UNESCO

The Ninth Regional Biennial Consultation Meeting

The Crowne Plaza Hotel
Kingston, Jamaica

March 13-15, 2000

FINAL REPORT

Caribbean Network of Educational Innovation for Development

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CARNEID Coordinating Centre

Our Mission

"To advance educational innovation for development through networking among educational institutions and personnel in the Caribbean"

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1.0 Introduction

1.0   Introduction

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.

The UNESCO/CARNEID office is responsible for promoting and implementing the work plan decided on at the Regional Consultation Meeting. It is therefore the central secretariat of the network which is dedicated to the generation and distribution of information about educational innovations which are most likely to contribute to the realization of the developmental goals of the countries of the region.

The Mission Statement of UNESCO/ CARNEID is:

"To advance educational innovation for development through networking among educational institutions and personnel in the Caribbean"

1.1   Membership

All Dutch, English, French, and Spanish speaking Caribbean countries which are members of the United Nations Educational and Scientific Organisation (UNESCO), are members of the Network. Thus, Anguilla, Antigua & Barbuda, Aruba (Associate Member) Bahamas, Barbados, Belize, The British Virgin Islands, Commonwealth of Dominica, Cuba, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Netherlands Antilles, St. Christopher and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Montserrat and Trinidad and Tobago are members of the Network.

1.2   The Documentation Centre

One of the facilities deemed necessary for the proper functioning of the network is the CARNEID Documentation Centre. Its primary task is the dissemination of material produced by UNESCO headquarters as well as research, publications and reports of programmes and actions supported by UNESCO/ CARNEID. The intention is to allow educators and change agents access to print and non-print material relating to the theory of educational change as well as actual country experiences (within and outside the region) which document educational innovations. The Centre has a key role therefore in promoting, generating and distributing to the region information on education and innovative change.   ❏

2.0 The Biennial Consultation Meeting

2.0   The Biennial Consultation Meeting

The most important decision-making body of the network is the Biennial Consultation Meeting. At this meeting, participants are invited to advise the Regional Coordinator and, through her, the Director General of UNESCO on matters relating to the operation and the programme orientation of the Coordinating Centre. Specifically, the meeting reviews the work of the Network for the preceding biennium and assists with the development of a work programme for the succeeding biennium. The meeting also serves as a forum for policy dialogue and decision-making which impacts, not just on the Coordinating Centre, but on the course of education in the region generally.

The 9th Consultation Meeting of CARNEID was held at the Crowne Plaza Hotel in Kingston, Jamaica, and was hosted by the Ministry of Education and the Jamaica National Commission for UNESCO.

2.1   Theme of the meeting:

Crafting Relevant, Innovative Systems for a New Generation

2.2   Participants

The meeting was attended by Chief Education Officers or Senior Education Officials from twenty of the twenty-one (20/21) countries in the CARNEID Network:

Anguilla	Guyana
Antigua & Barbuda	Haiti
Aruba	Montserrat
Bahamas	Netherlands Antilles
Barbados	St. Kitts/Nevis
British Virgin Islands	St. Lucia
Cuba	St. Vincent & the
Dominica	Grenadines
Dominican Republic	Suriname
Grenada	Trinidad & Tobago

and Jamaica, the host country.

The following National Commissions of ten (10) member states also participated in the meeting: Antigua, Bahamas, Barbados, British Virgin Islands, Jamaica, Netherlands Antilles, St. Kitts/Nevis, St. Vincent & the Grenadines, Suriname, Trinidad & Tobago.

In addition, Agency representatives from CXC, DFID, OERU, CARICOM Secretariat and St. George's University were also in attendance. Mico Teachers' College, Shortwood Teachers' College and Church Teachers' College were also represented.

2.3   Methodology of the Meeting

The meeting involved a mix of plenary and small work-group sessions. During the plenary sessions, a number of special presentations were made on innovations and exemplary practices in the educational

systems of the region. Three working groups discussed issues emanating from the presentations given, and in the plenary sessions which followed recommendations were synthesied and agreement reached on the priorities for CARNEID in the biennium 2000-2001.

2.4 Formal Opening

Mr. Wesley Barrett, Chief Education Officer, Jamaica, was the Chairman for the Opening Ceremony. In his opening remarks he reminded the gathering that no fewer than four (4) major conferences on critical issues in education had been held in recent months and urged his colleagues to address these issues by implementing measures which would improve standards throughout the region.

The Co-ordinator of CARNEID, Mrs. Colleen Winter-Brathwaite, expressed satisfaction and relief that the meeting was finally being held. She regarded the excellent attendance of officials from 20/21 countries as an affirmation of their commitment to the work and purposes of CARNEID. She pointed out that the participants would be hearing about many exciting innovations which are already taking place in the region and invited the CARNEID partners to incorporate these in their own educational planning, wherever possible, by instituting systemic changes with a bold difference in order to add a new

impetus to and expand opportunities for lifelong learning.

Dr. Claudia Harvey, Head of Office, UNESCO Kingston, reminded the meeting of the tremendous amount of work which had been done by each territory in preparation for the Education For All Assessment 2000. She recommended that CARNEID should now be used optimally to disseminate efficiently and effectively information on the many innovations and good practices recorded in the national assessments. She informed the meeting that to achieve this end the outcomes of the Education For All Assessment would soon be mounted on the CARNEID Website.

Dr. Harvey also informed the meeting that the Assessment had underscored the fact that the educational systems of the region needed to address even more intensively such issues as:

- Early Childhood Education
- Out- of- School Youth
- Gender
- Quality and Accountability at all levels.

Senator, the Honourable Burchell Whiteman, Minister of Education, Jamaica, welcomed all the participants and declared open the Consultation Meeting. The Minister stressed the importance of networking. He pointed out that much of what those responsible for education

wanted to do was already within their grasp although they seemed unaware that this was so. He stressed the importance of meeting as institutional leaders to share as well as to adopt and adapt some of the experiences and innovations. He also recommended that planning should take into account desired outputs in order to make a more precise determination of the inputs required to achieve these goals, the most important of which is the creation of an educated and literate population.

Minister Whiteman also appealed to the media to contribute to this forward drive by paying more attention to processes and by assisting in the promotion of positive outcomes.

The Keynote Speaker was Professor Elsa Leo-Rhynie, Deputy Principal, University of the West Indies, Mona Campus. Her address was relevant, informative and dynamic.

Professor Leo-Rhynie pointed out that the rapid and intense changes experienced over the latter part of the twentieth century have signalled the need for change in form, content and delivery of education. She emphasized the importance of providing a high standard of education that will lead to the development and advancement of the Caribbean and the world.

The keynote speaker addressed in turn each of the critical educational issues which

articulated the theme of the meeting. She detailed many of the qualities that must characterize the generation of the 21st Century- *the millennials* - who must possess:

- the ability to think strategically
- the ability to tackle the most difficult problems and seek practical solutions
- the will to commit to continuous learning
- the ability to appreciate and respect diversity in all its forms
- the ability to communicate well, both orally and in writing, with diverse cultural groups
- the desire to create new forms of knowledge which could advance the development of the human race
- the commitment to high standards of ethical behaviour.

Professor Leo-Rhynie expressed support for the view that education should begin at birth. She stressed the importance of Early Childhood Education Care and Development, pointing to the need for sustained research and a radical change from the traditional ways of caring for children in the birth to 3 age level.

Professor Leo-Rhynie also addressed the need for a new vision of national educational goals and emphasized the importance of viewing the system through 'new lenses' in order to effect necessary institutional changes. She warned, therefore, that:

"new lenses are not comfortable initially. The change makes us feel that our vision is distorted and we long to change back to the old lenses with which we are more familiar. We have to relate to the dis-equilibrium however, as only a change in our vision of the role of education will allow us to create environments which can deliver the human products we will need in the new century."

The full text of Prof. Leo-Rhynie's address is given in *Appendix I.*

Ms. Sylvia Thomas, Secretary-General, Jamaica National Commission for UNESCO moved the vote of thanks.

2.5   The Conference Programme

Sunday 12 March 2000

18:00 - 21:00   Registration of
                      Delegates

Monday 13 March 2000

09:00 - 10:30   Opening Ceremony

10:30 - 11:00   **Break**

Session 1
11:00 - 11:30   Review of objectives
                      and approaches of
                      meeting
                      Selection of Chairman
                      Chairman's Remarks
                      Election of officers of
                      the meeting

11:30 - 12:30   Adoption of Agenda
                      Presentation and
                      Discussion of
                      Co-ordinator's Report

12:30 - 14:00   **Lunch**

Session 11
14:00 - 16:30   **Special Presentations**
                      1. Special Needs
                         Education
                      2. ECE Regional Plan
                         of Action
                      3. Meeting the Needs
                         of All Learners:
                         Teacher
                         Development for
                         Designing,
                         Implementing
                         and Managing
                         Differentiated
                         Instruction

16:30 - 17:00   **Break**

16:00 - 18:00   **Reports:**
                      1. Textbook Publishing
                         in the Caribbean
                      2. The Caribbean
                         Human Rights
                         Curriculum

Tuesday 14 March 2000

09:00 - 09:10   Summary of Day 1
09:10 - 11:00   **Innovations/**
                      Exemplary Practices:

                      1. Anguilla - Human
                          Resource
                          Development
                      2. Dominican
                          Republic - Multi-
                          Level Teaching
                      3. Belize - Teacher

	Education using the Distance Education Mode
	4. Guyana - The Magnet School Programme
	5. Netherland Antilles - Training in Essential Skills
11:00 - 11:30	**Break**
11:30 - 12:00	Development of Workplan - **Working Groups**
12:30 - 14:00	**Lunch**
14:00 - 16:30	Development of Workplan - **Working Groups**
16:30 - 16:45	**Break**
16:45 - 17:30	**Reports** from Field Offices
17:30 - 18:30	Meeting of Committees: - Resolutions - Planning - 10th Consultation

Wednesday 15 March 2000

09:00 - 09:10	Summary of Day 2
09:10 - 10:30	**Plenary**: Review and Agree CARNEID Workplan
10:30 - 11:00	**Break**
11:00 - 12:30	**Plenary**: Review and Agree CARNEID Workplan

12:30 - 13:30	**Lunch**
13:30 - 14:30	**Reports** from Field Offices
14:30 - 15:00	Closing Exercises

2.6 Officers of the Meeting

The following officers of the meeting were nominated and elected unopposed:

Chairman	-	Mr. Wesley Barrett, Chief Education Officer, Jamaica
Deputy Chairman	-	Mr. John White, Chief Education Officer, St. Kitts and Nevis
Rapporteur	-	Mr. Ed Caesar, Chief Education Officer, Guyana
Chairman, Resolutions Committee	-	Mr. Cecil Longley, Deputy Chief Education Officer, Bahamas
Chairman, Planning Committee	-	Mr. Aignald Panneflek, Representative from the Netherlands Antilles

Ms. Avery McKenzie and Mr. Carlos Browne of the Ministry of Education, Jamaica were selected as Assistant Rapporteurs.

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3.0   Regional Co-ordinator's Address

3.0   Regional Co-ordinator's Address

The Co-ordinator reported on the implementation of the programmes designed by the Eighth Biennial Consultation meeting. She indicated that all of the key objectives of the programme for 1998 - 1999 had been achieved and highlighted in particular the launch of the CARNEID website and the revitalization of the Documentation Centre as well as the CARNEID publications - The Caribbean Education Annual and The Caribbean Teacher.

Mrs. Winter-Brathwaite then outlined her vision of the collaborative efforts through which educational administrators and other stakeholders can craft relevant, innovative systems for a new generation.

Mrs. Winter-Brathwaite was congratulated for the power-point presentation of her comprehensive report and praised for the significant achievements that had been made in so short a period.

The full text of Mrs. Winter-Brathwaite's address follows:

At the 8th Consultation Meeting in 1997 I expressed the hope that *"the new millennium [would] 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, for, 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".*

The new millennium is here and thus the time has come to discuss the **"crafting of new, more relevant systems"***; this is the time to look at significant educational issues - issues such as Special Needs Education, including Early Childhood Care and Education with specific reference to the 0 - 3 age group; the renovation of the curriculum of secondary and primary schools by catering for multiple intelligences in the classroom through differentiated learning instruction; and new approaches to teacher- training.*

This type of "consultation" is the true meaning of CARNEID. Its Mission is well-known to most of you. For those who are attending their first Consultation meeting it is: **To Advance Educational Innovation for Development through Networking among Educational Institutions and Personnel in the Caribbean.**

In the last few months we have seen the concept of the Network fulfilled; we have learnt, through the EFA exercise, that many exciting and innovative things are happening in the region; unfortunately, in too many cases these things are not widely known. The primary aims of this meeting are therefore the exchange of this kind of information, the resulting stimulation of interest and debate and the analysis of exemplary practices or projects which can be adapted to enhance national programmes and

improve the delivery and quality of the service that is offered to our students.

CARNEID is a Network of 21 countries including Antigua & Barbuda, Aruba, Bahamas, Barbados, Belize, Cuba, Dominica, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St. Kitts & Nevis, St. Lucia, Suriname, Trinidad & Tobago, St. Vincent & the Grenadines, The Netherland Antilles, Anguilla, the British Virgin Islands and Montserrat.

In spite of differing economic circumstances, differences in size and even in language there is a commonality of experience in these countries of the sub-region inspired by the shared history of colonization and the reality of scarce resources. At the centre of this Network is the CARNEID office, uniquely placed to provide to the region the means of working together on developmental goals and unifying and synchronizing educational systems so that, for example, students moving across the region to new school environments will meet the same kind of standards and expectations which will ensure their easy assimilation.

I wish first of all to recount for you today some of the things that CARNEID has been doing in the last biennium to further this goal and to invite you to consider other initiatives for the future which will enhance national capabilities while making CARNEID's ideal purpose a reality.

The UNESCO/CARNEID Programme of work for the biennium 1998-1999 focussed on the two major objectives of the Network:

- *Educational Innovation and Reform*

- *Information Sharing*

These objectives were to be realised by employing several mechanisms such as

I. *facilitating the enhanced professional and personal development of teachers so as to impact positively on classroom practice*
II. *resuming CARNEID's participation in regional education fora*
III. *facilitating access to relevant indigenous consultancy services*
IV. *improving the Documentation Centre*
V. *creating a CARNEID website*
VI. *establishing links into other sites dealing with educational reform and other related issues in education*
VII. *completing two projects begun previously:*
  - *A multi-agency project - Telematics Training in 3 selected countries of the Eastern Caribbean*
  - *A UNESCO/CARICOM project on Textbook Publishing in the Caribbean*

I. THE PROFESSIONAL AND PERSONAL DEVELOPMENT OF TEACHERS must be at the heart of educational development and change; impulses from the administrative hierarchy, however vibrant and valuable, will not energize the system or redound to the benefit of students unless teachers are attuned and committed to these initiatives.

*Since the culture of the classroom and its impact on student behaviour and learning are the teacher's domain UNESCO/CARNEID introduced, in February 1998, an innovative teacher-training programme - **Changing the Culture of the Classroom** - which has now been taken to several countries in the region.*

This staff development programme, developed by Dr. Winthrop Wiltshire and piloted in Trinidad and Tobago, is designed to produce a personal transformation in the teacher which will have a positive impact on the prevailing culture of the classroom by encouraging the development of a culture of peace and non-violence among students, between students and teachers, and among the citizens of the wider community.

We have worked in cooperation with you in the member states to introduce these workshops in thirteen (13) countries of the Caribbean sub-region so far. Over 500 educators (Principals of Teacher-training institutions, Principals of Secondary Schools and classroom teachers) have been introduced to and have enthusiastically endorsed these concepts. There are still 9 countries within the CARNEID Network in which introductory workshops will be held in the year 2000.

The second phase will be the implementation of a national, sustainable, adequately funded training programme. There are thousands of teachers in the region each of whom, ideally, should be trained in these skills, but it would be impossible for UNESCO or any other agency to provide the financial and human resources for such an undertaking. Sensitivity, nurturing, caring are words which we hope will eventually describe the approaches and attitudes of all teachers at all times. This message can be taken to each classroom only if Ministries of Education will prioritize this training in their educational planning and provide the necessary funding to ensure its continuation until all teachers are committed to this approach.

It is our hope that this programme will become one of the standard courses in the curricula of teacher-training institutions, that in-service training will be instituted for those who have already passed through these institutions, and that refresher courses will be made available as the need arises.

The second means of personal and professional development of teachers is the exchange of best practices and discussion on a wide range of educational issues. This forum is provided in the CARNEID publications: **The Caribbean Education Annual and The Caribbean Teacher.**

The revitalization of these publications is a reaffirmation of CARNEID's commitment to encourage and facilitate dialogue among educators, to disseminate information on innovative activities and research findings as well as to explore new approaches to curriculum development and educational administration.

i. **The Caribbean Education Annual, Vol. IV.**

This first edition since 1994 was published in September 1997. The articles cover a broad range of topics under the general theme - **Perspectives in Education.** Each article addresses a different aspect of education and speaks not only to the delivery systems but also to the philosophy which should or does inform the renovation of existing structures.

Topics range from a discussion on:

- *Issues in Distance Education*
- *Case Studies Illustrating Educational Reform*
- *The Pursuit of Quality Education Outcomes in Literacy in the Eastern Caribbean*
- *Old Values in a New Millennium.*

ii. The Caribbean Education Annual, Vol. V.

The theme of this issue of the journal, explored in five articles, is "Achieving Excellence through Changing the Culture of the Classroom". *As the Chairman of the Editorial Committee, Dr. Leonard Shorey, notes in the preface to this edition:*

What "comes through most clearly in these five articles is the tremendous importance of moving from a teacher-centered to a child-centered approach in classroom management and supervision. There are probably no definitive answers but there are certainly pointers as to the kinds of changes in policy and practice which are likely to serve this end."

Articles include:

- *Interpersonal relationships among/between teacher, pupils and parents*
- *The use of Information Technology in the classroom to enhance instruction in several subject areas*
- *Encouraging/Promoting creativity and innovation in the classroom*
- *Teaching children with special needs*

iii. Volume VI, dealing with Educational Administration, will be produced in 2000.

UNESCO/CARNEID has also revived **The**

Caribbean Teacher, *a publication prepared by teachers for teachers.*

The first edition since 1994 was prepared by Erdiston Teachers' College, Barbados in 1999. In the words of the Principal - the theme, **"New Horizons: Immediate Challenges for Today's Teacher** *"was selected because of the clear realisation that the pattern of life in the 21st Century will be substantially different from what we currently experience. If our young people in the region are to meet the challenges of life in self-affirming, yet collaborative ways, teachers must urgently examine their current philosophical orientations and classroom practices and seek to develop more relevant and flexible responses to their roles."*

Topics include:

- *The Teacher and his Art*
- *Encouraging Communication in Mathematics*
- *Technology in Education*
- *Facilitating Education Reform through School-based Professional Development.*

Edition 2000 has been prepared by Shortwood Teachers' College, Jamaica. The theme, **Challenges in Teacher-Training**, *deals with such issues as:*

- *Child abuse in sports*
- *Readiness for school - the Jamaican experience*
- *The impact of in-service training on the new science curriculum in Jamaica*
- *Preparing teachers of social studies - a new approach*

II. PARTICIPATING IN REGIONAL EDUCATION FORA

At the 8th Biennial Regional Consultation Meeting participants expressed concern about the hiatus in management of the CARNEID office and the consequent absence from regional fora of the CARNEID presence. In the biennium under review the Co-ordinator was invited to address the following meetings:

i. Royal Commonwealth Society, Barbados - Annual General Meeting, January 30, 1999
   - Feature Address
ii. Encounters of Excellence - St. Lucia
   - Roundtable discussion on "Publishing Development in the Caribbean", Feb. 19, 1999.
   - Presentation on: "Regional Cooperation in Curriculum Development and the implications for publishing and book development".
iii. "Vital Voices of the Caribbean" - A Regional Conference of Caribbean Women Leaders, September 29, 1999
   - Address: Opening Ceremony

She also participated in:
iv. 29th Annual Meeting of Governors of the Caribbean Development Bank - May 12 - 13, 1999, Barbados
v. Commonwealth Association of Museums Triennial Conference, May 1999.
vi. UNICEF Health & Family Life Education Group Meeting, Barbados, February 3-4, 1999.

In regional fora such as these CARNEID can be the voice which articulates common positions among the UNESCO member states and informs other bodies about inter-regional co-operation in education and innovative processes which have taken place or are in progress around the region.

