

Restricted  
UNDP/ANL/85/003  
Terminal Report

## ANGUILLA

### CURRICULUM DEVELOPMENT AND IN-SERVICE TRAINING

Project Findings  
and  
Recommendations

Serial No. FMR/KNG/92/001 (UNDP)

United Nations Educational  
Scientific and  
Cultural Organization

United Nations Development  
Programme  
December 31, 1992

# ANGUILLA

## CURRICULUM DEVELOPMENT AND IN-SERVICE TRAINING

### Project Findings and Recommendations

Report prepared for the Government of Anguilla  
by the United Nations Educational, Scientific  
and Cultural Organization (UNESCO) acting as  
Executing Agency for the United Nations  
Development Programme (UNDP)

United Nations Educational,  
Scientific and Cultural  
Organization

United Nations  
Development  
Programme

**UNDP/ANL/85/003**  
**Terminal report**  
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**December 31, 1992**

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TERMINAL REPORT

A. DEVELOPMENT PROBLEMS AND IMMEDIATE PROBLEMS ATTACKED

1. A comprehensive survey of the Education system carried out by the British Development Division (BDD) in October 1983 and a UNDP/UNESCO Country Programming mission in March 1984, revealed that the education system in Anguilla suffered from a lack of overall planning at the policy-making level. The education ~~did not offer~~ to the youth of the country the opportunity to learn practical, work-oriented skills which would equip them to become better integrated, productive members of the changing society in the island.

2. There were special weaknesses in curriculum development both at the primary and secondary levels and there was an urgent need to upgrade the quality of teachers.

3. Primary Level:

At the Primary level, there was urgent need to develop a more relevant, integrated core curriculum especially in Language Arts, Mathematics, Social Studies and Science. There was therefore the need to thoroughly revise the primary curriculum. With the abolition of the Common Entrance Examination, grade-referenced Tests of Standards were needed to assist with the 'setting' of

pupils on their entry into the Secondary school. The introduction of continuous assessment through a system of pupil profiles, was also an urgent need at this level.

4. Secondary Level:

- (i) At the Secondary level, students were prepared for the CSE and GCE external examinations. The syllabuses followed tended to be based on individual teachers' materials and were strictly examination oriented. There was need to introduce more broad-based syllabuses and the Caribbean Examination Council's offerings were seen to be more relevant to the needs of students. But to support the introduction of the new syllabuses, an extensive in-service teacher training programme ~~needed to~~ be implemented to assist teachers with the interpretation and delivery of the new curricular content and approaches.
- (ii) There was also the urgent need to introduce practical pre-vocational skills training at this level and provisions had to be made for those students who were unlikely to take external academic examinations at the Valley College. Vocational training was also needed to provide the skilled workforce which was being demanded by the rapidly expanding tourism sector.
- (iii) There was no established training or resources centre for educational personnel in the production of teaching aids and materials. The establishment of such a unit, outfitted with basic reprographic equipment and supplies was regarded as a priority to support the new curriculum development efforts.

(iv) The 1983 Review recommended the introduction of a comprehensive education system. This new system of education necessitated the development of curricula to meet the needs of the wide ability range at the Secondary level. The development of curricula in pre-vocational education was one of the most urgent needs at this level. Providing teachers with the skills necessary to meet the needs of slow learners and those requiring remediation was the other priority at this level.

5. As a result of discussions held between the UNDP/UNESCO mission and the Government of Anguilla, the project "Curriculum Development and In-service Training" was initiated.

6. The following were the immediate objectives of the project:

- (i) To set up a curriculum development and resources centre to guide, co-ordinate, assess and evaluate the revision of Primary and Secondary curricula and to provide a centre for the training of teachers and the production of teaching materials.
- (ii) The revision of the Primary curriculum in Mathematics, Science, Language Arts, and Social Studies, leading to a child-oriented, inter-disciplinary core curriculum at the Primary level.
- (iii) The replacement of the Common Entrance Examination with new methods of measuring and registering student achievement (Primary level).

- (iv) The introduction of CXC syllabuses, including the re-orientation of Secondary level teaching content and techniques in the subject areas of French, Spanish and Business Education.
- (v) The development of teaching and learning materials at all levels for pre-service and in-service teacher education.
- (vi) The introduction of new pre-vocational curriculum materials and techniques designed to provide Secondary level students with basic, pre-vocational skills.

## **B. OUTPUTS PRODUCED AND PROBLEMS ENCOUNTERED**

7. At the Primary level, curricula in Language Arts, Mathematics and Social Studies were developed and are being implemented in schools. All teachers who were involved in the development of these curricula have gained valuable experience in curriculum development. The most significant outcome of this exercise was the production and publication of a Social Studies text "Anguilla, Our Island." The manuscript of this textbook, which was published by McMillan publishers of the U.K., was a product of the teachers' workshops in Social studies and was reviewed by teachers, community representatives and personnel from the Department of Education. Fifty-six primary school teachers were upgraded in the development and application of the new core curricula.

