

THE DEVELOPMENT OF EDUCATION

National Report of Barbados

**Ministry of Education,
Human Resource and Development
2008**

AN OVERVIEW AND ASSESSMENT OF THE DEVELOPMENT OF EDUCATION IN BARBADOS

Barbados

Barbados is a sub-tropical island in the Caribbean; quite densely populated, with 280,000 people of mostly African descent on 430 sq km, Barbados is an independent Commonwealth member. English is the official language.

THE EDUCATION SYSTEM

The education system caters to approximately 28,000 students at the primary level, 22,000 students at the secondary level and 14,000 at tertiary level including those enrolled at the University of the West Indies, Cave Hill Campus.

Mission

The mission of the Ministry of Education is:

- To ensure equitable access to quality education programmes for all our citizens so that their potential is fully realized;
- To assist in the development of responsible citizens who are disciplined, industrious, creative and confident and who can function effectively in a modern society.

The education system in Barbados provides a wide and varied range of educational opportunities from the pre-primary to the university level. Public education is free at the point of delivery and compulsory for children, thus providing for nearly 100% participation at the primary and secondary levels. In addition, it provides a number of programmes to ensure active participation by all students. The system is also supported by the provision of school meals at the primary level, a text book loan scheme, free bus transportation for all school children, a uniform grant and bursaries at the secondary level: and a wide range of awards, grants, exhibitions and scholarships at the tertiary level. Under-pinning these support systems is the premise that every person has the right to educational opportunities to allow him/her to develop his/her abilities to the fullest and to contribute to the social and economic development of the country.

The education system is structured into tiers with each level catering to a particular age group but not restricted to that age group, there is some overlapping at each stage:

These levels are Pre-primary/Nursery , Primary, Secondary and Tertiary.

Pre-primary

Nursery

at this level children between the ages of 3-5 are taught in nursery schools and /or in nursery classes in some primary schools; they pursue an Early Childhood Education programme (ECE)

Primary

at this level children between the ages of 5-11 are taught in primary schools. Pupils between ages 5-7 pursue an ECE programme, those between ages 8-11 follow the National Curriculum.

Secondary

at this level children between the ages of 11-16 are taught in secondary schools, they pursue a wide and varied programme culminating with the Caribbean Examination Council (CXC) programme. Some students pursue further training at four (4) schools, which offer Advanced Level programmes, or at the Barbados Community College.

Tertiary

at this level adults pursue post-secondary programmes in a wide variety of areas ranging from vocational to academic subjects.

As a result of the policy on compulsory education at both the primary and secondary levels the enrolment ratios were high at the primary level with an average of 98%

Management and Structure of the Education System

The Ministry of Education Human Resource and Development

Education in Barbados is administered and delivered by the Ministry of Education, Human Resource and Development through its administrative head office. The function of the Ministry is to ensure the creation of public value, through the formulation, administration and regulation of educational programmes.

The Objectives Of The Division Of Education Are:

- to continue to provide a sound education at the pre-primary, primary and secondary levels which would equip students with the ability to recognize and realize their potential for development
- To increase access to tertiary level education
- To ensure equity in the delivery of education, taking the special needs of each student into account
- To continue the enhancement of the teaching and learning process, through the integration of information and communication technologies under the Education Sector Enhancement Programme
- To provide intensive HIV/AIDS education in schools and training institutions to sensitise youth and communities to HIV/AIDS and to foster preventative measures;
- To ensure quality in the programmes delivered at the tertiary level through the Barbados Accreditation Council
- To continue to forge relationships with international organizations as they relate to educational projects and bi-lateral agreement.
- To continue to provide, through the Student Revolving Loan Fund, expanded access to funding for young persons who cannot otherwise afford a tertiary education
- To develop a workforce that is equipped to adapt to a rapidly-changing environment and that is readily re-trainable:
- To foster a greater partnership between the school, the home and the community;
- To strengthen the capacity of the Ministry to plan, manage and evaluate the education system more effectively: and
- To make the Ministry more responsive to the needs of its various publics.

Reform of the Educational System

The Government of Barbados, cognizant of that fact that in order to provide a better life for all citizens within the emerging international economic environment, the Ministry has articulated a national development policy to reform the educational system thus making it more responsive to national development.