III. Another of the services which CARNEID can offer in the process of consultation and exchange in regional fora is the **FACILITATION OF ACCESS TO RELEVANT INDIGENOUS CONSULTANCY SERVICES**. In the Caribbean we have happily reached the stage where we need not rely on foreign experts to determine our path in education. This consultation for example, is a meeting of highly trained, creative, imaginative experts in the field of education and planning, and there are many others in the region who are not here today, but who, like yourselves, are more than capable of charting the right course for the Caribbean.

To this end UNESCO/CARNEID has been preparing a DATABASE OF EDUCATIONAL CONSULTANTS in the region in the following areas of expertise:

- administration
- computer technology and its usage in the education context
- teaching of specialized subjects
- human resource management
- financial management in education
- educational research
- teacher education and training
- adult education
- parent education
- community education
- curriculum development
- timetabling

- *testing and measurement*
- *textbook publishing*
- *translation and interpretation.*

I invite you to submit your CVs for inclusion in the Database, if you have not already done so.

IV. IMPROVING THE DOCUMENTATION CENTRE

The CARNEID Documentation Centre has been without a full-time documentalist since 1990. In an organisation whose primary purpose is the dissemination of information, the lack of a documentalist at UNESCO/CARNEID is keenly felt.

The Programme and Budget (30C/5) for the biennium 2000-2001 promises that "UNESCO will support initiatives for cooperative actions at the sub-regional level in the Pacific and in the Caribbean (where the relevant field offices will be reinforced)".

It does seem unlikely, however, that these positions will be restored by UNESCO Headquarters unless member states insist. I solicit your united and persistent requests for the restoration of these posts.

In spite of these less than ideal circumstances, we have managed to meet the objective of improving the Documentation Centre. Since 1997 with only sporadic temporary help, a new database for cataloguing has been prepared which greatly facilitates access to the documents in stock and in your

folders you will find a list of recent acquisitions which has been prepared for this meeting.

V. CREATING A CARNEID WEBSITE

This was a mandate from the 8th Consultation Meeting and I am very proud to report that it has been up and running since October 1998. Admittedly launching a website is not a unique accomplishment in this cyberspace era but we have done so against the odds. It is serviced by Mr. Bascombe of the UNESCO/CARNEID office who, though mainly self-taught, has done an excellent job. I must commend him for his enterprise and dedication.

The site is rich in information even though contributions from member states regarding innovative or best practices have been nonexistent. As you will see, the menu includes:

- *An introduction to CARNEID*
- *Information on the Documentation Centre and Recent Acquisitions*
- *Reports on:*
  - *The Consultation Meetings*
  - *Final Report on the Telematics Project and the Newsday*
  - *Interim progress report on Changing the Culture of the Classroom*
- *EFA documents*
- *New publications*
- *Links*

In 2000 we shall try to establish regular contacts with you to urge the submission of relevant information. I must confess to some discouragement and no little perplexity that in spite of our best efforts to inform you about your

CARNEID website through letters, bookmarks, verbal reminders, etc. I still hear periodically that one or other person is unaware that the site exists.

WEBSITE ADDRESS: (3 easy steps)
- *http://www.unesco.org*
- *Web sites of UNESCO Units Away From Headquarters*
- *UNESCO Bridgetown - CARNEID*
  or
  http://www.unesco.org/general/eng/ about/office/external/CARNEID/ CARNEID.html

VI. We have established, as requested, **LINKS INTO OTHER SITES DEALING WITH EDUCATIONAL REFORM AND OTHER RELATED ISSUES IN EDUCATION** which we think will be of interest to you and we welcome suggestions for additional links or any other improvement of the site which is there to serve you. You will find the following links:

- School architecture
- IBE
- Regional and International Conference Dates

VII. Two sub-regional projects which have been in progress for several years, are **Telematics Training** and the **UNESCO/CARICOM Textbook Project.**

TELEMATICS TRAINING

This multi-agency pilot project on access to Telematics Facilities in the Eastern Caribbean, in particular Internet access, was initiated by

ITU and UNESCO in 1994 to improve access to facilities of public concern in developing countries. The project was completed in 1998.

The project was formulated in response to three major problems identified in a study carried out by ITU/UNESCO/COL/ICSTI. These were:

- the high cost of services offered by the Public Telecommunication Operators
- low levels of training, awareness and appreciation of the scope and value of information available via the Internet
- the lack of forceful government policies concerning telematics.

Three countries - St. Lucia, St. Vincent and the Grenadines and Barbados - were selected to participate in the project. The project targeted high-level professionals with technical and/or managerial backgrounds in the Health, Environment and Education sectors and provided access to and training in the use of scientific, technical and managerial information available, via Internet.

The final project document was signed by six international organizations, namely COL/ ICSTI/ITU/PAHO/UNDP and UNESCO, the executing agency.

A press day was held on Friday October 23, 1998 to share the achievements of the programme.

The lessons learned and the successes achieved in this pilot project were sufficiently heartening to warrant favourable consideration of a proposed expansion of this training to three

more countries of the Eastern Caribbean in which there was an expressed interest in benefiting from a similar training programme.

Some financial input at the national level is necessary to extend the project, however. Donor agencies no longer implement programmes through the specialized agencies like UNESCO but technical assistance will be happily provided by UNESCO if countries take the initiative to secure the funding through direct application to the lenders or donors. To date, therefore, the telematics training programme has not been continued.

Additional information is available on the UNESCO/CARNEID Website.

THE TEXTBOOK PROJECT

The Textbook Project in collaboration with CARICOM, had also been started prior to 1997.

The main objectives of this project action were:

- to develop a regional textbook production capacity at all levels: this includes authors, editors, designers, printers, publishers, distributors and booksellers;
- to produce a primary textbook which highlights the cultural richness and multi-cultural aspects of the Caribbean, with a view to exporting these texts for use in other parts of the world; and
- to initiate the process of developing national and regional book policies in the Caribbean.

It is expected that this will lessen dependence on imported educational materials, technical expertise and publishing resources and the endogenous content will present the Caribbean as a model of a stable, multi-cultural region.

The project team, comprising representatives from the CARICOM countries, was mandated to develop a strategy that would incorporate:

- the development of minimum standards for textbooks;
- parent involvement;
- teacher training and development;
- the dissemination of cultural values;
- the production of other learning materials, including software; and
- the development of regional and national textbook policies.

It was agreed that additional funding sources would be approached to support the initial stages of this project. The CARICOM countries would also submit projects to UNESCO's participation programme in order to mobilize these resources.

On October 1-2, 1998 a group of Reading Specialists from across the region met in St. Lucia to discuss the development of material which would comprise not only culturally relevant trade book material, but also "How To" manuals which would assist teachers in improving their delivery of instruction. In addition to developing and/or identifying recreational material, each territory was assigned responsibility for the production of one "How To" manual.

It was also deemed necessary to add persons with appropriate skills to the editorial committee in order that a greater level of expertise would be brought to the process. To this end, all Chief Education Officers in the region were written, requesting that they identify any individuals within or known to their Ministries possessing such skills. Unfortunately, no responses were received.

Barbados has identified some material written by practising teachers, students of the Cave Hill Campus of the University of the West Indies, and students of primary and secondary schools, which is considered suitable for publication under the project but for a variety of reasons, no materials were forthcoming from the other territories participating in the meeting of reading specialists except a document from St. Lucia, containing guidelines for the evaluation of material.

Even though progress has slowed UNESCO/ CARNEID is still committed to the realisation of this developmental initiative.

UNESCO/CARNEID RELATIONS WITH NATIONAL COMMISSIONS

The National Commissions are essential partners in the work of UNESCO/CARNEID. They coordinate each country's input into the formulation of UNESCO's Medium Term Plan; they administer the Participation Programme; and in some islands assist in the dissemination of information and the implementation of the CARNEID work programmes, facilitating, for example, the national training workshops for Changing the Culture of the Classroom.

The National Commissions are in the forefront of the Focus on the Caribbean initiative and the CARNEID Co-ordinator is a member of the Regional Steering Committee for this intersectoral project which will focus on actions that will strengthen the fabric of Caribbean society. The 2000-2001 UNESCO Programme and Budget identifies the " three main thrusts of the strategy :

i.   **to promote greater inter-cultural understanding**
ii. **to enhance the region's natural and cultural heritage**
iii **to develop education programmes and information activities geared to promote and sustain a culture of peace.**

The project activities will be implemented mainly through the field offices in the sub-region, in close co-operation with member states and their National Commissions, CARICOM and other institutional partners, NGOs and community organizations."

I hope that this chronicle of the work of the last biennium demonstrates the fact that in spite of very limited funding a number of activities have been successfully undertaken and completed. This has been accomplished, largely by faith, even while we faced two, almost insurmountable, challenges:

1.   An inadequate staff complement.

     •   Over the years the UNESCO/CARNEID staff has dwindled from four professional staff to one.

2. *Very limited funding and inadequate support from member states.*

   • *Verbal and moral support has been outstanding but concrete assistance, financial or otherwise, has not been forthcoming from member states. Comparisons are said to be "odious" but they may also at times be instructive. Our sister Network in Asia - APIED - reports that it is funded not only* **"from the UNESCO Regular Budget but also from the participating Member States both in cash and in kind."**

I wish to urge therefore that you use your good offices and enormous influence with your respective Ministers to support your field office in a more practical and tangible manner. CARNEID is here to serve you but, as you know, it is not a donor agency. Our task is to provide technical assistance to facilitate, to research and disseminate information and best practices, to provide upstream and support services.

That is the reason for the invitation to you to bring to this meeting concrete proposals or requests for activities on which we may collaborate in the new biennium for the benefit of each member state represented here.

The theme of this meeting - **"Crafting Relevant, Innovative Systems for a New Generation"** *- expresses the hope that we can 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, and of ourselves.*

The Meeting will seek to formulate effective strategies for change and reform of the educational systems of the region by giving consideration, inter alia, to such issues as Special Needs and Early Childhood education as well as the renovation of the Secondary School Curriculum to cater for Multiple Intelligences in the classroom.

You have come from all the territories of the region served by the UNESCO/CARNEID office: Chief Education Officers, the Secretary-General of each UNESCO National Commission and the Heads of all UNESCO Offices in the sub-region as well as UN Agencies and representatives of regional or international institutions involved in the funding or administration of education.

This is a gathering of educators of influence. Your support for innovative practices will determine the direction which your countries will take in matters of education, delivery and research.

Article 2 of the World Declaration on Education For All reminds us that **"to serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an 'expanded vision' that surpasses ... conventional delivery systems while building on the best in current practices."**

Special Needs Education often concentrates on the children-at-risk - the physically and mentally challenged, and the disadvantaged and marginalized youth. Important as the needs of these groups are, we also need to look more closely at our provisions for the gifted

student. This is not merely a Caribbean problem. Systems in many countries of the world tend to make less provision for the natural advancement of the gifted child who, held in a lock-step system, may become bored, resentful or stifled and eventually, simply resigned to an education with little challenge.

In the news recently there was a report about a brilliant six-year old child in the USA who was already taking college courses through home schooling. I do not think this should be our aim but we need to make provision for the needs of such special children as well. The fact is that formal systems, confined by standard curricula, shaped by standardised exams and certification, authoritarian structures and age restrictions may themselves be barriers to learning.

Independent thinking will not be possible until the curriculum in each school is crafted to meet the students' needs rather than designed to force them into a common mould and brand them as failures if they do not show an aptitude for subjects outside the range of their interests and talents.

I wish to share with you an excerpt from a report which appeared in the Vancouver Sun in 1998. High school dropout, Tod Maffin, now a 28 year old "net guru", had this to say in an address to 1000 educators from around North America:

"I am a member of the Net generation. And, thus, a failure of the educational system... I've known since as early as I can remember that I wanted to be in communications. By the age of eight I had begged, borrowed and stolen enough spare parts to build a pirate radio station in our family basement... And then came high school, where the teachers kept trying to change my mind about my chosen career path. I was forced into geography, science and math, and told I'd better learn the capital of Bolivia because one day I'd need that knowledge and that I'd better learn how to calculate a square root, because otherwise they would have to flunk me.

I was not following procedure but messing with something they kept calling" the system". It didn't take long before flunking started to sound appealing...

Today's Net generation needs schools that recognize the student's role as co-discoverer of knowledge, with the teacher responsible for seeing that the discovery takes place. Children are beginning to see themselves as intellectual agents - members of real and virtual communities, expressing themselves across boundaries of geography, culture, language and age. With the right support, classroom learning can become student-driven, interactive, experiential and collaborative. Students will no longer passively ingest information but will manage and integrate it and even contribute to it."

It is a powerful statement to which we can all give intellectual assent; a statement from someone who had lived with the frustrations of the system. It is also the kind of notion which, in most classrooms would be revolutionary. When

challenged it is easier to do what we do well a little more sensitively and effectively than it is to do it with a bold difference.

We shall therefore be looking at special needs in the widest possible sense, both in the context of the gifted student and from the perspective of catering to multiple intelligences as well as with regard to Early Childhood Education, especially the 0 - 3 age group.

John Comenius, a 16th century educator and reformer, must have shaken his world when he postulated the theory that since it is education which makes our species truly human, the process of educating the young must begin at birth. There is no longer any dispute that birth - 3 years is an important stage in the child's development during which the child's personality is shaped and moulded, when the growth of the brain is stimulated, when its basic intellectual configuration is created which will endure in spite of many later attempts at re-modelling.

In fact, our generation has gone one step further - educating the baby in utero by reading to him, playing classical music, reciting mathematical formulae, historical facts and so on. Of course, if it were that easy to produce a prodigy on demand we would not have to be here, it would be easier still to clone the perfect child for all ages; but education has never been about what is easy, expedient or simply new. Educators have traditionally been committed to the task of development of potential, and research confirms the enormous potential and mental capacity of the very young child.

We will be brought up-to-date on the progress of the Regional Plan of Action for Early Childhood Care and Education which was formulated at the Second Caribbean Conference in 1997.

As I said earlier, this sharing of information and experiences is the purpose of our meeting and thus country reports are traditionally presented. At the last Consultation meeting country reports were presented by:

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/Tobago:	*The Pre-Service Teacher-Training Programme*

This year in light of the extensive discussions of the National reports for the EFA exercise, we shall have instead presentations on selected innovations or successful programmes in five countries.

1. Dominican Republic:	*Multi-level Teaching*

2. *Belize:* *Teacher Education by Distance Learning Mode*
3. *Anguilla:* *Human Resource Development*
4. *Guyana:* *The Magnet School Programme*
5. *Netherlands Antilles:* *Training in Essential Skills*

I know you will find them as stimulating and informative as you will the presentation on Textbook Publishing in the Caribbean. The presenter will remind us, I am sure, that we have the cultural capital in the region which we can turn to good account instead of relying on textbooks written and published all too often by those who are, in many instances, unfamiliar with our reality.

*The Caribbean Human Rights Curriculum is very relevant, of course to CARNEID's on-going focus on **Changing the Culture of the Classroom**. As we teach respect for the rights of others, tolerance and justice, we shall cultivate a culture of peace which can ultimately change the character of our communities.*

I look forward to this exciting consultative process.

I hope that all the presentations you will hear today will address some of your national priorities and that the workplan finally decided upon will provide many opportunities for collaborative endeavour.

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4.0   Special Presentations

4.0   Special Presentations

The presentation on the Early Childhood Education Regional Plan of Action was not made because the presenter was, unfortunately, unable to attend.

The full texts of the other four presentations are given in *Appendix II*

4.1   Special Needs Education

Mr. Sijtze Bergsma, Special Education Consultant, presented a paper entitled *Special Needs Education in the Caribbean or Special Needs Education as an Innovative Instrument in Primary and Secondary Education.*

Mr. Bergsma presented information on special needs education in several countries. He noted that in all the countries of the region an intensive discussion has been taking place in the last few years on the subject of inclusion and mainstreaming children with special needs. Countries evidently recognise that individuals with special needs are as entitled to opportunities for education, work, happiness and leisure as any other citizens. It is the business of education therefore to enable the child who is challenged in some way to overcome that disability and develop to his/her fullest potential.

He provided statistical data to illustrate the efforts being made by individual countries to establish clear policies relating to special needs. The Education Policy Paper of one country, for example, revealed that 13.1% of the special needs children were not attending school at all while 67.2% were in primary and secondary schools in which there are no special provisions for their education. He highlighted therefore the strategies for inclusion and integration which are vitally necessary for them and stressed the need for appropriate materials, equipment, and training of teachers.

4.2   Meeting the Needs of All Learners: Teacher Development for Designing, Implementing and Managing Differentiated Instruction

This presentation addressed more directly the "special needs" of gifted children as well as the average or challenged student.

Dr. Paula Mark presented a very practical project proposal. She posited the view that the "one size fits all" model of instruction is rapidly becoming obsolete in light of the increasing understandings of the development of the brain, the recognition of the multiple intelligences of each child and the most effective pedagogy to maximise his/her learning potential. It is not disputed, she points out, that in the Caribbean several factors have mitigated against those at the extremes of the ability scale; therefore differentiated instruction

holds promise for realising the potential of all students.

She argued that not enough attention is paid to the level of readiness of students and their interests as well as the difference in learning styles; schools must therefore undergo radical change if they are to meet the needs of all learners.

The project objectives are :
- To sensitize teachers, teacher educators, teacher facilitators, and curriculum officers to those issues related to differences in students and the need to cater to these differences in the instructional process.
- To develop the skills for identifying categories of diversity with respect to ability, learning styles and intelligence among students.
- To develop the skills related to planning, implementing and evaluating instruction to meet the diversity of needs in the classroom.

4.3   Textbook Publishing in the Caribbean

Mr. Ian Randle presented this paper on the state of publishing in the region. He informed the meeting of some of the policy positions in several territories and lamented the continuing decline in the number of regional publishers. He detailed some of the factors that were inhibiting regional entrepreneurs and pointed to some of the

exemplary practices of the Jamaican Government.

He challenged his audience of educators to write textbooks and other educational material and thereby contribute to the further development of publishing in the region.

4.4   Human Rights Education

The presenter, Mr. Ed Caesar, Chief Education Officer, Guyana, traced the development of Human Rights Education at the level of the school since 1993. He highlighted the Guyana module, *Education for Citizenship*, which was used as the "springboard" for **the Caribbean Human Rights Education Manual.**

Mr. Caesar drew attention to the many Caribbean curriculum specialists who contributed to the development of both the Guyana Module and the Caribbean Module. He also displayed material produced by students and pointed out how the Guyana and Caribbean Modules have been used in schools in the Caribbean using the infusion strategy.

He also noted how effective networking had been in the preparation and dissemination of these modules and supported the suggestion for a follow-up meeting to the 1999 conference of Chief Education Officers and Curriculum specialists.

5.0 Innovations and Exemplary Practices

5.0   Innovations and Exemplary Practices

The presentation on *Teacher Education by Distance Mode* was not made since the presenter was unable to attend.

The full texts of these presentations are given in *Appendix III*

5.1   Human Resource Development

Mrs. Rosena Brooks presented a paper on the *Anguilla Teachers' Centre* - a multi-purpose unit of the Ministry of Education, Anguilla, and an integral part of the process of improving the quality of teaching and learning in all sectors of the Anguillan community. The purpose of the Centre is twofold:

(a) to support the in-service training and professional development of all partners in the Education System.

(b) to promote the development, implementation and evaluation of the curriculum

Mrs. Brooks detailed the aims and functions of the Teachers' Centre and described the facilities which include the following :

1. Conference rooms and facilities
2. The Curriculum Development Unit
3. Video Editing Suite
4. Education Library
5. Schools Reprographic service

5.2   Innovated Multi-grade school Project: An Alternative School Arrangement for Rural Areas in the Dominican Republic

Ms. Ancell Scheker of the Ministry of Education and Culture, Dominican Republic informed the meeting that over the last decade, the Dominican Republic had been implementing a plan to reform and transform the National Education System called PLAN DECENAL.

Much emphasis was being placed on the strengthening of primary education in rural areas through the establishment of a project of innovated multigrade schools.

The project, which had its roots in the Colombian Escuela Nueva Project, was started in 1994 with ten (10) schools and now involves two hundred and ten (210) schools..

Ms. Scheker pointed out that the **Innovated Multi-grade Schools Project (IMS)** had been implemented through four components:

- Curriculum
- Training
- Administration
- Community participation

She detailed the elements of each component, the achievements of the project and the lessons learnt.