8. Tests of Standards in Mathematics, Language Arts and Social Studies were completed and are now being administered. Pupil profiles were also developed and introduced. Teachers were trained in the application of these instruments.

9. At the Secondary level, curricula for the first three years in Language Arts, Mathematics and Social Studies were developed. Pre-vocational programmes in the hotel, building and automechanics trades and Art and Craft were partially implemented.

10. The Curriculum Development and Resource Centre, equipped with reprographic equipment, was established at the Alben Lake-Hodge Comprehensive School. The centre is used by primary as well as secondary teachers.

11. The problems encountered were related essentially to time. The time allotted to the development of Test of Standards and to Pupil Profiles was far from adequate. This was due in part to the need to ~~upgrade~~ the teachers' skills in testing and measurement, as well as to the time-consuming exercise of writing test items. There is need for further training in testing and measurement. Due to the lack of sufficient time, very little work was done on the Primary Science curriculum.

### C. OBJECTIVES ACHIEVED OR LIKELY TO BE ACHIEVED IN THE NEAR FUTURE

12. The project achieved the following immediate objectives:

(i) A fully operational Resources Centre was established at the Alben Lake-Hodge Comprehensive school.



- (ii) The Primary curricula for Language Arts, Mathematics and Social Studies were revised.
- (iii) Tests of Standards and Pupil profiles were developed and introduced to replace the Common Entrance Examination which was abolished.
- (iv) CXC syllabuses were introduced and student performance at this level showed improvement.
- (v) A variety of teaching/learning curriculum materials were developed by teachers. The most significant was the development and publication of the Social Studies textbook: "Anguilla, Our Island".
- (vi) Pre-vocational workshops were held and new curriculum materials and techniques were introduced to teachers.

#### D. FINDINGS AND LESSONS LEARNT

13. Apart from the workshops conducted for the development of curricula in Language Arts, Mathematics, Social Studies and Pre-Vocational Education, workshops were conducted on Tests of Standards and Profiling. As a result of this series of workshops, there is a cadre of teachers with vastly improved skills in the area of curriculum development, testing and profiling.

14. The idea of exposing a small number of teachers to the new skills, in the hope that they will pass these skills on to the whole teaching population has its difficulties. One problem with this approach is the fact that it takes a longer time to transfer these skills which tend to become diluted in the process.

15. The approach used in the workshops where the resource person took on the role of facilitator was very effective. The teachers felt that they were really involved and that their knowledge of the local situation was taken into consideration rather than having outside ideas imposed upon them.

16. On the whole, the Education system has benefitted significantly from the project. The Primary curricula are now in use and Tests of Standards based on these curricula, ~~are~~ being administered.

17. It should be pointed out, however, that the period allocated to some of the workshop sessions was too short to allow for the achievement of all the objectives of the workshops. The development of the Tests of Standards and Pupil profiles required that the resource person should have spent longer periods of time with the teachers.

## E. RECOMMENDATIONS

- (i) The new Primary and Secondary curricula should be evaluated and refined.
- (ii) Teachers should be exposed to further training in Testing and Measurement.
- (iii) The development of the Pre-vocational curriculum should be continued.

- (iv) Further development of curricula for special needs pupils should be initiated.
- (v) The teachers' Resource Centre should be further developed as a curriculum development reference facility and as a centre for the training of all levels of teachers.
- (vi) Special attention should now be paid to the Revision off the Primary Science.
- (vii) Urgent attention should be given to the growing problem of illiteracy both in and out-of-school. A literacy survey should be conducted without delay to determine the size of the problem. This should be followed by the development of a comprehensive national programme to eradicate it in the shortest possible time.

APPENDIX A

Equipment List  
(For Teachers' Resources Centre)

ITEM	ORIGINAL COST	PRESENT VALUE	WORKING CONDITION
Cassette recorders	264.00	200.00	fair
Duplicator	1,455.00	500.00	poor
Scanner	2,177.00	1,590.00	good
Xerox Photocopier	5,720.00	4,170.00	good
Xerox Sorter	1,067.00	780.00	good
2 Electric Typewriters	2,485.00	1,810.00	good

APPENDIX B

Resource Persons (Consultants)

Post No.	Post Title	Name, gender and nationality of incumbent	Entry on duty (date)		Departure (date)	
IPPP	Resource Persons (Consultants)	Janice Augustine (Female) (Language Arts)	Scheduled	Actual (Est.)	Scheduled	Actual (Est.)
		Osmond Petty (Male) (Mathematics)				
		Mike Morrissey (Male) (Social Studies)				
		Pansy Robinson (Female) (Social Studies)				
		Gerald Rose (Male) (Tests of Standards)				

Remarks:

The above named persons were resource persons for the secondary curriculum development workshops and Pupil Profiles and Tests of Standards workshops held in 1988.

