ANGUILLA

Caribbean Symposium on Inclusive Education

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Anguilla Country Report  
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Department of Education - The Valley

**Introduction**

Recognising the importance of education as a potent instrument for national development, the Anguilla government is committed to:

- promoting equity in and universal access to education;
- providing tuition free public and comprehensive education at the primary and secondary levels;
- promoting and developing technological and technical education with particular emphasis on information technology;
- providing public community college/junior college education;
- supporting private preschool, primary and secondary education that conform to criteria and regulations established by the government;
- supporting adult and continuing education programmes and tertiary education;
- promoting education focused on morals, norms, values and ethics and culture;
- promoting participatory governance of education;
- promoting life-long education;
- ensuring accountability in education at all levels; and
- ensuring high standards and excellence in education.

The Government of Anguilla recognises that education plays a fundamental role in helping to determine the character of Anguillian society, its rate of change and direction of development into the 21st Century. As articulated in the Education Policy document, underpinning Government's mandate for education is

> the belief that all human beings have a right to education;  
> one that will help them to be productive members of society,  
> and also be able to enjoy the benefits of the society.

This belief is encapsulated in its goals which are to:

i. acquire knowledge, skills, attitudes and values for meaningful participation in national development and a satisfying adult life;
ii. develop a sense of self respect, self worth, self esteem, and a spirit of self reliance;
iii. acquire the capacity for critical and creative thinking, problem solving and decision-making;
iv. adhere to principles of democracy, justice, peace and accountability;
v. enhance the development of national pride, national spirit and national identity while at the same time emphasising the interdependence of the nations of the world;
vii. develop an awareness and appreciation for the preservation of Anguilla's national resources and a commitment to keeping a safe and healthy environment;
vii. develop an understanding of the role of the individual within the family, and the role of the family within the global village / wider society;

viii. appreciate, value, and be tolerant of the differences of individuals irrespective of religion, beliefs, opinions, ethnic or cultural practices;

ix. develop pride in national heritage, and an awareness and appreciation of its arts and culture as essential to a meaningful and satisfying life;

x. place a premium on striving towards excellence realizing full potential through individual achievement and attainment for all students, teachers and stakeholders;

xi. develop a commitment to lifelong learning;

xii. live productive lives in a rapidly changing technological and scientific era, and highly competitive world; and

xiii. promote and develop sports and healthy lifestyles.

Inclusive Education: Approaches, Scope and Content:

Access to Education

Access to education represents the practical aspect of promoting equity in education. Promotion of equity refers to the provision of educational opportunities to all members of the society (in accordance with approved national standards) and expansion of their capability to participate in the opportunities offered. This encompasses the elimination of discrimination based on factors such as gender, race, disability or creed; and ensures that as a result of their access to non-discriminatory education, all students are able to fully develop their education potential. For the purpose of policy formulation, “Access’ is considered under physical, distance and networked education, university education, socio-economic and compensatory accessibility, gender education; children with special needs; multi-professional support services, adult and continuing education, information services and scholarships.

Socio-Economic Accessibility

Socio-economic barriers may have a negative impact on individual’s ability to take advantage of available educational opportunities. Government commits itself to expanding opportunities for universal education and recognises its responsibility to ensure, as far as possible, that socio-economic barriers do not impede access to such opportunities.

Government has been promoting joint enterprises with the community-at large to establish mechanisms for:

- facilitating access to basic text books, equipment and instructional materials;
- improving and maintaining the nutritional status among young children;
- assisting necessitous cases;
- providing counseling and guidance to parents and students who are vulnerable and socially disadvantaged.

Government continues to promote and facilitate private initiatives and contributions as major sources of funding for the establishment and operation of pre-schools.
Compensatory Accessibility

Closely associated with socio-economic constraints is lack of access to reference materials, including print, non-print and electronic. Suitable reference materials and texts are absent from many homes. Access to such materials is a critical component of the learning process. It encourages the child to become responsible for his/her educational development outside of the formal system.

Government, acknowledging that access to libraries and cultural institutions is an integral aspect of the instructional programme, has been:

- developing and strengthening the national library and national archives service, including a schools library service, that will cater to the various needs and abilities of students and the general population;
- affording easy access to museums, historical sites and other cultural institutions;
- encouraging multi-media documentation and publication of local history, flora and fauna, art form and culture and other relevant data for use in schools and by the public;
- providing access to the Internet as part of the national library and archives service.

Access to Early Childhood Education

Pre-schools are privately owned, traditionally under the auspices of the churches. Since parents are responsible for paying fees at the pre-school level this is an area of possible exclusion. However it is Government’s responsibility to ensure that the nations’s young children are exposed to appropriate learning outcomes. Government facilitates early childhood education by granting subsidies to these privately run pre-schools, developing criteria for their establishment and conducting training for pre-school teachers.