5.3 The Magnet School Project

Mr. Ed Caesar, Chief Education Officer, Guyana, presented a paper on the **Magnet School Project.** He provided a background to the Project by sharing information on the committee system of management of the Ministry of Education, enrolment at the Primary School Level and the factors relevant to placement after the completion of primary education.

Mr. Caesar provided details about the research that was embarked on, the strategies that were employed and the many achievements that have been recorded to date, most notably, greater community involvement manifested in attendance at school activities, meetings and seminars as well as donations of equipment, furniture, sports gear and books to the school.

5.4 Training in Essential Skills

Dr. Aignald Panneflek and Ms. Joan Hasselmeyer presented a paper on **Training in Essential Skills.** The meeting was given a clearer picture of the way the education system of the Netherlands Antilles was managed.

The presenters pointed out that:

Training in essential skills encompasses a broad range of learning activities that has as its goal the delivery of *"knowledge, skills and attitudes that are necessary for young people and adults in their everyday lives, in their work, and in order to improve their quality of life."*

The programme incorporates in the basic curriculum activities and classes which will enable the student to become the **Ideal Caribbean Person,** envisaged by the CARICOM Ministers of Education - in short, a citizen who will:

- respect the sanctity of life and value human dignity
- strengthen democracy and respect human rights
- promote and maintain stable families
- adopt healthier physical, mental and emotional lifestyles
- recognise and affirm gender equality and respect gender differences
- value religious and ethnic diversity
- respect their cultural heritage and that of others
- lead productive lives and take advantage of economic opportunities
- use creativity and technology to sustain personal, social and economic development
- resolve conflicts peacefully and promote a culture of peace

Most of these "essential skills" are infused into the regular curriculum of both primary and secondary schools. For example, in St. Maarten primary schools used Social Studies projects to strengthen an understanding of democracy and respect for human rights. The topic was discussed in the classroom especially during election time when these issues appear on the news. Both primary and secondary schools in Bonaire made use of History and Social Science classes to make students aware of human rights and democracy and gave lessons about politics and government during election period.

One of the most outstanding means that was used out of school to involve the young people of all the islands was the youth parliament. The youth were able to actually go into the parliament hall and debate using the proper terms and defending their standpoints on current issues and challenges facing the Netherlands Antilles.

Several workshops were done in Curaçao on topics such as "family law", "know your rights" and "training in social skills, human resource management and teambuilding". Every year about 50 community leaders of different neighbourhoods participated in these workshops and considered it both a support and recognition of their work.

The presenters also provided information on two reform concepts - **Foundation Based Education** and **The Total Education Plan.**

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6.0 Reports from Field Offices

6.0 Reports from Field Offices

6.1 UNESCO Kingston

Dr. Claudia Harvey, Head of Office, UNESCO Kingston, explained the roles and responsibilities of the Field Offices, and noted the close co-operation between the Kingston office and the other offices in the Caribbean in several regional initiatives.

Particular reference was made to the activities of the Kingston office and the work of the regional advisers in Culture and Communications who are based in Kingston.

She highlighted the priority projects implemented by the office in several sectors of UNESCO's Major Programmes, which encompass such areas as the improvement of quality in all sectors of the education system; the preservation and enhancement of the tangible and intangible cultural heritage; the extension of facilities for communication to previously isolated communities thereby fostering the development of democracy through the free media; fostering a culture of peace and reaching the unreached in such programmes as Education, Rehabilitation and Empowerment for prison inmates.

She again made reference to some of the outcomes of the Education For All Assessment 2000 and expressed her pleasure at the number of monographs received which were such a pleasing enhancement of the whole process.

She also reiterated the importance of the EFA assessment exercise and the lessons learned from it, one of the most critical being the need for the improvement of management information systems throughout the region to eliminate or at best reduce the difficulties in communication, especially as they related to recording, reporting and retrieving statistical data as well as receipt of material and correspondence. Dr. Harvey appealed to the meeting to ensure that relevant information is effectively disseminated at all times and urged the educators present to communicate and collaborate more effectively.

6.2 UNESCO Port-of-Spain

UNESCO Associated Schools Project Network (ASPnet) -

Mrs. Sandra Gift, Sub-regional Co-ordinator for ASPnet brought greetings from Mr. Suren Gajraj, UNESCO Port-of-Spain, who was unable to attend the meeting and gave a brief report on the activities of that office.

She then reported on the Transatlantic Slave Trade (TST) Project discussing in some detail the results of a questionnaire on this topic which indicates significant gaps in the knowledge of the respondents about this aspect of their history. The International Task Force of the ASPNet TST

Project considered it necessary to prepare and implement a programme of study designed for students in upper secondary schools. It was hoped that such a strategy would promote inter-cultural under-standing, peace, tolerance and mutual social respect among the world's youth.

6.3 Special Report From The World Bank Task Force On Education

Vision 2020 - A strategy for Education in the Caribbean

The chairman welcomed the Dr. Armstrong and two members of the World Bank Education Task Force, Dr. Didacus Jules and Professor Errol Miller.

Mention was made of the region's central development dilemmas and the relevant issues to be addressed were highlighted. Dr. Jules pointed out that is necessary to consolidate education reform efforts and explained that:

"An important related element of the strategy is the need to *reform the infrastructure of the school to ensure that the school is capable of addressing the purposes of schooling in the 21ˢᵗ Century*. This implies a design of classrooms which can be reconfigured in different ways to suit different learning styles and accommodate different types of activities

(traditional lectures, large and small group work, multi-media interaction, project centres etc.). It also requires the establishment of minimum specifications for various kinds of schools; preparation for refurbishment in accordance with these specifications; development of adequate maintenance schedules and plans and attention to the instructional tools and equipment requirements for the *effective functioning of schools.*

If the school is to be recognized and treated as the centre of focus of the education system, then the teacher - as the primary agent of knowledge transmission - needs to be thoroughly equipped for that role. The strategy recommends the establishment of a proper framework for teacher (re)training and career development consistent with the demands on the profession. The content and modalities of teacher training need to be redefined to take account of new urgencies and roles expected of the teacher. The incorporation of information technology, a rigorous element of guidance and counselling/ capacity to deal with the psychological needs of youth, student centred pedagogies constitute part of that new challenge. Associated with that training must be the definition of appropriate performance standards and incentives so that intrinsic motivation can assume a greater function in the professional development of the teacher."

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7.0 Development of Workplan

7.0   Development of Workplan

The participants were divided into groups to discuss the plan of work which would best address the national priorities of the countries represented. Each group was also asked to take into account the special presentations on exemplary practices and innovations in the region and to recommend, not only activities for implementation by CARNEID during the biennium 2000 - 2001, but also the methods of implementation which would be most effective as well as the proposed time frame.

Lively and constructive discussions followed and not surprisingly, there was great commonality in the priorities reported to the plenary session which followed. Information from one group is captured below as an example of the group activity:

	Activity	Method	Time Frame
1	Changing the Culture of the Classroom	Evaluation, Expansion and developing capacity: - Revision of manuals - Publications - Workshops	2000 ➜
2	Magnet Schools Project	Evaluation, Documentation Publication, Dissemination	2000-2001
3	Differentiated Instruction	Pilot Program, Workshops Classroom follow-up including - Innovated schools: - Essential skills	2000-2001
4	Special Needs education (CARNEID support)	Workshop (Cuba) facilitate - Participation - Networking - Dissemination of Information	2000-2001
5	Accountability in Education	Regional Conference	2001
6	Culture of Peace and Non-Violence	Support for IBE initiative - Caribbean summit involving: - Teachers - Children - Parents Further Dissemination of educational and promotional material in peace and non-violence	2000-2001
7	Information Technology	Extension of Telematics Project through workshops	2000 ➜
8	Textbook Publishing	Data collection and dissemination Technical assistance	2000

The recommendations of the three working groups were thoroughly discussed in the plenary sessions and synthesised into the workplan for CARNEID in the biennium 2000-2001.

7.1 CARNEID Workplan

The following decisions were agreed upon:

7.1.1 Capacity Building and Educational Reform

- Facilitate participation of representatives from the region in a Special Needs workshop in Cuba in 2000 and disseminate information on Special Needs emanating from the conference.
- In collaboration with UNICEF, identify, and disseminate information regarding special needs in Early Childhood Care and Education with particular reference to the early identification of such children.
- Facilitate regional conference on Quality and Accountability in Education
- Extend Telematics Project

7.1.2 Promotion and Support of Educational Innovations at the National and Sub-regional levels

Post on the CARNEID website information on innovations, for example

- the Magnet School,
- the original Colombian Escuela Nueva
- and the Dominican Republic's Innovated Multi-grade School

7.1.3 Teacher Education

Continue the teacher-training programme - Changing the Culture of the Classroom

- completion of teacher workshops in each country
- assessment and evaluation of outcomes
- training of trainers

Retraining/expanding the information base of regional teacher educators through
- workshops
- networking
- exchanges
- publication of endogenous research material

7.1.4 Collaboration with CARICOM in the areas of ESL and Foreign Language teaching

- identification of software
- documentation of models of bilingualism.

- textbook Publishing : continuation of the UNESCO/CARICOM project
- data collection and dissemination of information

7.1.5 Promotion of a Culture of Peace and Non-violence

- Collaborating with IBE on a conference for Chief Education Officers, Curriculum Specialists and other stakeholders in education on Human Rights and Peace.

- Collaborating with the UNESCO National Commission, Barbados, on further activities to mark the International Year for the Culture of Peace.

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8.0   Tenth Biennial Consultation Meeting

9.0   Resolutions of the Meeting

8.0 Tenth Biennial Consultation Meeting

The Committee recommended that the Tenth Biennial Consultation Meeting be held in the Netherlands Antilles in 2002. The theme proposed was: *Educational Administration and Management in the Context of Education for All.*

The Committee also recommended that the Planning Meeting for the next conference should be held in 2001 in the Netherlands Antilles.

The Meeting endorsed these recommendations.

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9.0 Resolutions of the Meeting

A draft of the resolutions to be proposed was discussed and approved in principle. A decision was taken to have a smaller committee refine the document and submit the final version below which incorporates all the recommendations arising from the plenary discussion.

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Delegates to the Ninth Biennial Consultation Meeting of the Caribbean Network of Education Innovation for Development (CARNEID) at the Crowne Plaza Hotel, Kingston, Jamaica from March 13 - 15, 2000

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 Jamaica for facilitating the hosting of the Consultation Meeting and for the graciousness of Senator, the Honourable Burchell Whiteman, Minister of Education 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 two and a half years 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 facilitate the total development of the child;

(b) Transformation of the Education System continues to be given high priority in the Caribbean region;

(c) CARNEID is the network of all Dutch, English, French and Spanish speaking Caribbean Countries that are members of the United Nations Educational Scientific and Cultural Organisation (UNESCO) and has catalytic power in the Reform process;

(d) UNESCO over the past sixteen and half (16½) 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 Kingston Office on the Education for All in the Caribbean Assessment 2000 Project;

(d) Request that UNESCO-Paris work with the region in obtaining the necessary funding for continuing the work related to Health and Family Life Education and the pursuit of Culture of Peace in Classrooms, in schools and in communities generally.

(e) Deepen CARNEID's role in the publication, dissemination and promotion of innovative practices in education in the Caribbean, addressing Caribbean situations, using Caribbean resources.

7. **Considering that:**

(a) 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 with CARNEID can 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 renew its request of 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 ongoing need to change the culture of the classroom;

(b) The importance of encouraging teachers to use alternative methodologies, including differentiated approaches;

(c) The need for strengthening of partnerships through enhanced dialogue with all partners, in all major regional languages, 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 work of CARNEID in bringing Caribbean solutions to Caribbean challenges.

(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) the training of trainers to facilitate the continuation of the Culture

of Peace initiative and the introduction of differentiated instruction.

(ii) The promotion of multi-lingualism and strategies for improving foreign language learning;

(iii) The promotion of activities both in school and out of school contexts which reinforce skills and attitudes for a culture of peace.

(iv) The reform of curriculum in Special Needs Education and Early Childhood Education;

(v) The establishment of regulations to govern the provision of Early Childhood Education and Special Needs Education.

(c) Select a member of the staff of each Ministry of Education to be the liaison for CARNEID to facilitate the two-way flow of information between member states and CARNEID;

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 costs.

Renews its call on funding agencies to assist the network in developing projects and raising funds to implement the programme mandated by the Ninth Regional Biennial Consultation Meeting of the CARNEID network.

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10.0 List of Participants

10.0   List of Participants

MINISTRIES OF EDUCATION

Ms. Rosena Brooks
Education Officer Curriculum (ag)
Department of Education
The Valley
ANGUILLA

Tel: (264) 497-2784
Fax: (264) 497-2908
E-mail: ocodproj@anguillanet.com

Mr. Hollis Francis
Education Officer
Ministry of Education
Church Street
St. John's
ANTIGUA

Tel: (268) 462-5972
Fax: (268) 462-4970

Ms. Lydia Emerencia
Project Leader National Reform Project
 Primary Education and Kindergarten
Department of Education
Frankrijkstraat # 1
Executive Building
Oranjestad
ARUBA

Tel: (297) 823360
Fax: (297) 838438
E-mail: lydia.em@setarnet.aw

Mr. Cecil Longley
Deputy Director of Education
Ministry of Education
P.O. Box N-3913
Nassau
BAHAMAS

Tel: (242) 322 8140/8115
Fax: (242) 322-8491
E-mail: smgt-dde@batelnet.bs

Ms. Camilita Archer
Deputy Chief Education Officer
Ministry of Education, Youth
 Affairs & Culture
The Elsie Payne Complex
Constitution Road
St. Michael
BARBADOS

Tel: (246) 430 2740
Fax: (246) 436-2411
E-mail: mined1@caribsurf.com

Dra. Mercedes Zamora Collazo
Supervisor in the Ministry of Education
1780 Vedado C. De La Habana
La Habana
CUBA

Tel: (537) 552920 Ext 266 or 267
Fax: (537) 662208

Dr. Aignald Panneflek
Acting Head, Planning Unit
Information and Research Specialist
Department of Education
Boerhaavestraat 16
CURACAO, N.A.

Tel: (599) 9-434-3761
Fax: (599) 9-462-4471
E-mail: pannefle@cura.net

Mr. Anthony Lockhart
Chief Education Officer
Ministry of Education, Science
 and Technology
Government Headquarters
Roseau
COMMONWEALTH OF DOMINICA

Tel: (767) 448-6997
Fax: (767) 448 0644
E-mail: alockhart@oeru.org

Dr. Ancell Scheker
Coordinator of Programmes for
 First Grades of Elementary School
Secretaria de Estado de Educación
Bellas Artes y Cultos
Avenida Maximo Gómez #20
Santo Domingo
DOMINICAN REPUBLIC

Tel: (809) 688-9700
Fax: (809) 221-2375

Mr. Martin Baptiste
Chief Education Officer
Ministry of Education
Young Street
St. George's
GRENADA

Tel: (473) 440 3162/2166
Fax: (473) 440 6650
E-mail: mba@mined.edu.gd

Mr. Ed Caesar
Chief Education Officer
Ministry of Education
26 Brickdam
Georgetown
GUYANA

Tel: (592) 2-63117
Fax: (592) 2-63117
E-mail: moe-ceo@sdnp.org.gy

Mr. Pierre-Michel Laguerre
Assistant Chief Education Office
Ministry of Education, Youth and Sports
5 Rue Dr Audain
Port-au-Prince
HAITI

Tel: (509) 222-9731
Fax: (509) 223-7887

Mr. Wesley Barrett
Chief Education Officer
Ministry of Education
2 National Heroes Circle
Kingston
JAMAICA

Tel: (876) 922 1354
Fax: (876) 922-6328
E-mail: edchief@cwjamaica.com

Mr. John White
Chief Education Officer
Ministry of Education
Pond Pasture
Basseterre
ST. KITTS-NEVIS

Tel: (869) 465 2521 Ext. 1110
Fax: (869) 465 9069
E-mail: minelsc@caribsurf.com

Mr. Carlos Brown
Asst. Chief Education Officer
Ministry of Education
2 National Heroes Circle
Kingston 4
JAMAICA

Tel: (876) 922 1400-9 Ext 2425
Fax: (876) 967 3569

Mr. Gaspard Charlemagne
Chief Education Officer
Ministry of Education, Human Resource
 Development, Youth and Sports
NIS Building, Waterford
Castries
ST. LUCIA

Tel: (758) 459 0650/453 2476
Fax: (758) 453 2299

Mrs. Oeslyn Jemmotte
Director of Education
Department of Education
MIRAT Brades
MONTSERRAT

Tel: (664) 491-3209
Fax: (664) 491-6941

Mr. Christopher Dennie
Chief Education Officer
Ministry of Education
Kingstown Park
ST. VINCENT & THE GRENADINES

Tel: (784) 456-1877
Fax: (784) 457-1114
E-mail: mined@caribsurf.com

NATIONAL COMMISSIONS

Mr. George Brown
Secretary-General
Antigua & Barbuda National Commission
for UNESCO
Ministry of Education
Church Street, St. John's
ANTIGUA

Tel: (268) 462-2959
Fax: (268) 462-4970
E-mail: antiguaedu@candw.ag.com

Mr. Leroy Sumner
Secretary-General
Bahamas National Commission for
UNESCO
Ministry of Education
Collins House, Shirley Street
P.O. Box N-3913, Nassau
BAHAMAS

Tel: (242) 323 2691
Fax: (242) 356 3615
E-mail: comp.edu@batelnet.bs

Ms. Hyacinth Kirton
Secretary-General
Barbados National Commission for
UNESCO
Ministry of Education, Youth Affairs &
Culture
The Elsie Payne Complex
Constitution Road, St. Michael
BARBADOS

Tel: (246) 430 2788
Fax: (246) 436-2411
E-mail: mined1@caribsurf.com

Mrs. Medita Wheatley
Secretary-General
BVI National Commission for UNESCO
Ministry of Education & Culture
Central Administrative Complex
Road Town
Tortola
BRITISH VIRGIN ISLANDS

Tel: (284) 494-7739
Fax: (284) 494-7431

Dra. María-Cecilia Bermúdez
Education Programme Specialist
Cuban National Commission for
UNESCO
Ave. Kohly no 151, Esq a 32
Nuevo Vedado
La Habana
CUBA

Tel: (537) 810088/815520
Fax: (537) 811255
E-mail: cncu@minrex.gov.cu

Ms. Joan Hasselmeyer
National Commission for UNESCO
of the Netherlands Antilles
Department of Education
Boerhaavestraat 16
CURACAO, N.A.