The major objectives of Government's reform policy are to:

- (1) prepare students who are creative, numerate, literate, well trained and readily retainable at any point in their development;
- (2) ensure that all students understand the necessity of being able to live and work harmoniously with other persons in their environment

- (3) increase the efficacy of the teaching/learning process by encouraging teachers to shift to child-centered and more collaborative forms of learning in their classrooms
- (4) prepare students for life in a technologically-advanced society by ensuring that all students who leave school in the twenty-first century have a good knowledge of, adequate skill in, and favorable attitudes towards the use of information technology

EDUCATION SECTOR ENHANCEMENT PROGRAMME

The Education Sector Enhancement Programme (ESEP), is a comprehensive education reform programme for the primary and secondary school system in Barbados. The programme comprised of four inter-related components:

- (1) Curriculum Reform – National curricula at the primary and Secondary levels
- (2) Civil Works
- (3) Human Resource Development
 - Training
 - Institutional Strengthening
- (4) Infusion of Technology into the curriculum

Curriculum Reform – to Facilitate all Learners

Prior to 2000, the curriculum in Barbados had not been revisited for several years.

To affect the social, economic and political changes necessary for the development of the nation's human resource - its people, it was seen that the curriculum needed to go through a process of reform. Our research reveals that students:

- Learn at different rates
- Have different learning styles:
- Respond to a variety of stimuli: and
- Learn best what interest them and what is meaningful.

They must therefore be given the opportunities to:

- (1) Operate at different levels within the classroom
- (2) Experience multiple methods of learning and assessment
- (3) Think divergently: and
- (4) Apply the knowledge gained to real-life situations

It is our determination that a constructivist philosophy be infused into our curriculum reform process. This philosophy proposes that learners use existing knowledge as a building block to evaluate and understand further knowledge.

Embedded within this reform process is the introduction of an Outcomes-Based Education approach that seeks to link teaching and learning strategies more directly to student performance. Parents are also able to monitor their children's progress more closely by providing them with access to Attainment Targets that outline specific student outcomes for each module covered in the various subject disciplines.

The implementation of the National Curriculum is now in its eight year. This process was done on an phased basis starting with field-testing at the nursery level and Class One levels in primary schools, as well as levels One and Two at secondary schools. The next level was introduced into schools until all levels were completed.

Integration Across the Curriculum

There is integration across subject areas in order to reinforce learning and allow students to see from their earliest experiences the overlap and interrelatedness of all knowledge. Social and Emotional Learning, Information and Communications Technologies and Cultural Arts are embedded in all seven learning areas, as well as in any enrichment programmes as far as possible. The skills related to these will also be assessed within the discrete subject disciplines. Although we recognize the value of teaching our children about the rest of the world, our curricula will also focus on the indigenous aspects of our culture.

Civil Works

Many of our school plants had been neglected for several years and the average classroom had deteriorated significantly to the point where many school plants required urgent attention. When coupled with the need to adequately secure the teachers, students and newly acquired technology, school plants across the island were significantly refurbished.

Human Resource Development

Effective teacher training is the key to the successful implementation of the programme in the school system thus making this component by far the most important of all of the components in the programme. Training was offered in wide range of areas, child centered learning, special need education and inclusive

education and the integration of information technology into the teaching/learning process. This took the form of in-service and site-based training.

Installation of Hardware and Software

Schools are being equipped with computers, associated peripherals and other multimedia equipment. The use of alternative teaching approaches and the integration of available technologies into the curriculum is seen as critical to moving students onto achieving goals commensurate to the national development goals of the country. The role that computer technology can play in promoting the education of children with special needs within the classroom use of technology is viewed as important, not only in teaching new skills but in providing access to the curriculum through assistive devices. Particular computer applications and devices make it possible for students with disabilities to be educated in a regular classroom alongside their non-disabled peers.

EARLY CHILDHOOD EDUCATION

Barbados launched its Early Childhood Education Expansion Programme in 2005. This launch represented the third phase of the Ministry's early childhood enhancement programme. The second phase occurred after 1984 when Government sought to encourage schools with space and facilities to admit pupils between the ages of 3 and 5. This saw an increase in the number of students in this age group entering primary schools.

The Ministry of Education is actively pursuing their Early Education Expansion Programme to include all nursery age students in schools.

TEACHER TRAINING

The Erdiston Teachers' Training College delivers, in-service and continuing education programmes for the development of teachers and persons interested in education and training. In view of the current reform thrust of the Ministry of Education, Human Resource and Development, the College has been given the mandate to train/retrain all school personnel.

