years, starting with 1996, for small projects to address educational problems.

The 27 projects have been formulated, most of which are approved and are in a stage of further preparation or implementation. These projects are:

1. Support 5 Ministry working groups for policy preparation/formulation.
2. Evaluation Curricula Primary Education.

3. Curriculum development according to modular system for Junior Secondary Vocational Education.
4. Revision, production and implementation of the textbook: "Tekst en Uitleg" for Senior Secondary Schools.
5. Development of a new method for education in Literature for Dutch.
6. Innovation Arithmetic for Teach Training Colleges.
7. Development of a method for Commerce for the MULO.
8. Renewal of History education in Suriname.
9. Initiating Remedial Teaching.
10. Challenging the brains (Children can achieve more).
11. Second chance education.
12. In-service training teachers of the Institute for Advanced Teacher Training, Senior Secondary and Junior Secondary Schools.
13. In-service training teachers of Primary Schools.
14. Upgrading principals Primary Schools and Junior Secondary Schools.
15. Introduction of Self Government of Senior Secondary Schools.
16. Upgrading skills of the inspectors.
17. Upgrading quality personnel of the Ministry.
18. Upgrading of the personnel of Research and Planning.
19. Reactivating MINOV Home Printing Unit.
20. Upgrading skills of personnel of Physical Education.
21. Upgrading personnel of Testing and Examination.
22. Upgrading Schoolradio.
23. Upgrading speech therapist.
24. Re-introduction Training fro Special Education.
25. Establishing Training Programma voor Office Practice, Selling Practice and type-writing.
26. Establishment of 2 computer centres.
27. Upgrading Teachers for music education Primary Schools.

Apart from the NF 5 million, an additional NF 1 million has been made available for the following projects:

1. Strengthening Higher Vocational Education: Establishment of a Polytechnic College
2. Strengthening Technical College
3. Agriculture Education

4. Transportation of pupils in the district of Marowijne
5. Institutional strengthening of the Bureau for Legal Affairs.

(ii) The National institute for Laboru and Occupational Schooling (NISAB)

In order to realize structural communication between the Ministry and the Labour market, the Ministry of Education has established NISAB in September 1993. Representatives of the Ministry, Trade and Industry, and workers' unions participate in this body and work together to help ensure that (a) graduates have the basic knowledge and skills required to enter the workforce and (b) more private sector opportunities are created. The NISAB functions as liaison between vocational education and trade and industry. This makes it possible to translate the demand into the curricula of the vocational training.

The NISAB will continuously attune the needs of the labour market to education in cooperation with the schools.

5. CONCLUSION

In the past 20 years Suriname has planned and undertaken many initiatives to carry out an Education Reform. Due to i.e. political instability and socio-economic and financial problems, the country did not fully succeed in its attempts.

In view of the new insights into an efficient education planning and management, and the implementation of action plans (projects) to achieve education development, planning and management will need to be adjusted. The institutional and execution capacity of the Ministry need to be strengthened.

Education planning comprises the application of a rational analysis of the process of education development, aimed at having education meet the objectives laid down as effectively and efficiently as possible, and thus also meet the demands of the students (pupils) and society. Like all small countries, and most certainly those of the Third World, our country will have to take into account the limitations of a small population. Suriname will also have to take into account that it has a small education budget. A relative increase in the share of the Ministry of Education in the national budget cannot be expected in the coming period. More attention will be given to development projects and to making up for the arrears in the provision of educational materials, the maintenance of school buildings and equipment and the provision of library books.

The available human-power, including the middle and higher executives, are now scant and will remain so in the near future. For countries like ours with a small population, adapted planning mechanisms will have to be designed, even more than is the case now.

It will become increasingly difficult to recruit and retain qualified personnel unless the compensation and conditions of employment is improved.