Tel: (599) 9-4343700
Fax: (599) 9-4624471

Ms. Sylvia Thomas
Secretary-General
Jamaica National Commission for
UNESCO
The Towers
25 Dominica Drive
Kingston 5
JAMAICA

Tel: (876) 926 5480
Fax: (876) 929 4022
E-mail: ncjam@unesco.org

Ms. Dauna Manchester-Joseph
Secretary-General
St. Kitts and Nevis National Commission
 for UNESCO
Ministry of Education
P.O.Box 333
Basseterre
ST. KITTS-NEVIS

Tel: (869) 465 2521
Fax: (869) 465 9069
E-mail: minelsc@caribsurf.com

Ms LaFleur John
Secretary-General
St. Vincent & the Grenadines National
 Commission for UNESCO
Ministry of Education
Kingstown
ST. VINCENT & THE GRENADINES

Tel: (784) 457 1104
Fax: (784) 457 1114
E-mail: mined@caribsurf.com

Mrs. Anuradha Kamtasing
Secretary-General
Suriname National Commission
 for UNESCO
Grote Combéweg 23
Paramaribo
SURINAME

Tel: (597) 471535/471081
Fax: (597) 471081

Mrs. Marcia Riley
Secretary General (Ag)
Trinidad and Tobago National
 Commission for UNESCO
Ministry of Education
15 Wainwright Street, St. Clair
Port of Spain
TRINIDAD AND TOBAGO

Tel: (868) 622 0939
Fax: (868) 622 8909
E-mail: wriley@wow.net

AGENCIES

Mrs. Myrna Bernard
Senior Project Officer (Education)
CARICOM Secretariat
Bank of Guyana Building
P.O.Box 10827
Georgetown
GUYANA

Tel: (592) 2-51960
Fax: (592) 2-58039/67816
E-mail: mbemard@caricom.org

Mr. Mark Sinclair
Education Field Manager
Department for International Development
c/o British High Commission
Kingston
JAMAICA

Tel: (876) 967 9219
Fax: (876)
E-mail: marksinclair@cwjamaica.com

Mr. Johnson Cenac
Project Officer, OERU
OECS Education Reform Unit
Villa Hotel
Morne Fortune
Castries
ST. LUCIA

Tel: (758) 452 2082
Fax: (758) 453 0841
E-mail: jcenac@oeru.org

Dr. Stafford Griffith
Pro-Registrar
Caribbean Examinations Council
Western Zone Office
Kingston
JAMAICA

Tel: (876) 922-9121
Fax: (876) 967-4972
E-mail:sgriffith@cxc.org
          proregistrar@cxc.org
          staff@colis.com

Dr. Paula Mark
Director Education Programme
St. George's University
St. George's
GRENADA

Tel: (473) 444-4175 Ext 2251
Fax: (473) 444-5084
E-mail: pmark@sgu.edu
          pmark@caribsurf.com

Invited Guests

Dr. Claude Packer
Principal
The MICO College
1A Marescaux Road
Kingston 5
JAMAICA

Tel: (876) 926 2461
Fax: (876) 926 2338
E-mail: cpack@cwjamaica.com

Mrs. Norma Darlington
Principal
Shortwood Teachers' College
77 Shortwood Road
P.O. Box 258
Kingston 8
JAMAICA

Tel: (876) 924 1095-7
Fax: (876) 969 2254
E-mail: stc_coll@wtjam.net

Mrs. Beverley Minott
Principal
Church Teachers' College
P.O. Box 41
Mandeville
JAMAICA

Tel: (876) 962 0701/2662
Fax: (876) 962 0525

Ms. Olive Gallimore
Ministry of Education
2 National Heroes Circle
Kingston 4
JAMAICA

Tel: (876) 922 1400-9 Ext 2425
Fax: (876) 967 3569

Mr. Ian Randle
Ian Randle Publishers
206 Old Hope Road
Kingston 6
JAMAICA

Tel: (876) 927 2085
Fax: (876) 977 0243
E-mail: irpl@colis.com

UNESCO Field Offices

Mrs. R. Colleen Winter-Brathwaite
Head of Office, and UNESCO
 Representative to Barbados and the
 Eastern Caribbean and Coordinator
 CARNEID
First Floor Coles Building
Lower Bay Street
P.O.Box 423
Bridgetown
BARBADOS

Tel: (246) 427-4771/6
Fax: (246) 436-0094
E-mail: c.winter-brathwaite@unesco.org

Dr. Claudia Harvey
Head of Office and UNESCO
 Representative
 to Bahamas, Belize and Jamaica
The Towers
25 Dominica Drive, Kingston 5
JAMAICA

Tel: (876) 929-7087-9
Fax: (876) 929-8468
E-mail: c.harvey@unesco.org

Mrs. Sandra Gift
Sub-regional Coordinator
UNESCO Associated Schools Project
Network (ASPnet)
15 Wainwright Street
St. Clair
Port-of-Spain
TRINIDAD & TOBAGO

Tel: (868) 622 0091
Fax: (868) 628 4827
E-mail: s.gift@unesco.org
        s.gift@wow.net

SECRETARIAT OF THE CONFERENCE

Mrs. Jessica Lloyd
Secretary
UNESCO/CARNEID
1st Floor Coles Building
Lower Bay Street
Bridgetown
BARBADOS

Tel: 246-427-4771/6
Fax: 246-436-0094
E-mail: j.lloyd@unesco.org

Mrs. Lorane Lawes
Finance Clerk
UNESCO
The Towers
25 Dominica Drive
Kingston 5
JAMAICA

Tel: 876-929-7087-9
Fax: 876-929-8468
E-mail: l.lawes@unesco.org

Mrs. Judith Sobion
Administrative Officer
Jamaica National Commission for
UNESCO
The Towers
25 Dominica Drive
Kingston 5
JAMAICA

Tel: 876-926-5480
Fax: 876-929-8468

ASSISTANT RAPPORTEUR

Mrs. Avery McKenzie
Education Officer
Ministry of Education & Culture
2 National Heroes Circle
Building 2, Kingston 4
JAMAICA

Tel: (876) 922 1400-9
Fax: (876) 922-6328

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11.0 Appendices

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Appendix I
Feature Address - Professor Elsa Leo-Rhynie

Education systems the world over are engaged in a process of redefining themselves. The rapid and intense change experienced over the latter part of the twentieth century - technological advance, globalisation, economic hardship, increased population, the rise of materialism, the erosion of traditional values, and factors associated with these have signalled the need for change in form, content and delivery of education. This need is expressed in the strong cries for educational systems and institutions to become more relevant and to meet expectations from a range of local constituents; students, parents, teachers, administration, potential employers, and governments. Governments in particular, have accepted that the world of the future will be driven by brain power and are planning on maximizing this very valuable commodity. The Prime Minister of Britain, Tony Blair, has listed his government's top three priorities as education, education and education.

Educators from countries across the world therefore, are being forced to consider the needs of the New World which is rapidly being fashioned. In the Caribbean, ours is the task of preparing children, whose growing years and adult lives will be spent in that new and still evolving world, with the brain power needed, not only for coping with an uncertain, and possibly unfriendly environment, but also for contributing maximally to the development and advancement of their countries, the Caribbean region and the world.

Education policy makers in several countries have seized the psychological opportunity of a new century to re-examine and modernize their existing systems and practices. They have recognized, as we do, the importance of fresh perspectives in this process of crafting relevant and innovative eduction for the new generation and the new world. To do this we must consider the crucial question of relevance - what sort of intellectual competencies are going to be required in the future, and how can we start now to prepare our citizens, from birth to adulthood, to develop these competencies? Our response to this concern has to be guided by a wide range of factors, not least of which is the knowledge of our countries' serious shortage of resources, and a recognition that those resources that we do have must be used to full advantage.

Who are these persons whom the education systems will serve? Who constitute this new generation? They have been dubbed the millennials by demographers - individuals born between 1977 and 1994 - and they will attend school or university in the 21st century. We need to focus our minds on the population for whom we are planning to devise an new education system, and consider the parameters of their lived experiences. Those whom we teach at early childhood, primary, secondary and even tertiary

levels have not shared many of our experiences and they have had experiences which are far removed from those which were part of our growing up. These differences colour their expectations of school, teachers, schooling and the value of education. What will they need from an education system geared to the needs of the New World?

Buffamanti and Paulter (1994) argue that if educational institutions are to be responsible to the needs of high performance economies they must re-engineer learning to focus on: critical learning skills, democratic learning, learner-centred methodologies, multi-disciplinary subject matter, diversifying school structures and emphasizing lifelong learning. This focus implies coverage of both cognitive and affective domains, as our millennials will not only have to be very knowledgeable and technically competent, they will also have to develop that openness to new experiences, that flexibility, that demonstration of creativity and adaptability, that enthusiasm and vision needed to meet the challenge of a world of uncertainty, change and technological advance.

Let us examine the profile that we would want our Caribbean millennials to have.

1. An essential attribute of our Caribbean millennials will be that capacity known as 'anticipatory intelligence'. This is the ability to think strategically, to be open and receptive to masses of information from a variety of sources, to be able to distil the essential elements from this information, and to use it creatively and effectively to address complex and seemingly insoluble issues, problems and concerns. Associated with this is the ability to tolerate ambiguity, alternative points of view - to become involved in examining a range of perspectives and views; our millennials must therefore be involved in debate about a wide range of topics and issues, and must be allowed to develop 'conditional thinking' - 'what if/then' thinking. Anticipatory intelligence and conditional thinking require an ability to assess the long term implications of decisions taken and a commitment to informed decision making in both personal and professional spheres. How can a newly crafted education system develop this?

2. Caribbean millennials will have to be problem solvers; they must be prepared to tackle even the most difficult problems and seek practical solutions, using as many resources as they can muster in order to find possible answers. To do this they must develop questioning minds, analytical and evaluative skills, and an understanding of general principles which can be used to address and provide solutions for problems. They will need to recognise that there are usually several solutions

to a problem and use their conditional thinking and evaluative skills to assess the relative efficacy of each of the solutions proposed. How can a newly crafted education system develop this?

3. The need to provide solutions for constantly changing problems means that Caribbean millennials must commit to continuous learning throughout life. Our changing world has changed the life plans of individuals - it used to be that we could anticipate a linear life plan where education is the task of the young, work the province of the middle aged and leisure the privilege of the elderly. The New World demands a blended life plan in which education, work and leisure take place simultaneously throughout life. Only through continuous learning can we equip ourselves with the tools necessary to benefit from and contribute to the word of the future. How can a newly crafted system facilitate this?

4. Caribbean millennials must develop an international perspective - a world view which recognises, appreciates and respects diversity in all its forms and promotes equity of gender, social class, ethnicity, sexual orientation, age, race, creed and other cultural factors. They will have to be able to communicate well, both orally and in writing with diverse cultural groups. In order to do this, they must have intimate knowledge of the countries which make up our shrinking world, their geography, their cultural practices, their languages. It is this knowledge that will also easy movement between countries, and comfortable interaction with people of different cultural backgrounds. Detailed knowledge of at least one foreign language is going to be essential, but the necessity for easy communication means that education in this regard must move beyond mere knowledge of a foreign language to an examination and understanding of how history, religion, social and family relationships have influenced perspectives, reactions, behavioural and societal norms, and it demands a respect for those norms. How can a newly crafted eduction system meet this requirement?

5. Millennials must develop desire for discovery - this is not merely a thirst for research to explore further what has been discovered before. The thirst for research is admirable and should be encourages, but what must be deliberately fostered is a desire to create new forms of knowledge which can advance the development of the human race. Almost half a century ago, Madeline Kerr wrote of the way Jamaican schools destroyed the remarkable creativity of our children; we need to encourage, rather than stifle such creativity. Let us not forget that Bob Marley was a dropout of the school

system. How can our newly crafted system and institutions provide the motivation to stimulate discovery?

6. Caribbean millennials will have to be self-assured, confident in their abilities to make a contribution locally at the community level, nationally and/or internationally, and to effect change. They will have both leadership and followership skills, and be flexible enough to exhibit the appropriate skills in particular situations. They will also need to have the strong interpersonal skills required of a good team player who facilitates cooperation, mediates conflict and maximises the strengths of group members while minimising their weaknesses. How can our newly crafted eduction systems ensure this?

7. Caribbean millennials will have to make use of resources wisely - they will need to be constantly aware of the importance of sustaining the earth's natural resources, and our living environment, and will actively seek to promote the preservation of this environment. They will also see themselves as a valuable resource and so will adopt hygienic and healthy life styles, sustaining the internal body environment so that disease and illness are minimised. A commitment to preservation of health and healthy life styles will mean that they will have knowledge of, but will have rejected the

use of drugs, cocaine and other abusive substances, which destroy the body and mind. How can our newly crafted education systems develop these qualities?

8. Caribbean millennials will that to be multi-skilled and marketable. This means that career education has to stress the importance of acquiring a broad education and skill base, particularly given the real possibility of having to make at least one career change during their occupational life. Our millennials have to be quality driven and must be prepared to demonstrate an excellent work ethic so that they can be internationally competitive. The world will be their marketplace and they will recognise and accept external migration as an option, yet also understand that they will have tolerance to work with people of different cultures who may migrate here to the Caribbean. Can our newly crafted education systems deliver this?

9. Caribbean millennials will also have to be prepared for a work world where there is no guarantee of employment, and where self-employment and the creation of employment are important and viable options. The development and encouragement of entrepreneurship is essential in the current economic climate and the educational system has to be geared towards developing the

creative and entrepreneurial spirit which generates new ideas and uses these productively. How can our newly crafted education system achieve this?

10. Our Caribbean millennials have to be catalysts in their communities; committed to empowering others to deal with the new world order intelligently - encouraging them to develop themselves, to take advantage of the opportunities for self development which exist so that their knowledge, skills and abilities can be used to realise high levels of productivity. It is this type of voluntarism which will result in the Caribbean and the world benefiting maximally from its human potential. How can our newly crafted education systems foster this quality?

11. Millennials will need to be committed to high standards of ethical behaviour: they must be fair and just, they must give and demand respect, they must demonstrate integrity. A recent journal of the American College Personnel Association entitled *About Campus* asks the question - how can we teach character? If we pay scant attention to this question, our region cannot ever achieve success. Ethical behaviour must match and govern use of millennials' intellectual and technological expertise and brainpower, must guide actions taken professionally and personally. How can our newly crafted education system address this challenge?

These requirements force us to consider the sort of educational environment which must be created to foster the millennials described. Clearly, a change in our existing paradigm is needed. We need to develop, and implement,' a relevant new system which will have as its goal the effective preparation of these millennials. The CRESALC/UNESCO Plan of Action for the Transformation of Higher Education in Latin America and the Caribbean (1998) has defined Relevance as:

The capacity of the educational systems and of the institutions to respond to the needs of their locality, region or country, and to the demands of the new world order, with diverse outlooks, instruments and modalities. (page 11)

The challenge of relevance facing us have been vividly expressed by a young Jamaican boy interviewed as part of a research project carried out by Janet Brown and Barry Chevannes in 1995. He made known his views on school an its value in preparing him for adulthood when he said:

Di school business is a fraud. A man have to learn to live from people who go through the rough and tough. Dat no teach inna school.

Here is a statement demonstrating an understanding of the need tolerance, but acknowledging the irrelevance of the school system in meeting this need. We as planners have to understand and take into account the economic, socio-political and

other aspects of the 'rough and tough' of life which our children and experiencing and the pressures which these place on attendance and participation the process of schooling.

I want to follow the example of Jane Fried and her associates (1995) who have used the metaphor of lenses to explain the complex concepts which contribute the frames of reference which we use to develop our unique world view. Our lenses, our frames of reference of the world, are made up of our past experiences, our values and our attitudes. But in planning for the future, I have to invite you to put on the lenses of an educator working in a learning environment which seeks to generate the millennials we have just described. Putting on these lenses is difficult; we are naturally reluctant to let go of strongly held beliefs about how education ought to be organised, how students learn, how schools, colleges and universities ought to work, and our own sense of self in functioning within the educational environment. Our old lenses, however, do not give us a sufficiently clear picture of the times in which we live and work and of the complexities of our millennials' lives. We need to honestly analyse the context in which we are planning, our role as policy makers, and our professional responsibilities in the light of the objective of creating a learning environment which can meet the objectives we require.

1. Where do we start?

One area of focus about which our new lenses are very clear is education from birth. Early Childhood Care and Development (ECCD) were recognised, at the Education for All Forum in India in 1993, as the important foundation stone for lifelong learning. This Forum received a paper from the Consultative Group on Early Childhood Care and Development (ECCD) which provided 8 reasons why investment in ECCD is do very important. I will briefly share these with you.

1. *The scientific argument* - this is based on research which shows that the early years are the critical period of intellectual, personality and social development, and that early intervention programmes can have positive long term effects.

2. *The human rights argument* - children have a right to develop and live up to their full potential.

3. *The moral and social values argument* - the preservation of moral and social values, or the changing of existing values for the better, must begin with the transmission and development of these values in infants and very young children.

4. *The economic argument* - investment in good early childhood care and development benefits society

economically as it results in increased productivity of children, and eventually saves costs related to juvenile delinquency and drug use.

5. *The social equity argument* - children can be a strong influence for social and political actions which can help to build consensus and organization for the common good.

6. *The programme efficacy argument* - the success of other programmes such as those focusing on activities to promote health and nutrition or to improve the status of women, can be improved by including an element on early childhood care and development, and stressing healthy mental and social development. The healthy psycho-social development of children increases their survival rate, and also their ability to take advantage of educational opportunities.

7. *The changing social and demographic circumstances argument* - changing family structures and child rearing practices, migration and other factors are increasing the need for more, better and different ways to care for and insure the well being of young children.

This most vital period of development has for too long been left to a hit or miss type of arrangement. We need to embrace a holistic conceptualisation of ECCD, with 'care', 'education' and 'development' being co-ordinated in a unified system of delivery. Integrated, well-planned strategies for maximising the curiosity and learning potential of children are vitally needed, and the resources for accomplishing this and providing quality experiences for our young minds and growing bodies are crucial.

2. What must our educational institutions do?

Most of our millennials are already in some sort of educational institution. Are they obtaining there the sort of educational experiences which will produce the outcomes described earlier? How can we design and implement curricula which will address provision of appropriate experiences? How can we attract those, particularly our boys and men, who have given up on schooling as a means of preparation for life and who are seeking their education on the streets? Our lenses will give us a distorted vision if we do not understand the youth culture in our societies, the nature and extent of peer influence , the influence of the media. But what evidence do we have on which to base our judgement? How difficult is it for us to accept, without condemnation, new norms of behaviour? How de we change these new norms if change is needed? How can we design curricula to effect such change? How can we include and maximise the learning of our gifted and talented, our

students with physical disabilities, our students with learning problems?

Answers to these questions demand that we use existing research and undertake systematic new research to ensure that we understand, and can therefore plan to work effectively with millennial students. If we use our old lenses, we are planning and working without a clear vision of the context of our efforts, and we will not have that clarity of purpose needed if we are to be successful.

Marcia Rivera (1998), has commented that what is needed is a shift from

Schools... with their patriarchal, authoritarian, boring style, focusing on the transmission of knowledge which rapidly becomes obsolete.

This, she affirms, does little to motivate today's young people. She stresses that what is needed is the development among students of the capacity to

Locate and systematize information, to judge it, to make a critical analysis of options, which are the skills required to incorporate the new specific knowledge which is generated very rapidly. They are also the skills which, in the new trend of globalized economies are most appreciated. (page 168)

The response needed in the teaching-learning situation is a radical change from

the traditional in terms of the objectives set, the teaching methodologies employed, the organization and presentation of content to generate the higher order thinking skills demanded, and the development of examinations which will test those skills.

The change needed is a transformation - not merely a renovation or a refurbishing - of the existing system. The goals of educational institutions are very often framed in words that capture the activities of the teachers rather than the outcomes expected of the learners. Recently, however, educational psychologists have advocated a shift in focus to the learner, which demands creation of quality learning environments in our educational institutions. Such environments are characterised by a culture of student learning and development in which there is integrated learning with links being established between subject areas and a strong focus being placed on research, co-operative and experiential learning. Emphasis on science and technology and its relevance to all other content areas are crucial in the creation and assistance of learning environments which optimise the development of learners, and assist them in achieving the multifaceted goals which are so important in this new world.

In many cases the teaching tools which have been used traditionally will not satisfy the new paradigm, as they are not geared to develop the questioning minds and higher order thinking skills required of our millennials. The change opens up

opportunities for the identification of creative persons who can organise material and present it in such a fashion as to allow for the sequencing and integration of material to facilitate learning and sustain the curiosity of learners. The careful preparation of such teaching materials will stimulate and motivate independent learners and will allow students of different and achievement levels to work together in the same classroom. It should also result in the production of teaching materials to be delivered through the medium of computer software, the internet, video and audio tapes as well as print. All delivery modes should incorporate methodologies that will stimulate the development of creativity and initiative, build motivation and facilitate achievement. We must fact up to the fact that we can no longer speak of textbooks as the only medium for classroom instruction as newer technologies are available and much more attractive to the millennial student than is print. What is important is that we develop our own texts, our own visual images in the print, software and video messages which our children receive so that they can identify with them, and be able to compare them favourably with those which originate from outside of the Caribbean. The challenge is also there for Caribbean educators and institutions to take advantage of world demand and to use the available technology to develop and offer high quality instructional materials, in a variety of modes, to global audiences. We should not ignore this change to harness and export our considerable talent.

The millennial students we hope to produce will only be developed if educational institutions are also responsive to the needs of their students in terms of the non-academic services they provide. Guidance and counselling, career advising, sports involvement, participation in development programmes, co-curricular activities and service learning are all part of the necessary response in the promotion of affective as well as cognitive learning. Both are vital to students' education experience, their readiness for the adult world and their all round development.

3. How must our teachers change?

Our new lenses must of necessity focus on our teachers and the eduction and preparation for teaching they receive. New teaching competencies must be geared towards providing student centred activities and on identifying and meeting the needs of different ability levels in their classrooms. All educators must also develop a clear understanding of the possibilities and implications of technology on education and teaching. Educational radio and television, computer based instruction, distance education, electronic communication and use of the World Wide Web are all part of the language and tools of

eduction in the 21st century. They open hew avenues of communication, and the possibilities of increased access and improved quality in the educational product. Educators have to commit to an understanding of these technologies and the ways in which they can be used to enhance the delivery of information. The chalk and talk classroom has already been replaced in many countries with the electronic classroom, and although this technological leap may not be achieved in the Caribbean for some years, the potential for this must be understood, and it ought to be a goal towards which we are aspiring.