Teachers are provided opportunities to engage in-service professional development courses at the teachers' college.

INCLUSIVE EDUCATION: *The Way of the Future*

APPROACHES, SCOPE AND CONTENT

International advocacy for inclusion has had a direct influence on the conceptualization of including students with special needs in education in Barbados. One such example is The World Conference on Education for All (EFA) held in Thailand in 1990, which placed emphasis on inclusive education and sought to ensure that steps were taken to provide equal access to education to every category of disabled persons as an integrated part of the education system. Decades earlier, The Universal Declaration of Human Rights asserted that education was a basic human right. In Barbados, The White Paper on Education Reform (1995), has as its motto “ Each One Matters” - firmly stating Government’s commitment to pursuing the concept of “least restrictive educational environment” and of “integrating the mentally and physically challenged into the mainstream of the school system....”.

The selection of this theme was based on the focus of attention to diversity and respect of individual differences and the philosophical vision that all children have an equal right to receive education that is appropriate to their individual developmental needs. This fits in with the fundamental underlying thinking of education, which is, to advance the view that quality education must do more than equip persons to secure and maintain gainful employment, but must prepare them to be critical thinkers, innovators and problem-solvers. It should also inculcate the best social values and promote tolerance. The overarching vision for the nation of Barbados also includes the view that every child should be given the opportunity to acquire skills that will facilitate gaining maximum benefit from learning and this should form the foundation for further training.

Every child has the right to be part of general education to the extent beneficial to the individual child and the school: however where it is clear that inclusion is not appropriate, alternate placements and programmes are to be considered. The concept of inclusion dictates that the programmes and the environment of the school should reflect respect for the worth of the individual and respect for the differences of ability, physical appearance and personality.

This philosophy translates into school programmes that ensures students with varied abilities are supported in chronologically age-appropriate general education classes in their home schools and receive specialised instruction delineated by their individualized education programmes (IEPs) within the context of the national curriculum and general class activities.

- It ensures that all students of the school are fully included and have a voice in the school affairs
- It promotes an environment that ensures access, acceptance, belonging and a sense of community.

At present in Barbados a new special needs policy is being designed which fully encompasses inclusion. Within the past ten years the Ministry of Education has sought to focus its attention on inclusive education, special education is conceived as a technical tool for the service of the regular education stem and it is offered in specialised institutions and regular educational facilities, in accordance to the necessities of the pupil. These necessities can be common, individual or special.

The focus of these programmes are based in:

- Inclusive Education
- Education for All
- Respect for Individual Differences

PUBLIC POLICIES

The need for inclusive education arises precisely because it is now well understood that most children with disabilities can become an integral part of general education. The government is committed to providing quality education and education for all. Over the years, there has been a change in the manner in which the right to education has been perceived for children with multiple and complex disabilities. Earlier it was thought that these students might not have the capacity to receive education. Today we believe every child has the right to receive education.

Common classroom conditions can and do affect some students adversely. However, students with learning disabilities are among the most vulnerable at chronic risk for not learning. The Barbadian concept of inclusive education is therefore targeted mainly at students who were not benefiting from the delivery of their education in general education settings. These are students who were failing through inadequate provisions of resources. Special attention had to be paid to students who are at risk of repetition and drop out. It was also targeted at mild to moderately mentally challenged students who would have previously been removed from the general education classes and assigned to a special education unit at select primary schools across the island. It also focused on students with physical and mobility challenges.

One of the major sources of exclusion is a small group of children with severe to profound mental and physical disabilities and children experiencing emotional and behavioural difficulties which are considered permanent in nature. Although we recognize their right to education policy dictates that funding is provided to private special school to facilitate these students. Government recognizes that we cannot provide for students with special needs and thus works collaboratively with other entities. These children have disorders relating to the nervous system and locomotor systems

Barbados has a traditionally sound academic educational system facilitating social mobility for the population. Given that economic and technological change is continually presenting new challenges, education and training need to respond in ways that promote personal and national development. To do this, it was therefore necessary for a national curriculum at the primary and secondary levels to be designed. The new curricula were implemented through a phased process since 2000.

The objectives of Curriculum Reform are to:

1. prepare students who are creative, numerate, literate, well trained and readily retainable at any point on their development,
2. ensure that all students understand the necessity of being able to live and work harmoniously with other persons in their environment
3. increase the efficacy of the teaching/learning process by encouraging teachers to shift to the child-centred and more collaborative forms of learning in their classrooms
4. prepare students for life in a technologically-advanced society by ensuring that all students who leave school in the twenty-first century have a good knowledge of, adequate skill in, and favourable attitudes towards the use of information technology.

