

SECTION ONE

The Albena Lake - Hodge Comprehensive School

In 1986, the Valley Secondary School was re-named the Albena Lake-Hodge Comprehensive School (ALHCS) following a Review of the Education System in Anguilla. Observations on the transition to a 'Comprehensive Education System' will be further discussed in Section Three.

Student Enrolment at the ALHCS has increased over the last twenty years: 861 in 1991, 1059 in 2006-2007 and 1077 in 2008. (**Sources: Education Department and Principal's Annual Speech Night Reports**).

The ALHCS consists of two main 'campuses': Campus B (Forms 1 and 2) and Campus A (Forms 3-5, and Sixth Form). The ALHCS also 'manages' two special programmes: Workshop Initiative for Support in Education (W.I.S.E.) and the Pupils' Reform Unit (P.R.U.). These campuses and special programmes are managed by a **teaching, administrative and support staff** of 125 persons.

Campus A consists of a number of buildings located in a somewhat small enclosure. There are more than adequate and well-equipped learning spaces to facilitate a 'comprehensive system of education'. However, to use the words of one respondent, "**Campus A is chaotic**". Campus A is difficult to manage because there are many areas on the compound for children to 'hide' and subsequently leave the compound unknowingly to staff.

Campus B is a relatively 'new' structure which was built within the last ten years. It was intended to be 'purpose-built'. However, for a 21st Century building, it lacks or appears to lack some basic requirements, for example, a system of ramps for physically-challenged individuals, and for facilitating easy movement of ICT and other heavy technological/ electronic equipment to classrooms, to support teaching and learning. All

of the rooms/shops for practical work are upstairs, which is quite unusual. Campus B also does not appear to have much scope for additional classroom space if needed, and offers no shelter to facilitate movement from ground level to the top floor when it rains. Some respondents interviewed by the Review Team suggested that there was “**no consultation**” and “**insufficient staff input**” in the design of Campus B.

There is a need to address aesthetics at **W.I.S.E.** in order to make it a more attractive institution that students will desire to attend. W.I.S.E. will be discussed at some length in a later section of this Report. The facilities at the **P.R.U.** are more aesthetically appealing and, with appropriate security and effective programming, should provide a good reform environment for the few students who are sent there.

The current Principal of the ALHCS is **Mrs. Ingrid Lake** and she is supported by a Senior Management Team, which includes three Deputy Principals. The administrative support structure includes Heads of Year (for Pastoral Care), Department Heads and a committed Guidance Counselling Department. In January 2009, a Supervision Schedule was introduced by the Principal to monitor students’ activities in various blocks and other sections of the Grounds at Campus A. The Supervision Schedule solicited the involvement of selected people in the formal administrative structure, as well as, other Senior Teachers and older students from Fifth Form and Sixth Form.

The Principal’s Speech Night Reports over the last two years have identified many successes and achievements of the ALHCS. There have been many initiatives and innovations implemented in recent years to better cater to the needs of a diverse student body.

Curriculum

Students at the ALHCS are placed in ability ‘bands’ in most subjects in order to facilitate delivery of the various curricula. The teachers generally remain in designated learning spaces/specialist rooms and the children move between timetabled periods to their respective bands/rooms. There are different opinions on whether this arrangement

should be maintained or whether students should remain in fixed 'home rooms' and teachers move to them. Most people feel that the present arrangement should be maintained as there is less time wasted during change-over.

Generally, the subject offerings at the Albena Lake-Hodge Comprehensive School are consistent with what is offered elsewhere in secondary schools in the Region and also reflect secondary school curricula that have been proposed in documents from the OECS Education Reform Unit (OERU). In Section Four of this Report, the curriculum will be reviewed in terms of the mandates of Anguilla's 2002 Education Policy and the Goals of Education in Anguilla.

Opportunities have been expanded at the ALHCS to enable students to maximize their learning. A fairly wide range of subjects is provided, some as core subjects, and others as options from which students can choose in the higher forms. There is evidence of some differentiation strategies being employed to meet the needs of students of different abilities. Such strategies include grouping, use of audio-visual teaching aids and Information and Communication Technology tools. Specialist staff resources are provided for remediation in literacy and numeracy and for students with severe learning disabilities. There has been some expansion of programmes in the Learning Centre and at W.I.S.E. in an effort to better cater to the differing needs of students, as the school strives to provide opportunities for students to achieve at their highest potential. Programmes at W.I.S.E. are intended to enable students to develop their practical skills in selected occupational areas.

There is some attempt by a few teachers to integrate Information and Communication Technology (ICT) into the delivery of the curriculum. The ICT platform has been expanded with upgraded computer facilities and procurement of electronic whiteboards for use by teachers and students. These whiteboards have been placed in secured rooms and are accessible to all teachers for use with their classes.