Teacher education has to respond to the challenges of the newly crafted system. Teacher educators cannot use chalk and talk to try to convince teacher trainees that they must be aware of and use the most up to date web based delivery systems. Trainee teachers must see and critically assess the use of this technology as a teaching tool and must be prepared to have the skills and competencies we demand of our millennials so that they will have the confidence to transmit the appropriate messages to their students.

Teacher education for the preparation of Caribbean millennials cannot be confined to preparation for the teaching of subject/content areas in a variety of modes and using high tech media. The lessons which students must learn extend for beyond subject matter competence, and the teachers' role in character building, positive attitude and value formation must be acknowledged and emphasised. They have to be charged with developing the values of honesty, integrity, industry and respect for self and others among the students they teach.

The Jamaica Department of Education Code of Regulations in 1895 required the teaching of morals in our schools, and the school curriculum was based on Christian ethics, and used stories, proverbs, biographies and biblical verses in developing a reverence to God, truthfulness, honesty, purity, obedience to parents, to teachers and to those in authority, love of country, industry, temperance, self respect, good citizenship, and the fidelity to official trust. Our new lenses in this new age may indicate the importance of a focus on these issues once again, although the method of delivery may be different. Lord Puttnam in the United Kingdom, noting in the new electronic culture, family has become more virtual than real, has pointed to the fact that several British children consider their schools to be their major source of security, role models and guidance for life. He states:

For some, the school is the only place that takes real interest in their progress... the teacher may well be the only... real (rather than media concocted) adult role model. The school... a place in which their voice is heard with some degree of respect. *Newsweek Special Issue Dec 1999 - Feb 2000 (p.94)*

If this is the role which the school is expected to play in the 21st century the

learning paradigm and teacher preparation have to plan for the inclusion of this as part of its mandate.

4. How can we make the system effective?

When our new world lenses focus on schools, colleges and universities and the systems which govern them, the elements that must characterise their management are efficiency, transparency and accountability. Students, parents, employers, the governments and the taxpayers all invest significantly in education, and these stakeholders must be assured that institutions are demonstrating fiscal responsibility and constantly striving to achieve a good balance between maintaining reasonable costs and high quality.

Accountability will also extend to teachers. In the early days of elementary education in Jamaica, there was a system of payment by results. There is an advertisement on the American television stations for a private school which promises a money back guarantee if children enrolled there do not increase their reading and mathematical skills by at least two grade levels in six months. A great deal of research has shown that teacher performance is a significant force in the success of students. There is a recognition that every student is able to learn, and,

along with a focus on analysing and meeting each student's unique learning needs, there is the view that the responsibility for failure should rest on the system and the teachers rather than on the students. Increasingly, therefore, the concept of accountability is being applied to education and the teaching profession, and this shifts the focus of education from what has been taught to what has been learned. Greater accountability, therefore, will demand guarantees from teachers and will demand, from the entire education system, a level of performance which results in greater productivity and efficiency in education. A productivity incentive scheme for teachers would probably be very similar to the payment by results method used over on hundred years ago.

In summary, our new lenses point us to

- research, in order to understand our context and the generation of millennial students we seek to serve;
- integration of quality care and eduction in the lives of our children from birth;
- the curricular transformation needed to ensure production of the millennial student whose total educational experience is an integrated learning one, and whose needs are met, regardless of whether they are gifted, or specially challenged;
- a transformation of the teacher education process;
- ensuring the accountability of educators

and educational institutions in the management and delivery of the eduction process.

All this is necessary so as to maximise our readiness to cope effectively with our complex changing roles in the New World in which we find ourselves.

A computer software developer has predicted that by the end of 2002, most words in the English Language will begin with 'e' (for electronic): e-mail; e-education; e-universities; e-trade; e-commerce; e-dating; e-marriages. It would be wonderful if we focused on putting 'e' for education into everything - integrating the learning process in such a way that concurrent with the electronic advances, the educational preparation for coping with the basic elements of this 'e' revolution would ensure that we do not have an e-gap in terms of who is 'e-connected' and thus prepared to live in this new world, and who is not.

New lenses are not comfortable; initially, the change makes us feel that our vision is distorted and we long to change back to the old lenses with which we are more familiar. We have to relate to the dis-equilibrium however, as only a change in our vision of the role of education will allow us to create environments which can deliver the human products we will need in the new century. I hope that during the planning process over the next two days, your new

lenses will be firmly in place so that the vision we have of creating and sustaining positive, development, can be kept clearly in view.

Elsa Leo-Rhynie
March 2000

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Appendix II
Special Needs Education in The Caribbean
or Special Needs Education as an Innovative Instrument For Both Primary And Secondary Education

From a World Bank Country study, Caribbean Region 1993

'The one major continuing gap in coverage at the primary level is education for children with special needs, particularly those handicapped or with learning disabilities, for which existing education systems are poorly equipped in terms of both resources and programs'.

A.   Introduction

Most of the countries in the English-speaking Caribbean have adopted the educational philosophy 'Education for All' (World Conference, Thailand, 1990) and 'recognize that the greatest hope for the future lies in the full development of the potential of its children' (Trinidad, Education Policy Paper, 1993-2003). Hence the countries recognize that individuals with special needs, like all other persons, are entitled to opportunities for education, work, happiness and leisure. Education should enable the special needs child to overcome or minimize the effects of the disability and develop to the fullest potential. At the same time it is recognized that education should prepare all others in the society to accept and relate positively with the disabled. Or as the Grenada Coalition on the Rights of the Child states:

"I am a child; I need to be educated so that I can have a better chance of giving my best to my country and the world and to become all that I can be".

Countries recognize that most of the children with special needs are not in the special education system, but in the regular school system and that there are neither sufficient special provisions nor support services.

An intensive discussion has taken place in the last couple of years in all of the countries of the Region and on all levels with regard to inclusion and main streaming children with special needs. Economic developments, new thinking about the nature of disability and special educational needs, but especially the World Conference in Thailand in 1990 on "Education for All' has strongly contributed to this discussion:

- Grenada, Education Policy Document, 1992 Children with special needs will be integrated as far as possible in ordinary classes".

- St. Vincent and the Grenadines, Programme Statement : "Appropriate curriculum, materials and support for teachers in mainstreamed schools to provide for children with special needs in ordinary classrooms".

- Trinidad and Tobago, Education Policy Paper, 1993 - 2003 : "For some special needs students the mainstream schools contribute more to the destruction of their self-esteem and to their feelings of worthlessness and hopelessness than to literacy and numeracy'.

B. Prevalence of Children with Special Needs

In some countries surveys have been carried out in order to get some idea about the prevalence of children with special education needs. However accurate prevalence information is still lacking. In general, prevalence figures are difficult to obtain, variable and dependent on trends in classification, definitions and the provision of services, This often explains the different perceptions of disability prevalence between professionals

- In Jamaica different surveys have been conducted, one by the Government revealing a prevalence of 8.27 percent of children with special needs, one by Lowe and Ragbir with a prevalence of 34000 children or approximately 10 percent of the enrolment in primary schools, one by Dr. M J. Thornburn prevalence 9.4 percent and another by UNESCO which found 10 percent of the total population under 16 having disabilities.

- In Trinidad and Tobago a Survey estimated a prevalence of disabilities of 16.1 percent.
- A 'Dominica Survey of Exceptional Children in School' in 1994 reveals that 39 percent of the children has learning problems.

It is widely accepted and confirmed by World Health Organization and UNESCO figures that approximately 10 percent of every age group will have persons with special education needs. Table 1 shows an indication of the prevalence figures for the English speaking Caribbean countries.

The Table does not use age cohort numbers, because these were very difficult to obtain. The enrolment figures are the enrolment figures of the primary schools. The secondary school enrolments and percentages are not included.

Widely accepted too is that 10 percent of the 10 percent having special needs are mainly children with severe to profound handicaps and in need of a special education environment. In the Caribbean this could mean that special education should cater for this group of 10 percent. The other 90 percent should be served within the primary school system, with the exception of some of the moderate cases. Affordable special education within a Caribbean perspective could be catering for this 10 percent of the children with special needs.

For the OECS countries affordable special education then means catering for more than 1,100 children. With a teacher pupil ratio of 1:10 these countries will need 110 trained and specialized teachers and the same amount of classrooms.

It means too, that in the same OECS countries approximately 10,000 children with special needs are in the regular

primary school system, needing a special support system one way or the other.

For Jamaica this means that special education should cater for 3,33 1 children, but that approximately 30,000 CHILDREN

with special needs are in the regular primary school system. Based on 'A World Bank Country Study' in 1993, these figures for the Dominican Republic are 10, 320 and 90,000 children respectively and for Haiti 9,215 and 83,000.

Table 1

Anglophone Caribbean - Prevalence of Children with Handicapping Conditions, Enrolment 1988/1989 and 1992/1993

Country	Enrolment Primary 5-11	Disability (10% of enrolm.)	Mild 60%	Moderate 30%	Profound 10%
Antigua & Barbuda*	10965	1096	660	330	110
The Bahamas	35691	3569	2136	1068	356
Belize	41586	4158	2460	1230	415
British Virgin Islands*	2595	260	156	78	26
Dominica*	14920	1492	894	447	149
Grenada*	22423	2242	1344	672	224
Guyana	118215	11821	7092	3546	1182
Jamaica**	333104	33310	19986	9993	3331
Montserrat*	1548	154	90	45	15
St. Kitts & Nevis*	6912	691	414	207	69
St. Lucia*	32290	3229	1938	969	323
St. Vincent & The Grenadines*	24134	2413	1446	723	241
Trinidad & Tobago	179497	17949	10764	5382	1794
Total	854980	85498	51294	25647	8549
OECS - Total	**115787***	**11578**	**6942**	**3471**	**1157**

* *Enrolment 1992/1993, source: OECS Education Indicators*
** *Enrolment 199/1993, source: Economic and Social Survey Jamaica 1993*

Table 2 shows the amount of children currently served by the special education system in the English speaking countries in the year 1994 - 1995. This table shows too that most of the countries serve between 30 and 60 percent of the children to be served. Some countries have long waiting lists, in other countries these children are either at home or in the regular school-system, but not served in an appropriate way.

As the Education Policy Paper of Trinidad and Tobago states: "Research reveals that 13. 1% of the special needs children are attending no school at all; 5.8% were at a pre-school; 5; 1 % were attending special schools and 6;7% other facilities, while 67.2% were in primary and secondary schools in which there are no special education provisions for them".

Table 2

Anglophone Caribbean Countries and the Numbers of Children Served in 1994-1995 According to Respective Categories in Special Education Setting

Country	Hearing Impaired	Visual Impaired	Mentally Retarded*	Miscellaneous	Learn. Diff.	Physi. Dis.	Multi. Hand.	Served Total	To be Served	% Served
Antigua	13 (2m)	6 (m)	43					62	110	56
Dominica	30		17					47	149	31
Grenada	55	5 (m)	53	42				155	224	69
Montserrat**				11				11	15	73
St. Kitts & Nevis	13			40 25				78	69	113
St Lucia	48	23 (20m)	70					141	323	43
St Vincent & The Grenadines*	8***	10 (9m)		114				132	241	54
B.V.I.				9				9	26	34
Sub Total - OECS	**167**	**44 (40m)**	**183**	**241**				**635**	**1157**	**59**
Bahamas	n/a	n/a	n/a	n/a				n/a	356	n/a
Barbados	45	29	29	82	27			193	331	58
Belize	n/a	n/a	n/a	n/a				n/a	n/a	n/a
Guyana	76	20 (m)	33	55	180	29		393	1182	33
Jamaica (1)	694	118	936	78	326	64		2216	3331	66
Trinidad	??	35(m)	??	45 (4m)	??	97			1794	

• *mentally retarded often includes multiple handicapped*

** *from report on proceedings of the workshop for OECS special education practitioners, September 1994*

*** *15 enrolled, of which 8 adults visiting on part-time basis doing sheltered workshop activities*

(m) *mainstreamed*

n/a *not available*

(1) Source: Economic and Social Survey Jamaica 1992 - 1993

Sometimes special education schools develop a home based stimulation programme for severely handicapped children who are not able to attend the school. Teachers visit the homes at times arranged to carry out a stimulation programme with both the parents and the child. Most of the countries have started to mainstream the Visually Impaired children. In Jamaica and Trinidad & Tobago the School for the Blind has started mainstreaming children. Mainstreaming with other categories of children takes place incidentally.

In some of the countries there is a formal system to identify and diagnose children with handicapping conditions, such as the Children's Development Centre in Barbados and the Mico Care Centre in Jamaica. Most of the countries have no formal system to assess, identify and diagnose children with special needs.

C.   Conclusion

Different events have impacted on developments and policies in the field of education in the last decade of the last century:

1. The focus on human rights in general and the rights of the child in particular.
2. The World Conference on 'Education for All in 1990'.
3. The World Conference on 'Special Needs Education' in 1994.

4. The fast development in information and communication technology

The first three - the convention on the rights of the child as well as the two world conferences did formulate a strong message, an attitude, an educational philosophy that every child is unique in characteristics, interests, abilities and needs, and that every child has the ability to enjoy his or her rights, without discrimination of any kind.

This means that children with disabilities are first and foremost children like all other children. Their disability or special need is only one dimension of their lives. Hence children with a disability have a right to treatment equal to that accorded to other children.

Traditionally 'disability' has been regarded as an individual' sensorial, physical, cognitive or multiple problem that could be remedied, rehabilitated or even cured. On the basis of this axiom a parallel, separate system for special education has been developed, enlarged, and refined as from the early years of this century. In these special schools all the available expertise has been concentrated in such a way and to such an extent that a wide range of students with special needs could be educated in such a separate system. This separate system with a concentrated knowledge, expertise and facilities used to be seen as an expression of the most optimal care for students with special needs. This parallel, separate

special education school system has been criticized by educators. The main criticisms are:

- that the system is the most persistent, systematic obstacle to the integration of children with special educational needs into society, the system tends to marginalize rather than integrate special needs children;

- that the system often fails to serve a large number of children (waiting list-problems).

In the new thinking about the nature of disabilities and special educational needs disability is understood to include not only the cognitive, physical, sensorial or multiple disabilities, but a continuum of learning difficulties resulting either from the school's failure or from a deficiency in the relationship between the child and his or her environment.

Worldwide this means that between 100 to 200 million children can be described as children with special learning needs. (1 out of every 5 children)

For Jamaica this means more than 100,000 children in the age group 5 to 15 years old are at risk in the school-system (population figures of the economic and social survey Jamaica, 1997). For the English speaking Caribbean including Jamaica this means more than 170,000

children in the same age category are at risk. More boys than girls, for 1 girl at risk there are usually 2 boys at risk, or more than 120,000 boys in this region, about 70,000 in Jamaica.

The new prevailing trend worldwide is that these students with special educational needs should be educated together with their peers in the regular educational settings. The ultimate consequence of this trend and new development would be that regular and special education as separate systems would disappear and would be replaced by one single education system that includes the whole range of special educational needs students. In such an inclusive 'education system as a principle all students attend the same school!

D.   Special Needs Education

Special needs education or inclusive education is an education system that seeks to provide quality basic education for every child and adult. It includes a large diversity of students and differentiates education for this diversity and meets the needs of all their students. Often other terminology is used, e.g. integration and mainstreaming.   Integration   and mainstreaming reflect the attempts to place students   with   special   needs   in   the mainstream   of   regular   education. Integration is often seen as reintegration after a period of segregation or as a means

to avoid segregation. In the last situation integration may result in attempts to adapt an existing mainstreaming curriculum in order to meet the students' special needs, providing a watered-down variant of a regular school curriculum. In other words inclusion' is more principle based and has a wider context than the term integration or mainstreaming.

A number of comparative, studies have been conducted with regard to inclusive education or special needs education, mostly descriptive, but often not going beyond repeating already known country differences and lacking the integration of cross country findings into a set of new hypothesis or a theory on inclusion.

This makes it difficult to draw general conclusions from these comparative studies. Practises in a certain country may work in that particular country, but it is unlikely that these practises will work as well in a different context, hence it is not simply a matter of copying models and practices.

Evaluation studies with regard to the effects of special needs education show a wide range of outcomes from promising to not promising at all. Methodological problems make it difficult to come up with firm and clear findings. To me it seems important to identify under which conditions inclusion will be enhanced.

Studies show that it is not a matter of money spent or not spent, classroom size,

or time spent, that correlates strongly with student performance. Much more significant is the strong correlation that exists between learning and the effective use of teaching method applied in a specific context. Implementation of special needs education in the Caribbean context therefore is very much dependent on the teachers skills in applying the most effective teaching method, matching these methods with the needs of the pupils.

Questions :

» Are the current teaching methods and methodologies used in the schools for reading, writing and mathematics, social studies, science and other subjects effective for special needs education?

» Are teachers equipped to be able to effectively apply special needs education?

» Are student teachers prepared for effective special needs education?

» Are the primary and secondary school-systems prepared enough for special needs education?

» What does special needs education mean for the existing system of special education?

» Are the ministries of education prepared for special needs education?

» Is the society ready for inclusion hence special needs education?

» Has the University of the West Indies done research in order to apply special needs education in a Caribbean context?

Achieving special needs education largely depends on a basis in the society, parental involvement, a conclusive policy, decentralization, conceptualizing special needs education as a school reform.

* *Special Needs Education or Inclusive Education and Society - To Create Inclusive, Special Needs Schools without a Solid Inclusion - Oriented Society is Impossible*

In other words, regardless of handicap or disability or learning difficulty everybody should be treated as an integral member of society and any special services necessary should be provided within the framework of the social, educational, health and other services available to all members of society. In education it means that students with special needs are entitled to have their special needs met in a 'regular education setting', where the differences between the children and also within a child are embraced by the teachers. Inclusion in education should then be considered as one of the many aspects of inclusion in society.

* *Special Needs Education or Inclusive Education and Policy*

A major task for the government is to create the adequate conditions for implementation of inclusive and special needs education. It is important that a government, in its main role as being ultimately responsible for education, clearly states that it supports inclusive and special needs education. Without sufficient government involvement and without government in a **leading role** in terms of development, financial support and legislation inclusive and special needs education will only be lip service. A clear and conclusive policy statement on inclusive education may act as a push to change attitudes on all sorts of different levels e.g. policy makers, principals and teachers both in regular and special education schools, NGO's, referring agencies and other professionals in the educational field.

Heavily debated is the factor of the need for additional funding to support inclusive and special needs education. Reports are conflicting on this matter:

- some argue that inclusive and special needs education in the end will result in a reduced budget for special needs as a result of having fewer expensive, segregated schools

- some argue that concentrating students with special needs in a special school is more efficient and cost effective

- other reports show e.g. an OECD study 1995 that the costs of inclusive systems are lower, but in order to facilitate the transition from a segregated to an inclusive system temporary additional funding will be needed.

* *Special Needs Education or Inclusive Education and Educational Reform*

If the uniqueness of every child is the central focus in the school-system, then finding manageable ways to meet those specific, individual needs is the main responsibility of the regular classroom teacher. In other words schools and therefore principals, teachers and parents are the 'active agents in the process of developing and implementing plans for inclusive education. Inclusive, special needs education heavily depends on what teachers do in the classrooms and on the way in which schools organize their education. Good inclusion is good education, good inclusion makes the different ordinary. It creates the possibility for children with special needs to enjoy the regular school experience.

However, what does this mean for the regular school system?

- to reform the regular curricula in primary and secondary education, special needs education means a curriculum for all students;
- to focus strongly on the management of the school
- to focus strongly

  • on the role and responsiveness and interactiveness of the teacher,
  • on the ability to differentiate (multi-level) instruction for mixed-ability groups
  • on the ability for student centred instruction, with different expectation
  • on problem-based learning
  • on the utilization of classroom management with flexible and heterogeneous grouping
  • on the educational process and the teaching methodology - to organize a support structure with strong support services

Inclusion and special needs education is not just a placement issue, where special education students are simply transplanted into the regular education classroom, in that case special needs children are much better off in segregated schools than in integrated settings.

Research show that integration is hindered by a strongly competitive school and educational climate. Educational

approaches that are strongly built on comparing students with a certain standard or with a notional average student are not or less conducive to integrate students with special needs.