Under curricular reform the Ministry's policy of inclusion aims to ensure that there is equality in educational opportunity and that all students benefit from the same quality of education being offered.

The Barbados Ministry of Education recognised the role of teachers is critical to the success of inclusion. Thus, The Ministry has demonstrated its commitment by providing over BDS 2 million dollars in special needs education training in collaboration with the Mount St. Vincent University in Halifax Canada. Erdiston Teachers Training College facilitated training for teachers with teaching practices that promote equity, equality and equal opportunity. To date eighty-three teachers have gained degrees at the Masters levels in Inclusionary Practices and Curriculum Development, nine teachers at the Bachelors level in Special Education and fourteen teachers read for the Masters in Educational Psychology in deaf or hard of hearing/blind or visually impaired education.

Priority was also given to the refurbishment of schools to include ramps and in the one case of the school catering to students who are deaf and blind, an elevator was installed to give physical access. Bathrooms for this particular group of students are currently being refurbished to facilitate students with physical disabilities. Where students are registered in schools where these facilities are not readily available, every effort is made to provide adequate accommodation to ensure accessibility for students.

In Barbados we are guilty of not using enough systematic inquiry or investigation into the subject of inclusive education. Qualitative research is regularly undertaken on a regular basis and information gathered from this is

SYSTEMS, LINKS AND TRANSITIONS

While we have been able to achieve some measure of success in inclusive education there are several barriers currently prohibiting the further development of our programme. Inclusive education has been shown to benefit all students and as well as the total school environment, the question must therefore be asked, why have best practices still not been generalized across the school system? The inconsistency in the implementation of inclusive education points clearly to the need to identify and address issues at a systems level. Change on a countrywide level will take time, commitment and the investment of resources.

The main *barriers against inclusive education* are:

- (1) Attitudes – stakeholders difficulties in accepting individual differences and not embracing the inclusive philosophy
- (2) Lack of sufficient support personnel – the lack of the system to have in place professional services required, often as is the case in Barbados, lack of sufficient available trained professionals
- (3) Lack of proper support resources
- (4) Lacklustre will of teachers to participate in the paradigm shift towards inclusive education
- (5) Lack of social will to acknowledge individual differences
- (6) Lack of a legal framework to support inclusive education

It must be noted that while the above six factors are indeed barriers, when turned around they are also important facilitators of inclusive education, a paradoxical situation. Some of the more important facilitators of inclusive education are:

- (a) Attitudes – stakeholders accepting individual differences and embracing the inclusive philosophy
- (b) Support personnel – the existence of trained personnel to support students within the system where they did not exist before
- (c) The eagerness of some teachers to participate in the paradigm shift towards inclusive education
- (d) The social and political will to acknowledge individual differences and promote inclusive education

Making The System More Flexible

The Ministry of Education has also undertaken a number of initiatives to attempt to meet the varying needs of individual students. It should be noted here that UNESCO has stated in the EFA – Global Monitoring Report (2003), Regional Overview, Latin America and the Caribbean, that Barbados along with two other countries have had almost all of their students reach the last grade in secondary school.

- *Curriculum Reform*

The curriculum was restructured to accommodate individual students to proceed at a rate commensurate with their aptitudes and abilities and to promote education for all.

- *Differing Modes of Assessment*

The general education structure also includes different modes of assessment with teachers engaging in more authentic assessments, e.g. orals, interviews, exhibitions, portfolios, project-based work and norm-referenced tests, beneficial to classrooms of diverse learners.

- *Teacher Training in Inclusive Education*

Teacher education is an important part of Barbados's education system and this government has given priority and great care to teacher education. Barbados has established on the whole a teacher education system that meets the needs of basic education of different types and at different levels. To enhance this already established programme the Ministry of Education in collaboration with Erdiston Teacher's College and Mount St. Vincent University (Nova Scotia - Canada) began in 2003 to provide teacher training at different levels, i.e. Bachelors and Masters programmes, for teachers in special education. Teachers have graduated with a Masters in Curriculum Development and Inclusionary Practices, Masters in Educational Psychology and Bachelors in Special Needs Education.