At Campus B, school experiences expose students to a balanced curriculum. Students are placed in ability groups for the teaching of English, Mathematics, Science, Humanities and Modern Languages. Mixed grouping is employed for teaching the other subjects.

Programmes in **Technical Studies** have been expanded to include Entry Level Metal Studies (in 2006-2007), Design and Technology, Woodwork/Cabinetry, Technical Drawing, Building Technology, Motor Vehicle Road User Studies, Building Trades Construction and Electricity. During 2007-2008, the Technical Studies Department drafted a Technical Communication Programme, ***“designed to increase students’ understanding of technical terms, symbols and procedures, and to increase critical thinking skills, sketching, mathematical interpretation and reading skills”*** (***Speech Night Report, 2007-2008***). With the establishment of a TVET Council in Anguilla, plans commenced for the implementation of the Caribbean Vocational Qualification (CVQ) in selected occupational areas at the ALHCS.

Agricultural Science has had much success. Production of crops of tomatoes, peppers, egg plant and celery, as well as rearing chickens, provide opportunities for students to explore local food production and marketing.

At the start of the 2006-2007 school year, the Science laboratories at Campus A were incomplete and this affected the timely completion of School Based Assessments (SBAs) in Chemistry, and generally disrupted the smooth operation/functioning of the Science Department. In the subsequent school year, these problems (re completion of SBAs) were less evident.

There have also been innovations reported in the programmes in other Departments such as, Humanities, Business, Mathematics, Visual Arts, and Home and Food Technology, all designed to improve, expand and enrich the learning experiences for children. Teachers in the Humanities Department have been **‘sharing best teaching practices’**, improving record keeping and implementing better monitoring of students’ progress. The School Newspaper, ***The Journal***, was re-established during 2007-2008.

There has been an increase in the number of CSEC Business Studies subjects since the introduction of a new subject, Electronic Document Processing and Management (EDPM), during 2006-2007 bringing the total number of Business subjects being offered to five. The number of entrants receiving passing grades for Business Studies (Grades 1, 2 and 3) increased with a high number of passes in EDPM.

During 2006-2007, the Caribbean Certificate of Secondary Level Competence (CCSLC) was introduced and was implemented in Group 4 classes of Years Four and Five. This enabled the ALHCS to eliminate the need for these students to be entered for the Welsh Board Examinations in English Language. **(It is the view of the Review Team that the the programme leading to the CCSLC, when properly developed and implemented, has potential benefits for all students and its implementation should be expanded).** During 2007-2008, CCSLC English Language was introduced in Third Form to all students.

Mathematics continues to be a challenge. In 2007, the average pass rate on CSEC was 29% (irrespective of bands). During 2007-2008, a review of the Mathematics Department was carried out. According to the 2007-2008 Speech Night Report, a number of areas for concern were highlighted, including the fact that the standards and achievement in Mathematics remained below average when compared to other schools in the Region. The quality of teaching and learning and assessment practices were identified as contributing factors. The textbook was changed and a Mathematics Quiz competition was introduced to enhance motivation of the students.

The decision to introduce the new CXC - moderated programme, the **Caribbean Certificate of Secondary Level Competence (CCSLC)**, and the plans for the implementation of Competency- Based Education leading to the **Caribbean Vocational Qualification (CVQ)**, are all very important curriculum reform initiatives that, once they are effectively implemented, potentially will enable the ALHCS to provide a wider range of programmes that will benefit all students.

Rapid turnover of staff affects the development of many school programmes. Newly-recruited teachers are trained using an in-service mode. Supervision and monitoring of teaching and learning is conducted by Heads of Department, the Senior Management Team at the school, and Education Officers.

Extra-Curricular Activities and Department Initiatives

Activities include: (i) Exchange programmes for Modern Language Students; (ii) Music Department Ensembles - Choirs, Concert Band and Steel Orchestra; (iii) Visual Arts Department - visits to Art Galleries, participation in Anguilla Beautification Club (ABC) Flower Show and various Art Competitions, Art & Craft Exhibition at the Ruthwill Auditorium; (iv) Home and Food Technology – participation in the Caribbean Food and Nutrition Institute (CFNI); the school placed fifth; (v) participation in Annual Flower and Garden Show; (vi) Debating; (vii) Sports - Inter House Competitions; and (viii) Clubs. The introduction of Cadets was attempted; however, this was not successful.

The main challenge is that these extra-curricular and co-curricular activities appear to be only available to, or accessible by, a limited number of students and these activities are not sustained. The majority of students are not involved in any meaningful extra-curricular activities during school or after-school, or even during vacation periods. In addition, only a limited number of teachers are involved in these activities.