* *Special Needs Education or Inclusive Education and Teacher Education*

Both at pre-service and inservice level teacher education reform is unavoidable if teachers are to learn to identify and cater to the special learning needs of all children - both disabled and non-disabled. Reform of teacher education will happen only if government and its decision makers show commitment to that cause.

Mico College is in the process of modifying its programs to produce these 'new look teachers' able to serve the needs of the special need children.

* *Special Needs Education or Inclusive Education and Special Education*

If education for all or special needs education is to be implemented it will have all sorts of consequences for the existing system of special education schools, its management, teachers and other professional staff. The 'classical' type of special education has to be transformed from a more pupil based educational setting into a support structure or resource centre making its knowledge, know-how, skills, expertise and experience available

for teachers, parents and other professionals in the primary and secondary school-system. Both the walls between the different types of special education (internal integration), as well as the walls between special education and regular education (external integration) should disappear in order to develop and create a continuum of educational services.

Its main additional tasks to pupil based education should become:

- to provide short term assistance for individual students or small groups of students. This short term assistance should be:

  • as soon as possible
  • as short as possible
  • as flexible as possible
  • as light as possible
  • as close to home as possible

- to give support to regular school settings
- to develop materials and methods
- to collect information and disseminate this to parents, teachers and others

In Jamaica the P.I.P. programme (primary intervention programme) at the Portmore Learning Centre facilitated by the school of hope is a good example of the direction in which special education may develop. The results are surprising and very promising.

In the new Framework of Special Needs Education, special education in my opinion has to transform into a strong, small scale, highly specialized type of special education' serving mainly the most severe disabled students in an integrated and not segregated school system, serving that 1 % of the school-enrolment, being part of an integral system of a continuum of educational services.

E. Model for Special Educational Needs:
The least restrictive environment

In most of the countries in the Caribbean consensus exists with regard to priority and quality of education. A priority and consensus of high necessity especially against the background of on one hand the uncertainties with regard to the economic future of the countries and on the other hand the fast economic, social and political global changes. New economic development paths with the fast expanding service industry need an acceleration in the country's education and training systems in order to be compatible in the near future. Human capital development is also essential in poverty reduction and to increase educational opportunities for the regional youth.

There is no such thing as a single model that is effective for all students with special needs. Given the fact that both the self-contained special classes as well as the fully

inclusive classes do have harmful effects a model should be used in order to be able to use the advantages of both systems. Economically countries need an affordable, effective and efficient education system. However, educational changes and educational innovation are processes which depend highly on societal and political support, appropriate measures on the part of the government and the existence of support systems.

A model based on the existing and near developing educational infrastructure could be a continuum of educational services, using the principle of placing students in the least restrictive environment - meaning the best educational placement for an individual student with special needs. A non-segregated system with on one side of the continuum the regular special needs education setting with a range of educational intervention possibilities responding to the special needs of the children and on the other side of the continuum the innovated special education setting with pupil based education for the moderate to severely disabled pupil.

This pupil based special education system would utilize services like:

- Itinerant services (Jamaica, Trinidad & Tobago, Bahamas)
- Special self-contained classrooms, part-time and full-time
- Resource rooms, adjacent to regular schools, e.g. the PIP-programme Jamaica

- Learning centres
- Diagnostic and therapeutic services (Barbados, Bahamas, Jamaica)
- Counselling services
- Job preparing and job placement services

In the English Speaking Caribbean, based on table 1, the regular special needs education setting could cater for approximately between 5 1,000 and 76,000 pupils with special needs and the new style special education setting could cater for approximately between 8,500 (pupil based) and 25,000 (service based) pupils.

Concluding Remarks

Based on the human rights convention, the education for all philosophy and the fast development of the information and communication technology many countries are looking for new concepts in education. The arguments are moral, social, economical and technological.

It will take a comprehensive approach, a good deal of ingenuity, creativity and especially persistence on the part of all those involved to be able to implement a system that is 'embracing the differences' between pupils.

One of the main criteria for implementing an inclusive system is that regular schools are equipped with teachers

trained for this purpose and that curricula are adapted to cater for this cross-categorical range of children. Only then and only then can a model of the least restrictive environment be realized.

Special needs education could then be used as a model for the innovation of the currently existing educational structure into a continuum of educational services, based on the principle of the least restrictive environment. A new educational structure is also necessary to prepare the pupils at risk for the new information and communication society, where technology allows this vulnerable group of pupils to overcome distance, time and disability to be able to live with more autonomy and dignity.

In such a comprehensive approach, to embrace the differences between pupils, to make the different ordinary, principals, teachers and parents should be part of the decision making process regarding if and how to implement an inclusive special needs education programme and the degree to which children with disabilities are included. Poor planning, poor leadership and special needs education mandated by administrators without involving the 'active agents' will make inclusion into a delusion.

Sijtze Bergsma
Consultant Special Education, March 9, 2000

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Meeting the Needs of All Learners: Teacher Development for Designing, Implementing and Managing Differentiated Instruction

A PROJECT PROPOSAL

Submitted by:

Dr. Paula Mark
Director Education Programme
School of Arts and Sciences
St. George's University

Rationale/Background

Across the region there is growing concern over the increasing numbers of children who seem to be under served in our schools. The concern is justified when one considers the overall performance on outcome assessments at the end of the primary and secondary cycles of schooling, and the number of those who do not complete the schooling process because they drop out. In most Caribbean states education is ranked among the sectors to which the largest portions of national budgets are allocated. Underachievement and retention, therefore, are the two significant factors that call into question the rate of returns on the investments in our human resources.

There are a number of factors that contribute to the problems of underachievement and retention in our school systems. Some of these relate to the process of schooling itself, while others relate to the socio-economic realities faced by societies across the region. This project addresses directly, those factors related the process of schooling. It is premised on the assumption that issues of achievement and retention that are so related and firmly rooted in the nature and quality of the classroom experience. This, in turn, reflects the nature and quality of the instructional process.

The "one size fits all" model of instruction is rapidly becoming obsolete in the light of the current understandings that are emanating from research efforts on the brain and learning; intelligence and effective pedagogy. This model has not worked to the advantage of all students, but has favoured those whose learning styles and abilities conform to the method of instruction in use by the teacher, which usually is some variant of recitation. In the particular context of the Caribbean, a number of factors have mitigated against those students at the extremes of the ability scale. These two categories of students are the ones who are most likely to drop out of school, either mentally or physically. They are not infrequently found among the underachievers, and often display unacceptable behaviours. The reality for these students is that they have increasingly compounded feelings of frustration and disenchantment with their school and classroom experiences, which

for the most part do not present them with appropriate challenges.

The gifted and the talented group and those students with learning difficulties are the categories in question. Hitherto, our gifted and talented learners have not been the beneficiaries of select programming in our schools and classrooms. Even when recognised, the treatment has taken the form of acceleration through school, but they are given the same instruction as every one else. This approach does not guarantee that their special abilities are being challenged and developed. Similarly, students with learning difficulties are labeled "remedial" or "slow". In some cases there is some attempt to address the deficits by means of remedial programmes, but this is usually at some psycho-emotional expense. In other cases, the students are made to repeat the grade level, getting more of the same instruction, a practice that does not necessarily address their specific needs.

With regard to meeting the needs of these two groups of learners in regular classrooms, there is an almost universal belief among teachers, that this done at the expense of the other students, and that it increases their already burdensome work load. The instructional model that this project is seeking to disseminate recognises that it is possible to serve all students adequately in regular classrooms, without the need to single out any category for

special treatment in special programmes. This approach to instruction advocates appropriate and different learning opportunities, and appropriate and different assessments of learning outcomes for the different categories of students. However, it requires a change in the belief system of the teacher with respect to student abilities, learning, and the function and possibilities of the instructional process.

New approaches to classroom instruction address the diversity among students and combine current thinking on intelligence, and neuroscientific findings on the brain and learning. One such approach is that of Differentiated Instruction. (Tomlinson, 1999) Instruction that is focused on differences in students would more than likely meet the array of needs in the classroom, and should result in enhanced learning outcomes for all categories of students. (Tomlinson, 1999; Armstrong, 1994, Gardner, 1983) The instructional model that the project seeks to promote is based on the principle of inclusion. It is premised on the belief that diversity in the classroom, if exploited appropriately, is an asset that can facilitate the achievement of intended leaning outcomes, *by all students*. In so doing, it holds the promise of enhancing the quality and effectiveness of students' school and classroom experiences, especially and particularly those who hitherto have been marginalised with the school system.

Project Objectives

1. To sensitize teachers, teacher educators, teacher facilitators, and curriculum officers to those issues related to differences in students and the need to cater to these differences in the instructional process.

2. To develop the skills for identifying categories of diversity with respect to ability, learning styles and intelligence among students.

3. To develop the skills related to planning, implementing and evaluating instruction to meet the diversity of needs in the classroom.

Outcomes

The project anticipates the following outcomes:

1. Enhanced competence of teachers, teacher educators, curriculum officers and teacher facilitators.

2. Reduction in the number of underachievers, drop-outs, and deviants at the primary level.

3. Enhancement of the quality of schooling.

4. Enhanced equity in the system.

5. Improvement in the delivery of the curriculum, and in the assessment and evaluation of learning performance.

6. Increased returns on investments in human resources.

7. The dissemination of model instructional plans for the core subjects at the different levels of the primary school.

Proposed Period for Project:

June 01, 2000 to June 30, 2002

Implementation:

The project will proceed in three phases.

Phase 1 (pilot)
June 01, 2000 to September 30, 2000

Phase 2 (major)
Jan. 01, 2001 to Dec 31, 2001

Phase 3 (follow up)
Jan, 01, 2002 to June 30, 2002

Phase 1: PILOT

Duration:

June 01, 2000 to December 31, 2000

Target group:

Lecturers at teachers' colleges and curriculum officers at the ministries of education.

Objectives of Phase I:

1. To facilitate the acquisition of relevant knowledge and skills, and to develop attitudes consistent with the overall objectives of the project.

2. To pre-test training protocols and materials.

3. To train the above-named personnel in the use of the training protocols.

Outcomes Anticipated in Phase I

1. Modification/revision of training protocols.

2. Resource persons assisting with the other phases of the project.

Activities

1. Specialist consultations re training programme and training protocols.

2. Training workshops on 15 working days

3. Review/modification of training protocols and training procedures.

4. Writing of interim report.

Geographical coverage:

Phase 1: sub-regional
Territories: The Windwards: Grenada, St. Vincent, St. Lucia, Dominica.

Phases 2 & 3: sub-regional
Territories: All of the English speaking Caribbean.

Institutions to benefit from the project:

Ministries of Education, Teachers' Colleges, and primary (elementary) schools in the English speaking Caribbean, St. George's University, Grenada.

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Human Rights Education Activities

In April 1999, at the Caribbean conference on Human Rights Education, Ms. Merle Mendonca, Programme Coordinator Guyana Human Rights Association, while addressing Chief Education Officers and Curriculum Specialists, stated that...

> "The economic, social and cultural landscape of the region is changing fundamentally, marginalizing individuals and institutions which have traditionally provided value frameworks for young people. The negative impact of the adult world on the younger generation is becoming more visible..."

Merle's words still represent a factual position. In fact there has been further deterioration. Is there hope for the world's one hundred (100) million street children?

In a general way, the adults in the Caribbean are so concerned with "making ends meet", that they seem to forget that they have a moral responsibility to and for the children. Our young people are confused. In their confused state they seem to respect and want to emulate those who are making much wealth illegally.

Our young people are not making wise choices. We are not helping them. We must give them the tools to live and work together. We must allow them to participate in the decision - making process. We must listen to them. We must give them a chance to suggest ways of solving their problems and addressing their concerns. This can only work satisfactorily if our young people know what their rights are.

Merle Mendonca's conclusion at the 1999 Conference was, and is, apt ...

> "The Caribbean HRE Manual was a positive step in helping young people to confront some of the confusing trends in society, to help them prevent these trends from destroying their future and prompt them to develop skills which include listening to others, problem solving, questioning and making sound moral judgements."

Let us not forget the significance of the year 1993. UNESCO in that year adopted its World Plan of Action on Education for Human Rights and Democracy. In the same year, the United Nations World Conference on Human Rights took place in Vienna and the General Assembly of the United Nations endorsed the launching of the Decade for Human Rights Education.

Acknowledgments

The collaboration of organizations and individuals contributed, in a major way, to

the progress that has been made in the areas of Human Rights Education a the school level. Among the organizations and individuals are:

- Amnesty International - Guyana
- Guyana Human Rights Association
- Save the Children (UK)
- Norwegian Section of Amnesty's Teaching for Freedom
- Dr. David Shiman (Centre for World Education, University of Vermont)
- Mr. Ghirmai Alemayehu (Ministry of Education Ethiopia)
- Mr. Mike McCormack of the Caribbean Initiative/Guyana Human Rights Association
- Mr. Alim Hosein of Amnesty International - Guyana
- Ms. Merle Mendonca of Guyana Human Rights Association
- Ms. Donna Chapman of the National Centre for Educational Resource Development (Guyana)
- Ms. Greta Welch (now deceased) of the National Centre for Educational Resource Development (Guyana)
- Dr. Ival Melville-Myers of the Curriculum Unit of the Ministry of Education, Trinidad and Tobago
- Dr. Grantley Braithwaite (now deceased) Curriculum specialist of the Barbados Ministry of Education
- Mr. Basil Bonaparte, Head of Curriculum Division of the Grenada Ministry of Education
- Ms. Laurel Nembbard, Curriculum unit, Caenwood Centre, Jamaica

- University of London, Institute of Education
- Commonwealth of Learning
- CARICOM
- UNICEF
- Chief Education Officers throughout the region.

The Guyana Experience

1993   EDUCATION   FOR CITIZENSHIP was launched

1994-1996   4 National Workshops of Teachers and Administrators

55 Teachers and Administrators given the opportunity to peruse many human rights documents around which course work was to be structured. The U N I V E R S A L DECLARATION OF HUMAN RIGHTS and the CONVENTION OF THE RIGHTS OF THE CHILD was given prominence.

A form of marriage of Human Rights Education for Citizenship goals, Primary and early Secondary Curriculum' objectives, Family Life Education goals.

1995	2 workshops in the Hinterland areas for the Indigenous people
1996	Formation of Task Force writing of lesson plans promotion of curriculum materials sensitization campaign
May 1996 to Jan. 1997	Draft text produced and tested in 60 schools, by NGOs and PTAs
1998	Official launch of module
1998	2 musical workshops on CRC themes
1998	Translation of summary CRC into 4 Ameridian languages
1998	HRE concert
1999	Evaluation re use of HRE module

Groups: Head Teachers, Teachers, Education Officers, Community leaders, Religious leaders

Training of students

9 high schools and university students trained around the

HRE module for two children's August workshops. Some ninety (90) young people between 7 and 17 years participated. There were graduation exercises.

Planning: Sept. 29 - Dec 1

Planning and execution of 10 radio broadcasts on Ministry of Education "Broadcasts to Schools" programme Topics included:

° Right to name and nationality
° Children with special needs
° Respecting differences in people
° Year of Older Persons
° Purpose of Education in our lives
° Discipline
° Noise pollution
° Living in Harmony with nature and songs with message

NB: Scripts were written and delivered by young people for eight of the ten (10) broadcasts which targeted Forms I and II in all schools for twenty (20) to thirty (30) minutes.

October/November

Planning sessions with group of high school university students in preparation of their contribution to CRC 10th anniversary kit. Two thousand (2000) copies were sent to schools in Guyana.

HIRE Music

15 - 18th Nov. Third musical workshop. A concert was held. The final pieces were aired. National coverage was tremendous.

Networking/Collaborating/ Cooperating

- The Caribbean FIRE Teachers Manual was launched at the first Caribbean Conference of Chief Education Officers and Curriculum Specialists from eight (8) Caribbean Territories in April 1999.

- Several Curriculum Specialists from the Caribbean and the Commonwealth Contributed, in no small way, to the Guyana HRE Module

- The 10th Anniversary Kit produced in Guyana was circulated to the Chief Education Officers and Curriculum Specialist in other territories

- The Guyana HRE Module has been included in the special HRE edition bibliography of the Human Rights Internet that operates out of the University of Ottawa.

- The HRE Co-ordinator (Guyana) sent on copies to the UN High Commissioner for Human Rights and received a reply from the High Commissioner's External Relations Officer acknowledging receipt and informing that they were further distributed.

- Curriculum Specialists in the Caribbean continue to share example of good practice via e-mail and fax.

- Copies of both Caribbean and Guyana HRE Modules were sent to the National Bibliography, Libraries Division, Office of the Prime Minister, Trinidad and Tobago, for inclusion in their Bibliography of all materials printed and published in Trinidad.

List of Teaching Material Developed and Produced During the Whole Program

- Human Rights Education for Citizenship, joint publication, Ministry of Education/Guyana Human Rights Assoc./Amnesty International-Guyana, December 1997, 155 pages

- Upper Mazaruni Curriculum Development Workshop Report 1994

- Report: Curriculum Development Workshop, April 1994

- CRC HRE poster

- CRC translations: Macushi/Arecuna/ Wapishana/Akawasio

- 1999 CRC calendars

- HRE "Light up your life with rights" student stickers

- Human Rights Education for Citizenship: Teachers Manual for Caribbean Schools (185 pages)

- Report On The First HRE Caribbean Meeting For CEOs & Curriculum Specialists (24 pages)

- Workshop training materials for Regional (Guyana) Evaluation

- Workshop documents for Curriculum Development on "Stereo-Typing,

Prejudices and Respecting Racial Differences

- 10th. Anniversary CRC Kit (22 pages)includes original activities for young people by young people

- 2-page leaflet explaining HRE Programme.

- Ten HRE radio presentations done by HRE Music Team and university students.

- Final Draft of Lyrics and Score of 12 HRE songs. (Kit with booklet and audiocassette' to be published.)

NB. This listing does not include existing published materials that would have been Bought or extracted for use by Teachers (see examples of these materials on pages 182 To 184, appendix 12, HRE teachers' manual for Caribbean schools)

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Appendix III
The Teachers' Resource Centre, Anguilla

The Government of Anguilla recognises that the successful implementation of any education reform depends on well-qualified staff to implement the instructional programmes and to manage the system (State Policy 1996). Simultaneously, the Government concurs with Bush and Middewood (1997: viii) that it is vitally important for the adults to be considered both on personal and professional levels 'if the emphasis on care for students is not to be exposed as meaningless, or hypocritical rhetoric". Therefore, much time and effort have been invested in the Teachers' Resource Centre to ensure that present and long term goals of education are met.

In view of this, the main focus of this presentation is on the pivotal role of the Teachers' Resource Centre in enabling the professional and personal development of the teachers and educational personnel.

The Anguilla Teachers' Resource Centre is a multi-purpose unit of the Ministry and Department of Education. It provides a range of specialist facilities, primarily to support the in-service training and professional development of all partners in the Education System; to promote the development, implementation and evaluation of the curriculum; and to be an integral part of the process of improving the quality of teaching and learning in all sectors of the Anguillian community.

The Principles and Values of the Teachers' Resource Centre

The Teachers' Resource Centre is more than a building that houses audiovisual equipment, books and reprographics facilities. It is the focal point, a network of support for all professionals in the Education Service who are committed to the process of improving the quality of learning and teaching in Anguilla.

The Teachers' Resource Centre is a place that all educators and teachers in particular regard as their own. They, along with all the partners in the Education Sector have access to the information, resources and services at the centre. All users are encouraged to engage in critical self reflection. They obtain much encouragement and support in their research activities. All areas of education are considered important. As such, all educators are of equal importance and their contributions to the development activities are accepted as valuable. Additionally, work is conducted in the spirit of partnership, cooperation and trust. In order to provide an effective support service and to respond to the current trends in education, the role of the centre is received continually.

The Aims of the Anguilla Teachers' Centre

The primary aim of the Anguilla Teachers' Centre is to provide support to

the Ministry and Department of Education in improving the quality of teaching and learning in schools and to all other colleagues who are engaged in the education process. In addition, it aims to:

1. Assist in the:

   a. improvement, evaluation and review of the existing provision for curriculum and professional staff development.

   b. identification of curriculum and staff development needs and programmes.

   c. monitoring and evaluation of the effectiveness of the curriculum and staff development programme.