- *Flexible Transfer Policy*

Each child develops at his or her own rate. Some children are able before the age of 11 years to benefit from secondary education while others have not yet acquired mastery of the foundation skills offered at the primary level. It is this disparity that Government has instituted a policy of flexible transfer, which allows students of varying ability to transition onto secondary education at a time appropriate and commensurate with their specific learning, needs.

- *Collaboration with Non-governmental organizations*

Among the most important influences affecting changes in provision made for children with special education needs have been the impact of non-governmental organizations, interested individuals and parent pressure groups working on behalf of children with special needs/disabilities. The Government has made a commitment to ensuring that disadvantaged groups and persons with disabilities always engage in collaborative efforts.

- *Collaboration with other governmental agencies*

There is some measure of interagency collaboration from other intervention type service providers together with the Ministry of Education; these include mental health services and the juvenile justice system.

- *Adaptation of the National Curriculum*

Teachers have been given the flexibility to adapt the National Curriculum and this may take several alternative formats, for example Braille readers for blind/visually impaired students and the use of assistive devices, specifically for hearing impaired students in general education.

- *The Introduction Of An Alternative Education System To Support The 'At Risk' Student.*

There is however a great concern among educators, policy makers and the public in general about the inappropriate behaviours becoming much of the island's schools landscape, for example, violence, weapons, the effects of drug use and inappropriate sexual behaviours. The introductions of this alternative educational system will focus on offering education to those who would otherwise be unable to access it or in the majority of the cases may otherwise be alienated from schooling. In fact several of the youngsters displaying inappropriate behaviours are out of school. The following are the proposed recommendations for the education system to better cater to the needs of the 'at risk' student and which should be implemented in early 2009.

- (a) Alternative Day School
- (b) Alternative Classroom Programme/Behaviour Improvement Classroom

- *National Vocational Qualification Programme (NVQ)*

The Ministry is developing a competence-based qualification developed from industry-set, regionally approved occupational standards. The NVQs are qualifications that reflect the skills, knowledge and understanding an individual possesses in relation to a specific area of work. The NVQ will signify that the person to whom it is awarded has met the established national standards for an occupational or work role. The award is granted to persons who demonstrate the competences embodied in the standards for an occupational area. The NVQ allows for flexible articulation within the general education system.

LEARNERS AND TEACHERS

As mentioned above, the embracing of constructivist theory, lead to a paradigm shift in classrooms across the island. The accent is on the learner rather than the teacher. It is the learner who interacts with his or her environment and thus gains an understanding of its features and characteristics. The learner constructs his own conceptualisations and finds his own solutions to problems. In constructivist thinking, learning is inescapably affected by the context and the beliefs and attitudes of the learner. Here, learners are given more latitude in becoming effective problem solvers, identifying and evaluating problems. Training occurred for teachers and educational officials across the system in a phased system, in order to facilitate this shift. The Ministry of Education promoted the philosophy of the teacher being ‘the guide on the side rather than the sage on the stage’. With any paradigm shift there are those who are unwilling to make the necessary changes who continue to practice in their ‘comfort zones’ thus creating a system in which some schools are more inclusive than others.

Assessments

As a means of ensuring that pupils reap optimum benefit from their primary programme the Ministry has introduced a number of innovations in the areas of testing and measurement. These have included the Criterion-Referenced Tests which are administered at the end of the school year for the 6-7 and 8-9 age groups. These provide teachers with information on the strengths and weaknesses of students. These tests, provide teachers with profiles of student skills, allowing them to target the student’s deficiencies and work on an individual basis with the student.

Continuous assessment is also used to assess pupils’ performance at the primary level.

Physical And Sensory Assessments

In addition, children are screened regularly for physically examined for sight, hearing and speech defects. Theses physical examinations will either eliminate these areas as the source of problems, or pinpoint where a physical problem exists so that it may be addressed.

Organisation Of The National Curriculum To Assist With Diverse Learners

To ensure that our secondary school graduates receive an education commensurate with their skills and abilities, the secondary school is so structured that students will be allowed to progress based on their performance. Primary pupils and their parents will be advised to choose secondary school that best meet their learning needs and schools that are near their home in order to save travelling time, and to allow greater parent-school interaction.

Secondary school students who, because of their differing needs, be it because of physical, social or cognitive reasons, have not been able to complete the requirements for the Caribbean Examination certification will be given a certificate of Completion with profiles of skills and competencies reached in the various skill areas at the last completed level.