Annex G - The Pre-Service Teacher Training Programme, Trinidad and Tobago

**THE PRE-SERVICE
TEACHER TRAINING PROGRAMME
IN
TRINIDAD AND TOBAGO**

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THE PRE-SERVICE TEACHER TRAINING PROGRAMME IN TRINIDAD AND TOBAGO

An effective teacher is priceless. The word “teacher” conjures up ideal thoughts and actions as demonstrated by Jesus, a Guru, an Imam, a Mother Teresa, or other visionaries of excellence in civil society. At the same time it must be borne in mind that teaching is demanding, exciting and very gratifying. Therefore, the recruitment and pre-service (initial) training of teachers ought to be given pride of place in the development of an educational system #at espouses quality basic education for all by the year 2000.

The Pre-Service Training Programme evolved out of one of the proposals of the Ministry of Education at the 1993 National Symposium on Employment and Job Creation which called for the training of CXC and ‘A’ Level graduates as Teaching Assistants. In Trinidad and Tobago the minimum qualifications for recruitment into Primary teaching is Five CXC General level Grades I and II only, with English, Mathematics and a Science subject as a compulsory core. At the Secondary level the minimum requirement is two ‘A’ Level passes (preference is given to ‘A’, ‘B’ and ‘C’ grades).

In 1997 there are approximately seven thousand (7,000) primary teachers for one hundred and eighty five thousand (185,000) students and five thousand (5,000) secondary teachers for one hundred and thirty five thousand (135,000) students. There is an annual attrition rate of approximately two hundred and fifty (250) primary teachers and two hundred and fifty (250) secondary teachers. The 1997/1998 Pre-Service Training Programme has two hundred and sixty (260) primary and ninety (90) secondary novitiates. The cost of the programme is three million (TT) dollars per year.

The Pre-Service Training Programme for teachers was more popularly known as O.J.T. [On the Job Training] during the period 1993-1996. It is essentially an Apprenticeship Programme with a unique model of professional development which integrates Pre-Service Preparation with an In-Service component, designed to facilitate the implementation process.

This design or scheme of the Pre-Service Training Programme provides its clientele with an initiation into the theoretical underpinnings of education, with specific reference to teaching and

learning, and the implications of this for practical application. The programme provides the first step in the career-path of the novitiate. It is personal as well as professional development intended to foster commitment and develop pedagogical competence in the recruits of the Teaching Apprenticeship Scheme.

In these times of structural adjustment and the need for sustainable development, a programme of this nature becomes relevant - because it is a contribution to human resource development and the concomitant consequences of personal and professional growth, as well as, institutional strengthening, both at the local and national level.

Against this background, this innovation in education in Trinidad and Tobago, has as its rationale the following expected outcomes.

It is hoped that the novitiates will:

- Become computer literate;
- Develop a personal philosophy of teaching;
- Value and practise exemplary teaching;
- Develop and apply knowledge and understanding of curriculum and instruction;
- Work collaboratively with supervisory personnel, colleagues, students and the school community, in a responsible and humane manner;
- Be committed to self-improvement, life-long learning and reflective thinking;
- Become agents of educational and social development;
- Work with all students in an equitable, effective and caring manner, respecting diversity in relation to culture, ethnicity, gender and special needs.

This programme is managed by a full time co-ordinator and one clerk/typist. The Director of Educational Services chairs a committee which draws its membership from Curriculum and Supervisory staff, the Trinidad and Tobago Unified Teachers' Association, Primary and Secondary

Principals' Associations and a representative of the National Training Agency [formerly National Training Board]. This committee provides 'leadership' and 'architecture' and is accountable to the Chief Education Officer for the attainment of the programme's outcomes.

Briefly, the logistical details of the programme are as follows. The time frame extends from August to May with five major activities.