Attendance at pre-school from 3 to 5 is almost universal. There is relatively good access to pre-schools across the island. Government has also embarked on providing facilities for early childhood education in new primary schools when there is no pre-school in the area.

Access to Primary Education

There has been universal primary education in Anguilla for many years, because primary education is compulsory. Primary education caters to pupils aged 5 – 11 years.

Special Education

Children with special needs are given support in specialist sessions. Children with moderate and even severe learning difficulties are wherever possible taught in regular classrooms.

Access to Secondary Education

There has been universal secondary education in Anguilla for at least 20 years, secondary education is compulsory. Secondary education caters to pupils aged 12 – 17 years.
Secondary Enrolment by Form and Sex

<table>
<thead>
<tr>
<th>FORM</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>102</td>
<td>121</td>
</tr>
<tr>
<td>2</td>
<td>98</td>
<td>103</td>
</tr>
<tr>
<td>3</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>4</td>
<td>84</td>
<td>103</td>
</tr>
<tr>
<td>5</td>
<td>99</td>
<td>98</td>
</tr>
</tbody>
</table>

Education up to age of 17 is available to all children in Anguilla. The main source of exclusion would be through the language barrier in recent years Anguilla has had migrant children from Santo Domingo who do not speak English. Education is compulsory up to age 17 for all children resident in Anguilla. Children are supported by an in-school Pastoral system of Guidance and Counseling. A Pupil Referral unit has been established as part of the secondary school, violent students are withdrawn to this unit until their behaviour has been modified allowing them to be reintegrated back into the regular classroom. The Workshop Initiative in Support for Education (WISE) is a practical programme used to engage mainly boys who may not be doing well in the academic subjects. The Learning Centre is another initiative at the secondary level where children diagnosed to be in need of help are assisted mainly in English Language and Mathematics. The Learning Centre also offers the opportunity for extension activities for gifted children. Special Education classes give additional support to those children who need the extra help. These programmes have been successful in that there is a low incidence of dropouts from basic education.

From year four of secondary education students have virtually free choice from a range of subjects that can be done at the local examinations level or international examinations level depending on their aptitude. A wide range of interests and abilities is facilitated by the curriculum offerings. Subjects in the following areas are available: English Language, Mathematics, Humanities, Science, Modern Languages, Business, Information Technology, Technical Studies, Home and Food Technology, Visual Arts, Music, Physical Education, Personal Social and Health Education.

**Adult and Continuing Education**

A range of non-formal courses for personal development are available, Evening Institute classes at the CXC level are also conducted. Many of the adult education courses are conducted by community partners.

**Inclusive Education: Public Policies**

The Government has in its mission to provide universal and equitable access to a basic package of quality social and community services.

**Specialist Services**

In keeping with its policy to provide educational opportunities for all, without exception, The Government is facilitating the training of specialist teachers to cater to the children with
mental retardation, hearing impairment, visual impairment, speech impairment and Spanish speaking students. The Government is committed to improving facilities and programmes for children with special needs.

Curriculum Development: Renewal and Reform

There is a move to harmonize curricula for primary education in the OECS. This consists of a core curriculum – Language Arts, Mathematics, Science and Social Studies and a co-curriculum of foundation subjects. The co-curriculum includes the expressive arts of music, drama, art and dance, physical education and technology including craft and design. In the past ten years Information Technology has been included in the curriculum.

Curriculum reform over the past ten years has seen more emphasis placed on personal and social education. Life Skills, Family Life, Drug Education, Guidance and Counselling and Environmental Education all form part of the education process. Environmental Education has been infused in all areas of the curriculum. This emphasis placed on personal and social education means that for a large portion of the time in class there is the possibility for social inclusion for students of all abilities.

Expenditure on Education

Government subsidies are given to the private pre-schools and primary schools on the basis of their enrolment. There are eleven private pre-schools and two private primary schools. Responsibility for Public schools rests with the Government.

Expenditure on Education as a Percentage of National Expenditure (Training not included)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TOTAL NAT. EXPENDITURE</th>
<th>EXPENDITURE ON EDUCATION</th>
<th>CAPITAL EXPENDITURE</th>
<th>RECURRENT EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>TOTAL EDUCATION</td>
<td>% OF TOTAL NAT. EXPENDITURE</td>
<td>TOT CAPITAL</td>
</tr>
<tr>
<td>2003</td>
<td>116,423,181</td>
<td>14,727,854</td>
<td>13%</td>
<td>27,425,410</td>
</tr>
<tr>
<td>2004</td>
<td>114,745,948</td>
<td>14,631,136</td>
<td>13%</td>
<td>24,468,000</td>
</tr>
<tr>
<td>2005</td>
<td>145,846,659</td>
<td>15,309,012</td>
<td>10%</td>
<td>46,817,075</td>
</tr>
<tr>
<td>2006</td>
<td>148,555,914</td>
<td>18,023,148</td>
<td>12%</td>
<td>23,430,000</td>
</tr>
<tr>
<td>2007</td>
<td>190,377,749</td>
<td>22,049,410</td>
<td>12%</td>
<td>33,183,000</td>
</tr>
</tbody>
</table>