National Policy on Reading

In 2007 the Ministry implemented a National Policy on Reading. The policy provides a framework for the implementation of curriculum initiatives in a way that extends literacy opportunities for all students and contributes to national development.

This policy aims to among other goals:

- increase the consistency with which high quality reading instruction is delivered across the school system,
- provide supplemental, individualized interventions for students who have reading challenges
- emphasize the role of language variation and culture in the acquisition of literacy

The teachers' training college provides the initial and follow-up training in the teaching of reading. They also were provided with the mandate of keeping teachers up-to-date on research and best practices in the teaching of reading.

The Ministry recognises the unfortunate circumstances where untrained temporary teachers are assigned to teach classes of primary school children. There is indeed a shortage of trained teachers but restraints within the system prohibit the training of persons assigned before they are brought before a class to teach. It is clear that all persons involved in the teaching of children particularly with diverse needs should access teaching training before being admitted to the classroom and all teachers should be involved in best practices in professional development and in in-service training.

Teachers participating in Special Needs training programme were given the opportunities to develop the skills and competencies to attend to their classrooms of diverse learners. They developed skills in:

- strategies and practice learner-centred, teacher facilitator modes to support the teaching/learning process,
- in learner assessment strategies,
- strategies that support and enhance programme planning and the delivery of alternative modes of instruction to meet the needs of learners with exceptionalities in the regular classroom and school through the use of individualized learning plans and assessment,
- strategies and practices that support and enable meaningful inclusion of a range of learning styles, a
- varying leadership models in school curriculum and school leadership along with implications for collaborative practice
- strategies to address at risk learners in literacy and numeracy at the elementary and secondary levels,
- strategies to support a variety of classroom management practices.

The teachers who participated in the training were only recently assigned as Learning Support Coordinators and classroom teachers. It is therefore difficult to produce quantitative data and their impact on schools. Qualitative reports indicate the following:

- Increased awareness in special needs education and in society at large
- Increased expertise in teacher skills in facilitating students with diverse needs in the classrooms
- Increased expertise in special needs education
- More students are being provided with adaptive curriculum programmes indicated by their Individual Educational Plans in chronologically age-appropriate general education classrooms
- Enhanced student academic performance for a small number of students who have been able to improve to a point where they no longer require any adaptations but are monitored on a regular basis.
- Noted improvements in student's self esteem, self-confidence and in some cases improvements in behaviour.

One Graduate from the Inclusionary Masters programme is quoted as saying....."*People involved in the inclusion process need to be committed to making it work. Inclusion needs to be seen as the responsibility for all, not just the special education teacher. Teachers should feel supported by their Heads; they need to have a sense of ownership of inclusion. This will only*

happen when they are given appropriate and sufficient training about inclusion. When teachers are actively involved in the day to day decision making process, the environment will change to one that fosters collaborative, cooperative working practices.”

A Way Forward for Teachers

- In order to better equip teachers to meet the diverse expectations and needs of students we must examine what the institutions responsible for teaching training are doing. Values and attitudes underlying teaching objectives and practices should be revised in light of inclusive education. Common standards in teacher programmes regarding inclusive education should be considered. We also must also
- Teachers should be trained in skills for individual learning styles, using positive approaches and behavioral management techniques.
- The authentic methods of assessment as well as other formal techniques should be further encouraged by the Ministry of Education to be used by teachers. Although the use of these various and diverse forms of assessment is the policy of the Ministry many teachers do not engage in these techniques. More reinforcement is therefore necessary by the officials. Teachers must be encouraged to be more flexible in the delivery of the curriculum and put the necessary systems in place to enable teachers to tailor programmes for students and their various needs.
- The collaboration between regular education teachers and special education teachers/schools should be increased.
- Introduce pre-service teacher training programmes to arm temporary teachers with the skills needed to address the diverse learning needs of pupils in the classrooms.

Organisation of the learning environment to ensure the inclusion of all learners.

- The skills of the teachers which must be honed by training and re-training
- The provision of school and subject-matter coaches comprising the Ministry's education officers, Erdiston College's tutors and Audio Visual Aids' officers to assist teachers and principals with the management of the change processes in the school:
- The management of schools in which the principals accept their role as instructional leaders;
- The widespread integration of technology into the curricula;
- The availability and effective use of resource in the schools;
- An effective programme of public education and information through the media and town hall meetings must also be carried out.

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