1. **An Induction Phase** which begins in mid August, continues every Saturday and terminates in the Easter holidays in mid April.
2. **Placement in Schools** with a mentor teacher - first in the Infant Department in Term I during the period September to December, then assignment to the Junior Department during Term II, January to April. At the secondary level there is subject specialisation and one stays with the Mentor Teacher's timetable.
3. **A Vacation School** in the Aesthetic Areas, organised by the Curriculum Officers is delivered during ten days of the Easter Vacation. Each trainee chooses two of the following: Art & Craft, Music, Drama/Dance and Physical Education.
4. **Saturday Classes** for trainees from 9:00 am to 12:00 noon are conducted after the Induction phase at various centres in the eight Educational Districts. The secondary novitiates have two centres, North and South.
5. **Computer Training.** All Trainees are given an opportunity to become computer literate. This programme is delivered through the use of eight computer laboratories in different geographical areas and is delivered between the hours of 3:00 pm to 6:00 pm in the weekdays and on Saturday afternoons. There is a minimum of twenty five hours for every trainee.

It should be noted that during the entire period of Apprenticeship, any one trainee is affected by at least twelve master teachers.

The first fifteen days of the Induction Phase are most important. There are two sessions each day. The morning session treats the Foundations of Education and the afternoon session addresses two curriculum areas - Mathematics and Reading. The day's activities begin promptly at 8:30 am and end at 3:00 pm.

Perhaps it should be stated that the Induction is really an exploratory phase, designed to provide participants with an exposure to theoretical and pedagogical knowledge. The Foundations of Education clarifies concepts such as Education, Teaching and Learning, Classroom Management, Motivation and School Culture and Organisation. In the two Curriculum areas of Reading and Mathematics, apprentices are sensitised to the aims and objectives, content, methodology, resources and evaluation in these subjects. The instructional materials for a significant part of the programme are contained in a packet. **[See Appendix I]**

Among the major items in the Evaluation Process are the following:

1. The Trainee's Diary
2. Regularity, Punctuality and Participation at the entire Induction Component of the Programme
3. Participation in the Aesthetic's Programme
4. Assignments
5. Mentor Teacher's Report
6. Written Examinations
7. Computer Literacy.

The success of this programme depends significantly on the predispositions which the participants bring to bear on this educational effort. The teachers of tomorrow's schools and indeed tomorrow's world, have the moral imperative to use their initiative, imagination and creativity to experiment and innovate; to be open to new ideas, to self-evaluate and to be prepared for the noble task of creating school cultures that are conducive to the growth of excellence, and quality education.

If teachers envisage that the role they must play is a synthesis of different orientations to education, then they must use all the resources at their command in the service of providing education for academic excellence, self-actualisation and social reconstruction.

All endeavours to professionalise teaching must have at its very centre a moral and ethical dimension. According to Michael Fullan, of the Centre for Teacher Development, at the Ontario Institute for Studies in Education:

“To have any chance at making teaching a noble and attractive profession, teachers must combine the imperative of moral purpose, with the skills necessary for productive change. ”

The programme faces five major challenges. First of all, there is need to:

1. Formalise the activity by making it a legal requirement for an appointment in the teaching service;
2. Redesign teacher training in the form of a credit system to reward achievement at this pre-service level and contribute to the teachers' college certificate;
3. Add financial resources to increase the number of trainees for the secondary system;
4. Recognise the mentor teachers either through financial remuneration or certificates or both;

5. Heed this sobering paragraph written by Dr. Barry Hobart of University of *South* Australia:

“Gone are the days of a job for life. Gone is the comfortable knowledge that once we have completed our training, the state or a big company will provide us with work. What we are facing now is the prospect of four or five different locations, and most likely punctuated by varying periods of unemployment. ”

In conclusion, let us remember that the provision of effective initial and continuing education for teachers is our best guarantee that quality basic education for all will be our experience in the next millennium.

APPENDIX I

Broadsheets and Booklets in Trainee's Packet of Instructional Materials.

1. Readings for Young Teachers
2. The Importance of Reading
3. Paedocentricism
4. Pre-Service Teacher Training Programme Core Curriculum - PRIMARY
5. Mathematics
6. Reading/Language Arts
7. Booklet No. 1 - SECONDARY
8. Teacher Development