Source: Government of Anguilla Annual Budget Estimates

The Education Development Plan 2005-2010 represents priority programmes emanating from a combination of initiatives such as the outcomes of the 1998 Education Review, related education subsector reviews recently conducted, and regional and international (CARICOM, OECS, UNESCO) commitments to improvement in education. It is expected that its adoption and implementation will augment and sustain the capacity of the Ministry/Department of Education to deliver an enhanced quality of education.

COMPONENTS OF THE FIVE-YEAR EDUCATION DEVELOPMENT PLAN 2005-2010

A. Access to Education

The goal is to improve access to education.

The main programmes focus on:-

Improving physical accessibility;
Improving Socio-Economic accessibility for students;
Promoting Social Inclusion

B. Administration and Management

The goal is to improve the efficiency and effectiveness of the delivery of the education service by

Refocusing Administration and Management of Education
Strengthening Corporate Leadership in Education

C. Curriculum Development

The goal is to make the curriculum more flexible and relevant to the needs of the student, the wider society and the demands of the labour market.

The main programmes focus on:-

Curriculum Review and Renewal
The Development of New Curriculum
Enhancing the Secondary Curriculum
Initiatives in Special Education
- improving provision for special educational and individual needs

Enhancing Curriculum Evaluation
D  Pastoral Care

The goal is to engender a caring teaching and learning environment, which supports the development of the individual as a whole by

Strengthening Administration and Management;
Strengthening Supporting Structures;
Improving school discipline and welfare.

E  Human Resource Development

The goal is to have a cadre of capable education personnel resourcing the system by

**Strengthening Administration and Management;**
Improving the quality of Education Personnel;
Supporting Initiatives in the Delivery of Adult and Continuing Education.

F  Building Community Alliances

The goal is to harness and strengthen relationships with partners in education to establish and maintain positive modalities of co-operation by

Building Alliances with the community

G  Financing Education

The goal is to increase available funding and manage more efficiently the resources available to meet the growing needs of the education system by

Capacity Building
Ensuring Efficiency throughout the Education System

**Inclusive Education: Systems, Links and Transitions:**

**Curriculum Development Delivery and Evaluation**

At the primary level the curriculum has been broadened to include subjects such as Visual Art, Music, and Physical Education. Other subjects have been infused into the curriculum: Preventive Education/Health and family Life; and Environmental Education.

**Transition from Primary to Secondary**

The Education Act declares that all children who are 11 years should be admitted to the secondary programme. Consequently students are automatically transferred to secondary school. Within this scenario, some students are entering the secondary programme without mastery of the primary programme. Within this group are Spanish speaking students who often have limited ability to communicate in English.

**Options at Secondary**
Academic and Technical subjects are offered at the secondary level. A wide range of subjects is offered to all students up to from three. The foundation for making informed choices from fourth year is provided in the curriculum for the first three years of secondary school. All students study English Language, Mathematics, Humanities, Science, Modern Languages, Information Technology, Technical Studies (including Design Technology, Home and Food Technology) Visual Arts, Music, Physical Education, Personal Social and Health Education. All students who qualify are afforded free education at the Advanced (CAPE) level.

**Tertiary**

A wide range of scholarships are awarded by the Government for tertiary level training overseas. Studies at the local university center are subsidized. The Resource Centre and Library Services offer research facilities free of cost.

**Inclusive Education: Learners and Teachers:**

Teacher development programmes include:

- induction programmes for new teachers;
- in-service certificate level training for primary teachers (UWI);
- in-service certificate level training for secondary teachers (UWI);
- training in Curriculum Development and Remedial teaching (OERU);
- Reading recovery Programme (Commonwealth Institute);
- training in basic computer skills (CTF,ATU);
- in-country workshops for practicing teachers;
- training in Information and communications technology;
- Virtues training for teachers at primary and secondary;

There is an ongoing system of support and supervision of teachers in the classroom and regular school reviews. Improvements in the quality of the teaching force by focusing on child centred learning is the guiding principle. At the secondary level the all inclusive principle is used in all subject areas except for a core of subjects (English, Mathematics, Science and Social Studies), other subjects are taught in social groups. Banding is used in recognition that mixed ability teaching has its difficulties. An extreme range of abilities in the classroom becomes challenging even with differentiated activities. Teacher training programmes and workshops are held and differentiated activities to cater for different learning styles are emphasized.