2. Provide:

   a. an information and reference service with special reference to education, in conjunction with the National Library Service.

   b. teaching materials and resources production facilities, to support the implementation of the curriculum in the schools.

   c. a model for the guidance and training of persons in the organization and utilization of the Schools' Resource Centres in conjunction with the Schools' Library Service.

   d. support to individuals with a view to promote professional competence and confidence.

   e. all educators with the opportunity to contribute to the growth and development of education.

3. Establish and maintain a collection of audiovisual materials for reference and for loan in conjunction with the National Library.

4. Create a forum for discussion, planning and development of education in Anguilla.

5. Promote the effective use of the resources and the training of the users.

Functions of the Anguilla Teachers' Centre

It supports the Ministry and Department of Education in the Curriculum and Staff Development Plans.

It provides:

a. a Conference Centre/meeting place for a variety of activities

b. an information service for all its users

c. teaching/learning materials and equipment for use in the schools

d. training for the organization, management and use of the Resource Centres in the schools

e. publication facilities for teaching and training materials

f. an Educational Library.

g. a base for Support Teachers and professionals.

h. support in educational, cultural and social services to the Anguilla Public Service and the Anguillian Community in general.

Facilities at the Teachers' Centre

Conference Facilities

There are three rooms which can be booked for conferences, meetings, courses and workshops. The rooms offer accommodation for groups of all sizes from 2 - 150 persons. They can be set out informally, in boardroom or theatre style.

Audiovisual aids which include, overhead projectors, screens and flip charts, a video camera radio cassette recorders and monitors are available on request.

The Curriculum Development Unit

The curriculum development unit comprises current materials and resources to develop and implement the curriculum and to give support to teachers' in-service and professional development needs. The unit contains not only books, but also teaching aids, teaching packs, teaching equipment and resources.

Video Editing Suite

The Teachers' Centre houses a video and sound recording and editing suite. It is used by the staff of the Library and Teachers' Resource Centre, teachers and pupils. It enables locally produced videos to be transformed into high class polished education resources. Training is available for those persons who are not familiar with the equipment. A photographic dark room provides further audiovisual facilities for the production of educational materials. At present, the latter service is not being offered as it is in the process of being reorganised.

Education Library

The Education Library comprises of books, journals, maps, cassette tapes, compact discs/records, opaque, overhead and slide projectors; television set, video-cassette recorder, computer, video tapes. Books and non-book resources are available

for loan. These may be borrowed on individual teachers' cards or as a part of a school project pack. The library also offers a quiet place for persons to engage in research and study.

Multi-Professional Support Services

The main office for these services is housed at the Teachers' Resource Centre. From there, the services of the following personnel can be obtained:

a. Educational Psychologist
b. Special Needs Coordinator
c. School Welfare Officers
d. Guidance Counsellors
e. School Nurses
f. Reading Recovery Coordinator

Schools' Reprographic Service

A reprographic service is available to schools. This includes not only photocopying, typing, stapling and binding but also assistance with the design and layout of work. This may range from the production of transparencies to the creation of a newsletter or school magazine.

Catering

A very important part of most in-service courses are the refreshments. The Teachers' Centre does NOT offer catering services, but provides accommodation for light refreshments.

Views of Education Personnel

It would be inappropriate to end this paper without including the thoughts and feelings of the education personnel and teachers for whom the centre was established. Generally, they are satisfied with the services offered. The words of one of our teachers, Mrs. Rita Carty, add a finishing touch to this presentation. They clearly sum up the views of most users of the Teachers' Resource Centre.

'The Teachers' Resource Centre can be seen as a mecca for all pre-, primary and secondary school teachers. It provides access to a wide range of equipment and materials that can be exploited to produce learning aids. While working on these aids, teachers may participate in professional discussions with other colleagues engaged in similar tasks. In this way, ideas can be clarified and shared. In addition, although there is room for improvement in this area, the resource centre offers materials that assist teachers in the conducting of research, enhancing of knowledge and skills and in preparing for professional examinations. This particular aspect of the centre appeals to me most.'

Presented by:
Ms. Rosena Brooks
Education Office Curriculum (Ag)
Department of Education, Anguilla

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Training in Essential Skills in the Netherlands Antilles

The Netherlands Antilles is a group of five islands located in the Caribbean Sea. Two (Curaçao and Bonaire) are situated near the coast of Venezuela and the mainland of South America. The other three, St. Maarten, Sint Eustatius and Saba are situated near the US Virgin Islands. Because of their location, the first two islands are also denominated the Leeward Islands while the other three are also known as the Windward Islands.

The Netherlands Antilles is an equal partner with Aruba and the Netherlands in the Kingdom of the Netherlands. It is fully autonomous in internal affairs and it has a parliamentary democracy and two government levels, the central and the island governments.

The educational system is somewhat different in the various islands. Four of the five islands are organized in the same form as the Dutch educational system. The island of St. Maarten has also features of the American and Caribbean school systems. Saba's educational system prepares its students to sit for the examination of the Caribbean Examination Council. Education is managed at two different levels for administrative purposes through federal and insular departments of education. The federal government is responsible for inter alia the organization of the educational system, the maintenance of quality on each island, policy development and legislation. The insular governments are responsible for among other things the implementation of policy and the financing of education.

Training in Essential Skills

The target of training in essential skills according to UNESCO (1998:24) is the "expansion of provisions of basic education and training in other essential skills required by youth and adults with program effectiveness assessed in terms of behavioral changes and impacts on health, employment and productivity." Training in essential skills therefore encompasses a broad range of learning activities that has as it's goal the delivery of "knowledge, skills and attitudes that are necessary for young people and adults in their everyday lives, in their work, and in order to improve their quality of life". These programs tend to extend beyond the normal giving of basic[1] education and instruction in attempting to provide those types of learning activities whose impression can be seen in behavioral change, betterment of health, increased employment rates and productivity. These types of programs give

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[1]Basic Education refers to a whole range of educational activities that take place in different settings and that aim to meet basic learning needs as defined in the World Declaration on Education for (Jomptien, Thailand, 1990). It thus comprises both formal schooling (primary and sometimes lower secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages. UNESCO (1998).

students sensible competence and expertise and also give them power "by raising their awareness and duties as citizens, workers and parents". Generally the government sponsors these programs, ngo's, churches and the private business sector.

There are ten areas that should be considered in the process of providing training in essential skills in basic education. They should be taken into account in both in and out of school activities. These areas in which students should receive training are:

1. Respect the sanctity of life and value human dignity.
2. Strengthen democracy and respect human rights.
3. Promote and maintain stable families.
4. Adopt healthier physical, mental and emotional lifestyles.
5. Recognize and affirm gender equality and respect gender differences.
6. Value religious and ethnic diversity.
7. Respect their cultural heritage and that of others.
8. Lead productive lives and take advantage of economic opportunities.
9. Use creativity and technology to sustain personal, social and economic development.
10. Resolve conflicts peacefully and promote a culture of peace.

Because of legislation in the Netherlands Antilles it is not easy to find timeslots in

the school schedules to provide additional training. For that reason it is noted that the out-of-school activities exceeded the in-school activities. In analyzing the activities that took place it becomes apparent that even though many activities took place, very little quantitative and empirical information has been attained. According to Country Report Netherlands Antilles Education for All 2000 (1999) this was due to:

- The fact that the country was not used to collecting and updating data of achieved activities;
- Lack of necessary knowledge and skills in order to update information and to implement periodic evaluations.
- Lack of adequate resources with which to gather the data and lack of administrative personnel resulting in one and the same person doing all the activities.

During the process of analyzing data it was noted that both the in school and out-of-school activities where mainly directed to the youth and women. The reason being the many difficulties they are confronted such as "drugs, criminality, and the increasing number of teenage pregnancies *(Country Report Netherlands Antilles Education For All 2000, 1999:69)*. These problems indicate a decline in morals and values. A situation that is not confined to the Netherlands Antilles alone but one that is rather a global phenomenon.

International developments, the influence of the media, economic decline and social developments all have their negative effect on the youth.

Following is an overview of some of the activities done in the Netherlands Antilles to provide training in essential skills both in school and out of school.

1. Respect the sanctity of life and value human dignity

In all the primary schools of Sint Maarten a social studies project was done focusing on this aspect. In Bonaire religious and social science classes are used to teach the students to respect life and to value human dignity. One notable program in Bonaire was the Lions Quest program. This program was done for all the bridge classes in secondary education. The program was evaluated twice and in both evaluations the students and the teachers expressed that they did learn a lot and even wanted for the program to continue and be expanded.

Out of school activities in Saba included scouting groups, religious after school programs for young children and teenagers, singing groups, dance exercises and sports. These were activities that were taking place once to three times a week. Information campaigns and programs on teenage pregnancies and AIDS were also done in Curaçao in an effort to inform the young

people. Seminars on prevention of women abuse and prostitution were also given to help instill the values of respecting the sanctity of life and to value human dignity. In Bonaire emphasis has been laid in training sport coaches and 21 certificates were given in 1995. Churches also have played a very important role in helping to make both young and old aware of the sanctity of life and the value of human dignity.

2. Strengthen democracy and respect human rights

In St. Maarten primary schools used social study projects to inform students, gave information during especially election time and dealt with the topic in the classroom when these issues appear on the news. Both primary and secondary schools in Bonaire made use of history and social science classes to make students aware of human rights and democracy and gave lessons about politics and government during election period.

One of the most outstanding means that was used out of school to involve the young people of all the islands was the youth parliament. The youth was able to actually go into the parliament hall and debate using the proper terms and defending their standpoints on current issues and challenges facing the Netherlands Antilles.

Several workshops were done in Curaçao on topics such as "family law", "know your rights" and "training in social skills, human resource management and teambuilding". Every year about 50 community leaders of different neighborhoods participated in these workshops and considered it both a support and recognition of their work.

3. Promote and maintain stable families

The aspect of family life was given as hidden themes in the social studies class. Service clubs, court of guardianship, churches and pastoral work, did out of schoolwork in this area. Workshops on family law and parenting courses by SIFMA *(Children Information and Educational Center Netherlands Antilles)* SEBIKI *(Bonaire Foundation for Educational Information for Infant Care)* are also noteworthy activities done to promote and maintain stable families.

4. Adopt healthier physical, mental and emotional lifestyles

Physical education in school was the main medium used to promote a healthier lifestyle and also the Lions Quest program and the hygiene subject. Out of school

activities included courses and workshops given by various government departments such as Health and Mental Health departments. Other programs included drug prevention programs, community team training, training of social skills, first aid courses for teens and young people, and programs for after school supervision and care. Many children are benefiting from the after school programs. In Bonaire alone more than 221 registered in 1998. Every year more than 75 scouting and after school care leaders are trained in Curaçao to conduct vacation activities for young people. In addition workshops are being given to upgrade personnel of day care centers, on computer and career training, healthy cooking and also for parents of 'first offenders' geared especially for socio-economic deprived children. The government also has been supporting sports activities in the various neighborhoods.

5. Recognize and affirm gender equality and respect gender differences

No reports have been given of schools carrying any specific in-school activity to affirm gender equality and respect gender differences. *(SEDA) (Women Center)* has organized a study day on masculinity and also gave courses for teenage mothers.

6. Value religious and ethnic diversity

The main item that was informed was religious instruction given in private schools. Out of school activities included crusades organized by churches, courses given by FESSKA *(Foundation for Antillean Catholic Scientific Higher Education)*, training skills for catholic teachers, training for nursery school teachers.

7. Respect their cultural heritage and that of others

Intercultural festivities were held in schools. Out of school activities included workshops on cultural dances such as the 'Tambu', 'Seu' and courses given by the Africari Foundation. Emphasis is laid on the celebration by the whole population of cultural, folkloric, historic festivities and sport events such as the regatta and carnival.

8. Lead productive lives and take advantage of economic opportunities

No information has been given of any specific activity being done in schools. SEDA *(Center for Women)* and the Steering Committee carried a very interesting project "Stand on your own feet and save your wallet" for especially single mothers. In addition several courses were given such as courses on budgeting, micro lending, financial management in organizations and budgeting in the family.

9. Use creativity and technology to sustain personal, social and economic development

In-school activities included occasionally promotion by teachers, special classes for foreigners and courses in arts, creativity, and computer and technology classes. Out-of-school activities comprised science and career fairs, making the library a computer and video resource center, cooking classes and courses in music, arts, drama, and dance and sport activities.

10. Resolve conflicts peacefully and promote a culture of peace

When problems arise in the classroom attention is paid to this aspect of essential skills. Students are made aware of how to resolve conflicts. The Lions quest program also deals with conflict resolution in the schools.

A major conference was held in Curaçao in December 1998 sponsored by UNESCO on Education for Non-violence where the

whole community was involved. Each island has set up a working group to continue with the follow-up and implementation of the conclusions arrived at the conference. The crime and drug taskforce give information and counseling programs as a means of introducing parents and leaders to ways to use peaceful methods to solve differences of opinion.

Unfortunately because of the nature of these activities the large majority has not been evaluated. Even though many activities were carried out there has been no assessment of their impact on students, young people, women and the community in general. Furthermore as was mentioned earlier the majority of the programs were out of school programs due to time constraints during the school day.

Several intentions were made to structurally deal with this void in the educational system of the Netherlands Antilles. Currently there are two plans are in line to be implemented, where some training in essential skills will take place, one is a total reform of our present primary school system called Foundation Based Education.

11. Foundation Based Education

It is a plan for a total restructuring of Primary Education in the Netherlands Antilles and for the introduction of the so-called 'Foundation Based Education' in the years to come. The approach of the innovation process is broadly supported and reaches all our schools and educational bodies. The reform proposal has already been discussed with the policy makers and educational partners, and presented to all the teachers on each island. The community has also been informed.

This plan has been reviewed and presented to Parliament for approval. According to our planning, the preparations for implementation will be started soon. In the year 2001 all schools will start at preparatory level with the actual implementation of this educational reform. By the year 2013 Foundation Based Education has to be completely introduced. In this new educational system the mother tongue of the majority population will be used as language of instruction. This means that at the Windward Islands, Saba, St. Maarten, and St. Eustatius the language of instruction will be English, while the Leeward Islands Curaçao and Bonaire will instruct their pupils in Papiamentu.

To guarantee the possibility of our students to continue the higher forms of education abroad, especially the children of the Leeward Islands, much attention will be given to the teaching of foreign languages. English, Dutch, Spanish will be taught in Primary Education. Dutch and English will furthermore be the languages of instruction in secondary schools.

With the introduction of this system, modern teaching methods will be applied to facilitate individualized and group teaching to secure an uninterrupted development for all children throughout their school career.

The introduction of this new system also aims at early passing to secondary through the abolition of the school-leaving examination in the sixth-grade of the present primary school. As a consequence of the introduction of Foundation Based Education a teacher training program and extensive staff development of the present personnel will also be part of the implementation.

The Foundation Based Education is characterized by:

- Total change of the present structure: The school for Foundation Based Education will be a three cycle school, with vertical grouping of children in different age groups, namely the first cycle for children 4-8 years, the second cycle for 8-12 years and the third cycle for 12-15 years.
- An uninterrupted learning track with a comprehensive and general package of subjects.
- Integration of the kindergarten and primary education (the first cycle),
- Incorporation of the first two years of Secondary Education in Foundation Based Education (third cycle).

- The introduction of the native languages of the majority of the population as the languages of instruction (Papiamentu and English);
- Goal-oriented attention for the most important foreign languages in the Netherlands Antilles, especially Dutch, English and Spanish;
- Flexible progression, including the elimination of the division of the subject contents into year classes as well as the phenomenon of repeaters;
- Greater individualization by means of differentiation in-groups.

With the introduction of this new system, modern teaching methods will be applied to facilitate individualized and group teaching to secure an uninterrupted development for all children throughout their school career. Evaluations will be carried out at regular interval for the purpose of monitoring both the quality and the levels.

The preparations for implementation have been recently started. In the year 2001 all schools will start at primary level (4 years old children) with the actual implementation of this innovation plan and it will be gradually implemented in the different cycles.

The second project is "Mas Skol – Formashon Kompletu" (More Schooling – Total Education).

Mas Skol – Formashon Kompletu *(More Schooling – Total Education)*

The government of the Netherlands has just agreed to fund this project that is targeted to the whole school population in Curaçao. The project is going to start as a pilot project with two primary schools in May of the year 2000. In August of the year 2000 ten more schools will be added to the project. The objectives of the "MAS SKOL" project are to teach students essential skills for daily living. A structured program has been setup where each school has one coordinator, 12 to 13 teachers to guide with the homework, 15 instructors to teach the different disciplines and 1 social worker for both schools. The intention is to use attractive, didactic and responsible pedagogical methods to make learning of essential skills possible. Consequently there will be a variety of working methods to teach several technical skills for communication, expression, drama, dance and sport. These skills however will get a place in the process of socialization, where the transfer of values, norms, attitudes and behavior will take place.

A regular after school day would consist of the following activities:

- Lunch, Homework, and scheduled activities chosen from physical education, sport, creative expression *(drama, music, dance, craft, drawing and verbal expression)*, discussion groups where training in social skills and emotional intelligence will take place.

One essential condition is that the project leaders and social workers are well prepared for their task. A second condition is that parents give the correct example. Children should be able to see that their parents respect these values or that they learn to respect them. For that reason it is important that parents are involved in the implementation of the project. There will be permanent results only when parents share the vision of the project (Sprockel and Hasselmeyer, 2000).

One major concern that remains is the fact that the funding is for two years. The hope is that at the end of two years funding will be available to continue the project. Government legislation will help guarantee the continuation of these projects.

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Training in Essential Skills
In-School Activities and Programs

Basic Learning Needs to Become the Ideal Caribbean Person

Essential Skills Adults as Young People Should be Able To	List of In-school Activities To Impact Skills	Measured Impact Give Quantitative Data and Empirical Evidence Where Available
1. Respect the sanctity of life and value human dignity	**ST. MAARTEN** • Social studies project **BONAIRE** Religious classes in primary schools • Day of retreat for 6th graders of Catholic schools about religious subjects • Classes in Social science, secondary education • Youth Council Program • Lions Quest	All Elementary Schools Teenagers and Adolescents in Secondary Education 13-20 years of age
2. Strengthen democracy and respect human rights	**ST. MAARTEN** • Social studies project • Information during election time • Whenever in the news **BONAIRE** • Classes in History • Classes in History and Social Science • Lessons about 'politics' and government during election period	 In primary schools In secondary schools
3. Promote and maintain stable families	**ST. MAARTEN** • Hidden themes in the Social Studies book • Certain projects brought into the schools **BONAIRE** • In Social Science and Health Education	 Secondary Education
4. Adopt healthier physical, mental and emotional lifestyles	**ST. MAARTEN** • Structurally in the method Finding Out **BONAIRE** • Lions Quest Project • Via physical education and Arts & Creativity • With the hygiene subject	 School year 1997/1998 13-20 years of age Kindergarten, primary & Secondary Education Secondary Education
5. Recognize and affirm gender equality and respect gender differences		
6. Value religious and ethnic diversity	**ST. MAARTEN** • Religious instruction in private schools	
7. Respect their cultural heritage and that of others	**ST. MAARTEN** • Intercultural festivities	
8. Lead productive lives and take advantage of economic opportunities		
9. Use creativity and technology to sustain personal, social and economic development	**ST. MAARTEN** • Occasionally promoted by a teacher **BONAIRE** • Special class for foreigners	 Nov. 1995. Spanish speaking students and teachers. Teachers Primary Education
	• Continuing education for Dutch	
	• Via classes in Arts and Creativity • Via Computer and Technology classes	Kindergarten, primary and Secondary Education Secondary Education
10. Resolve conflicts peacefully and promote a culture of peace	**ST. MAARTEN** • When "eruptions" take place attention is paid to these issues **BONAIRE** • Lions Quest Program	 13-20 years of age