## APPENDIX B

## National Professionals

GOVERNMENT PROJECT PERSONNEL					
Post No.	Post Title	Name and gender of incumbent	Full/part time	Assumed duty (date)	
1.	Chief Education Officer	Elvet Hughes (Male)	Part-time	Scheduled	Actual (Est.)
2.	Education Officer Primary		Part-time		

## Remarks:

Organized workshops.

PROJECT BUDGET COVERING UNDP CONTRIBUTION

(IN US DOLLARS)

COUNTRY : ANGUILLA  
 PROJECT No. : ANL/85/003/J/01/13  
 PROJECT TITLE : Curriculum Development and In-Service Training

	<u>TOTAL</u>		<u>1985/1986</u>		<u>1987/1990</u>	
	m/m	\$	m/m	\$	m/m	\$
10. <u>PROJECT PERSONNEL</u>						
<u>Consultants:</u>						
11.41 Consultant MORRISSEY	0.1	1,400	0.1	1,400	-	-
11.42 Consultant PETTY	0.1	1,400	0.1	1,400	-	-
11.43 Consultant THOMPSON	0.1	1,400	0.1	1,400	-	-
11.44 Consult. KIRKPATRICK	0.1	1,400	0.1	1,400	-	-
11.45 Consult. KING	0.1	1,400	0.1	1,400	-	-
11.46 Consult. WEBBER	0.1	1,400	0.1	1,400	-	-
11.47 Consult. PETTY	0.7*	-	0.7*	1,400	-	(1,400)
11.48 Consult. AUGUSTIN	3.3	8,800	0.6	1,400	2.7	7,400
11.49 Consult. MORRISSEY	1.5	1,400	1.5	1,400	-	-
11.50 Consult. THOMPSON	0.6	1,400	0.6	1,400	-	-
11.51 Consult. PETTY	0.2	1,400	0.2	1,400	-	-
11.52 Consult. THOMPSON	0.4	2,100	0.4	2,100	-	-
11.53 Consult. MORRISSEY	0.6	1,800	0.6	1,400	-	400
11.54 Consult. PETTY	2.3	7,000	0.2	1,400	2.1	5,600
11.55 Consult. THOMPSON	0.2	1,400	0.2	1,400	-	-
11.56 Consult. MORRISSEY	0.5	4,300	0.2	1,400	0.3	2,900
11.57 Other Consultants	2.2	8,100	-	-	2.2	8,100
11.99 SUB-TOTAL	13.1*	46,100	5.8	23,100	7.3	23,000
13. Adm. Support Personnel		750		2,050		(1,300)
16. Other Costs (Missions)		-		-		-
19. Component Total		46,850		25,150		21,700
21. <u>SUB-CONTRACT</u>		-		-		-
29. Component Total		-		-		-

\*Number of m/m in conformity with UNESCO Accounts.

PROJECT BUDGET COVERING UNDP CONTRIBUTION

(IN US DOLLARS)

COUNTRY : ANGUILLA  
 PROJECT No. : ANL/85/003/J/01/13  
 PROJECT TITLE : Curriculum Development and In-Service Training

	TOTAL		1985/1986		1987/1990	
	m/m	\$	m/m	\$	m/m	\$
30. <u>TRAINING</u>						
33. <u>In-Service Training</u>						
33.01 Workshop December 85	-	1,400	-	1,400	-	-
33.02 Maths. Workshop 1986	-	700	-	700	-	-
33.03 Lang. Arts Workshop 86	-	400	-	400	-	-
33.04 Social Sc. Works April 86	-	950	-	950	-	-
33.06 Lang. Arts Curric. April 86	-	150	-	150	-	(150)
33.07 Maths. Workshop June 1986	-	150	-	150	-	(150)
33.08 Prim. Lang. Arts Works. July 86	-	100	-	200	-	(100)
33.09 Prim. Lang. Arts Works. July 86	-	300	-	300	-	-
33.10 Textbook/workshop Anguilla July 86	-	(150)	-	150	-	(300)
33.11 Nat. Primary Curric. Implementation Introductory Workshop Sept. 86	-	400	-	400	-	-
33.12 Other Workshops	-	3,900	-	-	-	3,900
39. Components Total	-	8,000	-	4,800	-	3,200
40. <u>EQUIPMENT</u>						
41. Expendable Equipment	-	4,576	-	4,576	-	-
42. Non-Expendable Equipment	-	17,140	-	17,140	-	-
49. Component Total	-	21,716	-	21,716	-	-



PROJECT BUDGET COVERING UNDP CONTRIBUTION

(IN US DOLLARS)

COUNTRY : ANGUILLA  
 PROJECT No. : ANL/85/003/J/01/13  
 PROJECT TITLE : Curriculum Development and In-Service Training

	TOTAL		1985/1986		1987/1990	
	m/m	\$	m/m	\$	m/m	\$
50. MISCELLANEOUS						
52. Reporting Costs	-	1,500	-	-	-	1,500
53. Sundry	-	-	-	-	-	-
59. Component Total		1,500	-	-	-	1,500
99. GRAND TOTAL	-	78,066	-	51,666	-	26,400