**Reading Recovery**

The Government has implemented the Reading Recovery programme which is a school based intervention designed to reduce literacy problems within an education system. It is an early intervention, giving children who have particular difficulties in reading and writing in their first year in primary school, a period of intensive individual help.
The objective of this programme is to improve reading and writing skills and also help the children to develop more effective literacy strategies so they will be able to work at the average level of their classmates. Over the years following the introduction of this programme there has been a reduction in the number of children who are not functionally literate at the end of primary school.

Testing at the end of primary school may not give a true picture of the success of this programme as an influx of the children of migrant workers entering primary school in Grade 2 upward affect the figures. Many of these children are from Santo Domingo, English is not their native language. Testing in Reading is done at many stages to identify students with reading deficiencies so that they get remedial reading lessons. The target is to get 90% of students leaving primary for secondary functionally literate, in 2007 it was 84%.

**Distribution of students between levels 2006-2007**

<table>
<thead>
<tr>
<th>Level</th>
<th>Pre-primary</th>
<th>Primary</th>
<th>Lower secondary</th>
<th>Upper secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both sexes</td>
<td>468</td>
<td>1512</td>
<td>625</td>
<td>377</td>
</tr>
<tr>
<td>Female</td>
<td>231</td>
<td>740</td>
<td>316</td>
<td>199</td>
</tr>
</tbody>
</table>

Primary students are assessed at the national level at three grades. The Test of Standards has as its main objective establishment of performance norms. The percentage of students achieving the standard (50 % or more) in each subject is shown for the past four years.

**GRADE 3 - National Performances by Subject and Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Lang</th>
<th>Math</th>
<th>Socs</th>
<th>Sci</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>55.4</td>
<td>48.9</td>
<td>62.5</td>
<td>62.5</td>
</tr>
<tr>
<td>2005</td>
<td>51.3</td>
<td>44.7</td>
<td>36.2</td>
<td>63.8</td>
</tr>
<tr>
<td>2006</td>
<td>65.4</td>
<td>64.8</td>
<td>66.5</td>
<td>62.1</td>
</tr>
<tr>
<td>2007</td>
<td>56.4</td>
<td>59.0</td>
<td>62.6</td>
<td>63.1</td>
</tr>
</tbody>
</table>

**GRADE 5 - National Performance by Subject and Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Lang</th>
<th>Math</th>
<th>Socs</th>
<th>Sci</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>34.7</td>
<td>29.1</td>
<td>52.6</td>
<td>31.6</td>
</tr>
<tr>
<td>2005</td>
<td>50.0</td>
<td>24.0</td>
<td>31.1</td>
<td>23.5</td>
</tr>
<tr>
<td>2006</td>
<td>58.1</td>
<td>40.3</td>
<td>39.8</td>
<td>47.8</td>
</tr>
<tr>
<td>2007</td>
<td>57.5</td>
<td>38.6</td>
<td>31.9</td>
<td>55.6</td>
</tr>
</tbody>
</table>
GRADE 6 - National Performance by Subject and Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Lang</th>
<th>Math</th>
<th>Socs</th>
<th>Sci</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>41.1</td>
<td>42.8</td>
<td>43.9</td>
<td>68.9</td>
</tr>
<tr>
<td>2005</td>
<td>46.3</td>
<td>34.6</td>
<td>52.7</td>
<td>65.4</td>
</tr>
<tr>
<td>2006</td>
<td>54.9</td>
<td>56.9</td>
<td>52.0</td>
<td>76.5</td>
</tr>
<tr>
<td>2007</td>
<td>40.5</td>
<td>52.1</td>
<td>42.1</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Education officers and administrative staff have received training to strengthen management and administrative capabilities. These officers are involved in the monitoring and evaluation of schools. Education Welfare officers are employed to monitor attendance at school and follow through on any cases of truancy.

Curriculum Development Delivery and Evaluation

The curriculum has been broadened to include subjects such as Visual Art, Music, and Physical Education. Other subjects have been infused into the curriculum: Preventive Education/Health and family Life; and Environmental Education.

Delivery of Curriculum and Teacher Methodology

Effective delivery depends on a number of factors; including highly motivated and trained teachers, a good teaching environment, appropriate resources and valid and reliable assessment instruments.

Monitoring, supervision and guidance in relation to delivery of the curriculum is performed by the Department on a regular basis. There is continuous emphasis on quality delivery by teachers in classrooms. It is recognized that all teachers are not trained. Induction programmes are run to provide support for untrained teachers. In-Service Teacher Education programmes are conducted to increase the percentage of trained teachers. This to better enable teachers to provide properly differentiated teaching so that the most able students are challenged and the less able provided with quality support.