Training in Essential Skills
Out-of-School Activities and Programs

Basic Learning Needs to Become the Ideal Caribbean Person

Essential Skills Adults as Young People Should be Able To	List of Out-of-School Activities To Impact Skills	Measured Impact Give Quantitative Data and Empirical Evidence Where Available
1. Respect the sanctity of life and value human dignity	**SABA** • Scouts activities for young children • Religious after school program for young children and teenagers • *Teen club with idea of self esteem* • Singing Program • Dance exercises • Sports/Games	3 times a week Once a week Twice a week Twice a week Twice a week Each day a different Sport
	CURAÇAO • Information campaigns & programs about teenage pregnancy • Information campaigns & programs about AIDS • November 25th: prevention of women abuse • Workshop about "prostitution"	
	BONAIRE • Information about Teenage pregnancy General elementary course in Sport • Religious Programs of different churches • Youth Council Program • Lions Quest Program	Jan. 1997 for secondary education students, parents and teachers For sport coaches, 21 certificates in June 1995 Teens and adolescents Teens and adolescents 13-20 years of age
2. Strengthen democracy and respect human rights	**SABA** • Youth government and parliament procedure interaction • Year of the Child information **ST. MAARTEN** • Youth Parliament • Debating contests **CURAÇAO** • Youth Parliament • Course "People" • Workshop: "family law" • Course "know your rights" • Political education for women • Reading chair of Doctor da Costa Gomes • Training in social skills and human resource management • Training in social skills and teambuilding **BONAIRE** • Informative Programs offered by the government, community centres, service groups and the media in general	Every year about 50 community leaders of different neighbour-hoods. They find it is both a support and recognition of their work. For school social workers
3. Promote and maintain stable families	**SABA** • Lions Club: celebrates lions family day • Living water: celebrates a day of the family • Women International Family day **ST. MAARTEN** • Court of guardianship • Church activities • Medical and hygienic information **CURAÇAO** • Workshop "Family" • Pastoral Work • Workshop: "family law' • Parenting course by SIFMA • Educational centre Sta. Rosa Mental Health Dept. Family guardianship organizations • Training in parental abilities • Training abilities for foster parents **BONAIRE** • Training courses, workshops, evening discussion • Programs of different churches • Programs of the Steering Committee Courses for parents by SEBIKI • Symposium "Outreach for Parents"	The community is invited at the Sunny Bally Youth Centre and churches are used to present the information. Yearly about 10 groups of 15 parents Twice a year a group of 15 persons are trained to become foster parents Volunteer child care for parents and educators Parents of children between 0-4 years By SEBIKI in November 1997

4. Adopt healthier physical, mental and emotional lifestyles	**SABA** • Teenage youth group-life styles • Health Department/Medical School • Psychology Department: Program organized for awareness and prevention **CURAÇAO** • Lions Quest program • Decide Drug Prevention program • Drug Prevention program of ONCADA • Community Team Training • Training of social skills • Training in skills for youth during the holidays • Training for youth leader for vacation activities • Training in Life skills for youth • Weekly programs about infant maternity **BONAIRE** • Lions Quest project • Youth Council • 4 programs for after school care and supervision • 16 programs for after school supervision and care, private initiative • Pregnancy courses by SEBIKI • First aid course as part of lower vocational education child care and after school care • Social mobilization: 'keep Bonaire clean" • Programs by the Sports department • Opportunities offered by private initiative • Sport activities by sports clubs • Activities of Boys' and Girls' Scouts • Workshop and courses to upgrade personnel of day care centres • Opportunity for homework and training after school hours (Rayyah Training Institute) • Courses for computer training and career training • After school programs: to learn social skills, homework guidance, leisure activities. Sport activities organized by the government. • Training the parents of a group of 'first' offenders: 'Parent/child communication' • Workshop healthy food, healthy cooking	13-20 years of age Scouting and after school care Every year some 75 leaders are trained to conduct vacation activities for young people during vacation Since 1994, 48 children of which 25 received a certificate. 91 children of kindergarten and primary education in 1998. 221 children registered in 1998 Individuals who work in this sector and sport youth leaders. Two clean up days for the whole community. Primary school students. Drop outs, adolescents and adults. Socio-economic deprived children. By SEBIKI in July 1997 By SEBII in May 1996: 22 participants
5. Recognize and affirm gender equality and respect gender differences	**SABA** • Program of Saba Social Women Foundation • Program of International Year of the Family Committee **ST. MAARTEN** • Women's Affairs in Government **CURAÇAO** • Study day "masculinity" (SEDA) • Course "Teenage mothers"	
6. Value religious and ethnic diversity	**SABA** • Living Water community, youth and teen activities • Wesleyan Holiness Church: youth program • Anglican Young People Committee Youth Program **ST. MAARTEN** • Campaigns and crusades organized by churches and other religious organizations **CURAÇAO** • Courses about family by the Caribbean Council of Churches • Courses given by Fesska • Training in skills for teachers • Train the trainers • Training for nursery school teachers	Completed twice a week for all youth on the island. Mainly focused on young people between the ages 4-18 years. Focus on youth 12 years and up. For youth groups of different schools.

7. Respect their cultural hertiage and that of others	**SABA** • Saba Foundation for Culture and Art: relates to music, drama and Old Saba • Saba Foundation for Arts: concentrates on local artists **CURAÇAO** • Investigation about lifestyles (Personal Cultural Initiative) • Workshop "Tambu" cultural dance • Workshop "Seu" cultural dance • Courses by the African Foundation **BONAIRE** • Cultural week organized by the Cultural Department of the Island (SKAL) • Celebrations of cultural, folkloric, musical, historic and sports events (e.g. carnival, regatta)	 Annually. With the participation of the whole population.
8. Lead productive lives and take advantage of economic opportunities	**SABA** • Commerce foundation: distribution of information on the island employment and needs situation Tourist Department **CURAÇAO** • Project "Stand on your own feet and save your wallet (SEDA & Steering Committee) • Budgeting course • Micro lending • Workshop "Financial management in organizations" • Courses regarding "teambuilding, budgebng family conflict resolution "(IPK. Carcae) **BONAIRE** • Continuing education for after school care and supervision. • Management support to directors of play schools. • Workshop "Working with projects"	 Employees and volunteers since 1995/96 on a regular basis By SEBIKI, participation of 6 Play schools. By SEBIKI, participation of 18 persons.
9. Use creativity and technology to sustain personal, social and economic development.	**SABA** • Library: the possibility of the youth being able to use computers, videos, website for their development. **ST. MAARTEN** • Science fairs as extra curricular activity **CURAÇAO** • Recycling course for women • Cooking and hand crafts courses **BONAIRE** • Training guidance methods • Continuing education in the financial/administrative area • Support and information of members of a district • Via classes in Arts & Creativity • Music, arts, drama, dance and sport activities	 Once a year. Staff and volunteers J.J. Bonaire. Feb. 1999 continued programs. Once only in March 1996 for coordinators (project) organizations. District organization "Rincon uni" Kindergarten, primary schools.
10. Resolve conflicts peacefully and promote a culture of peace	**SABA** Crime Task Force & Drug Task Force: information and counseling programs as means of introducing parents, leaders ways of finding peace methods. **CURAÇAO** • Project "Towards a Culture of Peace" • Conference "Education on non-violence. **BONAIRE** • Youth Council program • Lions Quest program	 Dec. 1998 For teens and adolescents 13 20 years of age

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Innovated Multigrade School Project:
an alternative school arrangement for rural areas in the Dominican Republic

Over the last decade, the Dominican Republic has been implementing a plan to reform and transform the national educational system called PLAN DECENAL. The plan was designed to promote the development of the Dominican education specifically in terms of quality, innovation, democratization and modernization. To achieve the proposed objectives, several actions and initiatives have been implemented. One of these initiatives was designed to strengthen elementary education in rural areas through the establishment of a project of innovated multigrade schools. Multigrade schools have existed in the country for many years, to offered education in zones of difficult access and with scarce population. A multigrade school is one in which the teacher instruct several grades at the same time.

The reason behind all these initiatives is to overcome the persistent inefficiency and low quality of the Dominican educational system: the repetition rate reached 17% and drop-out rate reached 27% according to 1992 data. This situation was worse in rural areas where the percentage of school failure was even higher and inequalities more evident. This area is characterized by late enrollment of children with the logical consequence of over-age. Another issue is the incomplete education offered since the higher grade available in the majority of rural schools is the fourth grade.

In addition, the characteristics of the traditional education system - with its passive methodologies based on repetition and memorization, where all students have to learn the same at the same pace, and promotion occurs at a specific time during the school year, without recognizing the student's characteristics, interest and talents - does not take into consideration the heterogenous nature of the rural student body. Furthermore, teachers in these areas have limited experience and formal knowledge about the reality of rural children of different ages sharing a multigrade classroom. All of this is exacerbated by the scarcity of resources affecting all public schools: lack of materials, inadequate infrastructure, insufficient furniture, among others.

It is in this context that the Ministry of Education and Culture and the United Nations Children Education Fund (UNICEF) embarked on a project for an Innovated Multigrade School in order to strengthen elementary education in the rural areas, thus guaranteeing the right to complete quality basic education for all children. This is a proposal of significant importance, specially since rural schools in the Dominican Republic represent 60% of the school system. Out of this, 73% or 2,982 centers have multigrade classrooms, the majority located in hard to reach areas with low population density.

The Innovated Multigrade School project (IMS) started In 1994 in 10 schools, having as reference the New School of Colombia and adapting that experience to the Dominican context. Currently the project includes 210 schools in different regions of the country.

Pedagogic Principles of the IMS Impact

The project is based on a student-centered "active pedagogy" proposal. The learning experience is viewed as a dynamic process that takes into account talents, needs, experiences and knowledge of children fostering their exploration, research and questioning abilities through which they build their knowledge. In this way, teaching responds to the evolutionary process, promoting a holistic learning experience.

Students lead their own learning processes. They learn to learn through permanent interactions among them., with the teacher and with the environment. Their experiences and actions are the basis for their learning fostering initiative, creativity and participation in the classroom.

This concept of learning purports a qualitative transformation of the teaching practices and the teacher's role. The teacher assumes the role of a facilitator, orientator and organizer of significant learning; he/she will have to permanently adjust his/

her methodology and learn from the experiences in order to promote higher learning achievements from the children.

Project's Impact

IMS is implemented through four components: curriculum, training, administrative and community participation.

A. Curricular Component: Oriented towards the development of the current curriculum with an active and participative methodology, respectful of the processes and learning pace of children. Multigrade classrooms are characterized by group work, and the promotion of autonomous/independent learning. The Curricular component includes the following elements:

1. Interactive learning guides: The self-instruction guides in Math, Spanish, Natural and Social Sciences facilitate individual and group work. These guides are structured around units that establish the learning objectives, activities to complete and open-ended activities which require applied knowledge. They foster progressive and reflexive learning and facilitate the teacher's job of handling different grades at the same time.

2. Learning resource centers: These are classroom corners organized around curricular areas to support the activities proposed in the guides. The materials

available in these learning corners either prepared by children, teacher and/or the families usually with resources available in the community.

3. Classroom library: Each participating classroom has a small library with text books, reference materials and general. literature to promote reading and research abilities in the children.

4. School Government: This is one of the most important elements of the project. The school government is a student organization that serves to promote leadership, participation, responsibility, cooperation, and democratic and civic behavior and attitudes in children. The president and vice-president of the school government are elected every 2 months from the student body by the students themselves. However, every student is part of the government organisation of committees in charge of different topics and responsibilities, including cleaning and school maintenance, library care, school discipline, etc.

B. Training Component: Basic strategies used for permanent training are: regular workshops, coaching of teachers, and microcenters.

1. Workshops generally entails four basics workshops: Initiation, that presents the objectives and the methodologies of New School, the organisation of the classroom

and the establishment of school government; Elaboration of learning resources; Use of the Interactive Learning Guides and Organisation and use of Classroom library, each one with a duration of about a week. They are carried out during the first year the school is in the project. In these workshops the methodology used is similar to the one we want the teacher to implement in the classroom.

2. Coaching of teachers. School's supervisors periodically visit the schools to observe and provide feedback to the teacher. Together they assess the teacher's performance and school progresses and establish new goals and objectives. The visit facilitates a moment of reflection and discussion in which suggestions are made.

3. Microcenters are spaces where teachers of the same school district gather in one school to exchange ideas and experiences once a month with the support of the supervisor in order to find and share solutions to common school problems and teaching issues.

C. Administrative Component: Its purpose is to ensure the correct application and observance of the laws and official regulations that have come about with the Ten Year Plan. This component seeks collaboration and accountability between teachers and administrators.

D. Community Participation Component: The goal of this component is to effectively integrate the family in the teaching/ learning process and in the search for solutions to school's problems. It also seeks to recuperate local cultural expressions and identity among the members of the community. The relation school-community is strengthened through several strategies. The teacher plans activities in which parents contribute in order to adapt the curricular content to the community's context. Parents also contribute to school maintenance.

IMS Achievements

According to a 1999 evaluation, main project achievements have been:

- It has made evident the importance of the rural specificities in relation to the educational system therefore the need for a larger project that can ensure the viability and sustainability of rural education.

- It has developed a global training strategy which has fostered a favorable attitude among teachers towards change.

- IMS are clearly recognizable by their organization, cleanliness, and welcoming atmosphere.

- Schools are open to their communities and the project has received great support from the families and the community, which has helped to bring down the traditional barriers that maintained public schools isolated.

- There is improvement in children's learning achievements and in their emotional and social dimension including their motivation, creativity, sense of security and participation.

Lessons Learned

To enhance the actions of this project has been identified the need to better articulate the project with other existing school programs. These programs include: school breakfast program, community participation initiatives like parenting school, and the program for support to the first grades in the reading and writing.

It is also of vital importance to consolidate the IMS project and to establish a more clear process of planning, coordination, follow-up, monitoring and evaluation of project's goals focusing on the accountability of all actors involved.

The project still faces the challenge of national expansion to all multigrade schools in the country.

The IMS project represents an alternative to improve the education in the rural areas. Its conception, implementation and outcomes provide an opportunity to develop new and more suitable ways to educate and enhance diversity.

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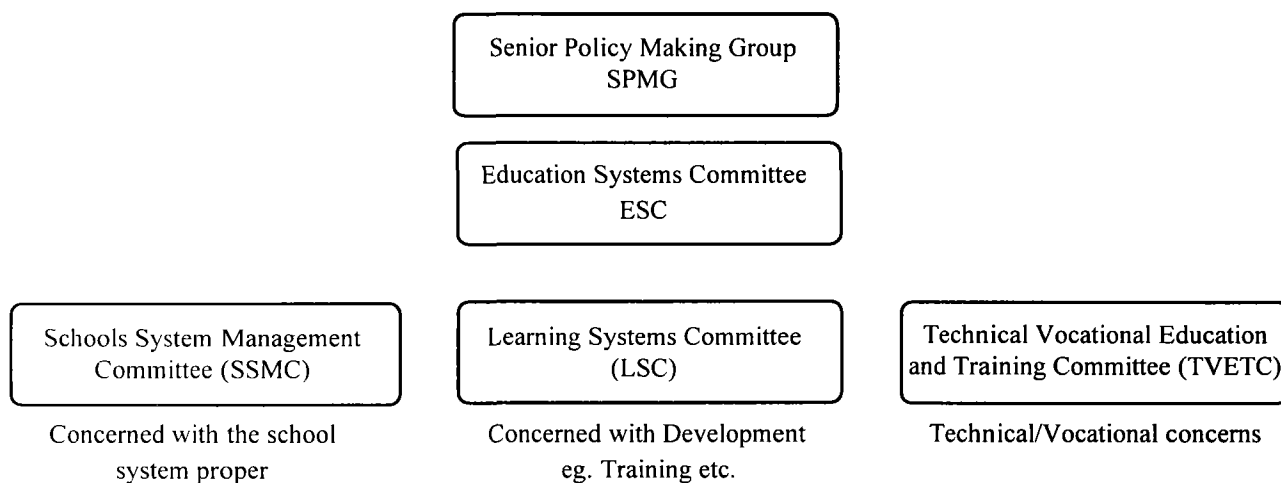
Licda. Ancell Scheker
Ministry of Education and Culture
Dominican Republic

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The Magnet Schools Project

<u>**MINISTRY OF EDUCATION (GUYANA)**</u>

The Committee System of Management

> Senior Policy Making Group
> SPMG

> Education Systems Committee
> ESC

Schools System Management Committee (SSMC)	Learning Systems Committee (LSC)	Technical Vocational Education and Training Committee (TVETC)
Concerned with the school system proper	Concerned with Development eg. Training etc.	Technical/Vocational concerns

Some Elements that can contribute to the making of Magnet Schools

- Well painted building in good condition with all the basic facilities provided

- Dynamic headteacher and staff working together as a team

- Good communication with parents/ guardians in terms of correction of children's work; addressing reports on their behaviour/performance etc

- Tone of school: noise level at a minimum, pupils always gainfully employed, teaching/learning aids evident, necessary records and learning resource materials readily available

- Adequate, qualified and professional staff members

- Time-table which reflects the importance of the total development of the child

Background

Guyana School Population
Primary Education

The minimum age at admission to a Primary School (preparatory A) is 5 years 6 months. The primary Education programme is structured to provide literacy and numeracy skills for all pupils within the system. The Curriculum is organised on a subject basis - Mathematics, English,, Social Studies, General 'Science, Health Education, Music, Art and Agricultural Science being some of the subjects.

Primary Education is a six-year programme. On completion of primary studies, pupils write the National Secondary School Entrance Examination for placement in one of the types of Secondary School programmes. Students are awarded places according to availability coupled with their Examination scores.

Digest of Educational Statistics of Guyana , 1997-1998

Table
Primary Education
Number of Schools/Classes by Education District & Grade; 1997 - 1998

Education Districts	Grades/No. of Schools						Classes	Total
	A	B	C	D	E	Total		
Region 1	1	1	6	7	23	38	1	39
Region 2	1	3	8	12	12	37	0	37
Region 3	5	12	11	10	22	60	3	63
Region 4	8	15	12	11	10	55	1	56
Georgetown	21	8	6	0	0	35	0	35
Region 5	3	7	9	7	6	32	0	32
Region 6	7	10	24	7	9	57	0	57
Region 7	0	2	4	6	12	24	0	24
Region 8	0	2	0	3	9	14	1	15
Region 9	0	1	5	15	15	36	1	37
Region 10	4	3	2	1	20	30	1	31
Total	50	64	87	78	139	418	8	426

N.B. This table does not include Private Schools.

Grade	Enrolment
A+	1000+
A	750 - 999
B	500 - 749
C	250 - 499
D	100 - 249
E	Under 100

Basic Positions

1. Every Parent wants the best for his/her child

2. Parents generally use the results of Examinations to label schools

3. There are many conceptions of good schools

- Roland S. Barth in his book *Improving schools from within* stated " a good school is one I would like my child to attend or one I would like to work in"

4. Good Schools can be called "Magnet Schools" because we are attracted to them.

Purpose of Programme

- To identify possible reasons for the deterioration in the performance of the schools identified and to implement systems which would cause general improvement.

Identification of Schools

Three schools in the Georgetown area were identified. The performance of these schools had deteriorated over the years. Parents no longer perceived them as 'good' schools

Programme Phases

Phase I   Information gathering
Phase II   Correction/Implementation

Phase 1 - From May 1997

Phase One (I). Elements

(a)   Objectives
(b)   Activities
(c)   Time Schedules
(d)   Outcomes

Some Objectives

- To Sensitise staff of project schools to the components of the programme

- To help staff members identify some of the reasons for how- enrolment and/or unsatisfactory performance at their, respective schools

- To examine physical structure, surroundings and facilities of the schools

- To inspect relevant Records

- To liaise with Ministry's Officials

- To discuss observations with Headteacher and staff

- To make public aware of activities of the schools

- To collect data to support the statements that each of the schools is underpopulated

- To observe pattern of withdrawal for a ten-year period

- To document movement of administrative staff over a ten-year period

- To determine qualifications and experience of present staff

- To analyse S.S.E.E. results over a ten-year period

- To analyse results of annual examinations during a five-year period

- To examine procedure for testing and kinds of tests administered

- To ascertain what is done with test results

- To determine Socio Economic Activity of parents of present enrolment

Some Achievements During 1999

(1) Greater Community/Parent Involvement

- Improved attendance of parents at meetings and other school activities

- Donation of a water pump to one school

- Donation of furniture and books to schools

- Several parent seminars were held under the theme "The Enhancement of parental skills"

- Donation of sports equipment

- Formation of a small group of parents from all three schools who meet alternate months to discuss school improvement, especially as it relates to parent involvement

(2) Improved systems

- Common schemes of work in use

- Teachers of all three schools meet during Easter, August and Christmas vacations to discuss and find solutions to common problems and to prepare schemes of work

- Staff development sessions were held, twice monthly at each school.

- Improved attendance

- Sharing of ideas with colleagues in other schools as a result of "Exchange teaching"

- A three-day camp for pupils of the Magnet Schools and their twins was held in July. The theme was 'I am Special'

- Counsellors continued to make home visits

- Each school has a functioning library

- Pupils have secured membership at the Georgetown Reading and Research Centre

- Several pupils of the schools have been exposed to computer technology

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