There seems to be no supervised, structured and sustained programme of extra-curricular activities in which all students are able to and required to participate. There is no supervised after-school programme for students. There is much research evidence on reducing 'risky behaviour' in youth that has found that students who are involved in supervised after-school programmes are less inclined to become involved in risky behavior (Cunningham et al, 2008).

Student Achievement

Students attending the ALHCS have performed fairly satisfactorily on CXC-CSEC Examinations, and often compare favourably with performance of students from other countries in the Region. It must be noted that the performance of students at the ALHCS is a **national** indicator since all students attend the same school regardless of ability. If it is considered useful to make a comparison with the performance of students from another country in the Region, the performance of students at ALHCS should not be compared with performance of students from any **one** secondary school in another territory (particularly schools where students are selected based on ability) but with the **national average** for that territory.

In her *Department of Education Review* (2005), Mrs. Verna Fahie, former Chief Education Officer, reports that, “**ALHCS overall performances at Grades 1-3 are above the regional standards in most subjects**”.

In 2008, 72% of the subject entries presented for CSEC General and Technical Proficiencies achieved Grades 1-3 compared with 64% in 2007. Statistics on individual subjects are available from the Education Department. However, the number of subject entries that returned Grades 1 and 2 declined, showing that many students did not excel. Hence, although the overall statistics may be considered “encouraging”, there is still the need to raise the level of achievement among students who take CSEC. **(Source: Principal’s Speech Night Report, 2007-2008).**

In the **Caribbean Advanced Professional Examination (CAPE)** which is taken by Sixth Form Students, the percentage of subject entries returning passing grades (Grades I-V) is quite high: 91% in 2007 and 92.5 % in 2008. However, the number of students who are excelling, that is, receiving distinctions - Grade 1 passes, is quite low. In 2007, only approximately 8% of the subject entries returned Grade 1 passes, while in 2008, 7 % attained Grade 1 passes. Thus, there is need for much attention to be given to improving the passing grades of students and encouraging the top Sixth Formers to excel.

Challenges

The Sixth Form has no home room. There is no specific section of the ALHCS that is designated for the Sixth Form. The Review Team is of the view that this is affecting the work of the Sixth Formers because they have no established space in which to work and study.

The above statistics on the **CSEC examination results** highlight one of the major challenges facing the ALHCS. According to *Department of Education Statistics*, 188 students took CSEC in 2008. Therefore, at least 52 students in the age cohort group that entered Form 1 in 2003 did not have a chance to take CSEC. The challenge is to ensure that such students complete their secondary education with skills and certification to enable them to become productive citizens. ***There is need for the system to provide a range of alternative and/or second-chance programmes for such students to ensure that they do not become engaged in risky behaviour.***

Mrs. Ingrid Lake, Principal, ALHCS, in her Speech Night Reports, has identified other challenges that she believes must be addressed if ALHCS is to improve.

1. Senior and Middle Managers should be fully engaged in activities to monitor the teaching/learning process.
2. Teachers should engage in more effective planning and execution of lessons.
3. Teachers need to ensure greater ownership of rooms.
4. Mandatory drug-testing should be instituted and **serious** consideration given to the establishment of a drug-rehabilitation centre.

NOTE: During Focus Group discussions with the Review Team, School Management personnel reported that:

“If a child is found ‘high’ right now, the school has to keep him/her”;

“The School can call the Police but Police has the option of warning or arresting”;

“School personnel are frequently in court with children matters”;

*“Police are ‘summoning’ members of Management Team to court... resulting in much time away from school;
“The Education Act & Regulations must address these issues”.*

5. A Home of Care and Protection should be established for students at risk.
6. Government should ensure that there is proper and adequate supervision of buildings under construction.
7. A Facility/Maintenance Officer should be appointed to ensure repair work is done in a timely manner.

(Source: Principal’s Annual Speech Night Reports, 2006-2007, 2007-2008)

Many of these issues will be further explored during this Report.

Recommendations

1. One issue that emerged during the Review was whether teachers or students should ‘move from room-to-room’ during the day when there is a change-over between subject sessions. **The movement of students rather than teachers as they meet in their respective Bands for the different subjects remains the preferred arrangement and should be continued.** This allows for the maintenance of special learning spaces, for example, Geography and Mathematics Rooms, Language Lab etc. The other arrangement (teachers moving) often results in waste of time and inconvenience to teachers, who have to return to the staff room during change of periods to collect and move with equipment and other teaching aids.
2. With the continued development of the Anguilla National College, the Sixth Form should be transferred from the ALHCS and assigned to the College, aligned under an appropriate Division or Department title. Not only would this be in line with developments elsewhere in the Region (Sixth Form being equated to Year 1 at College), but it would give the Sixth Formers a secured place to study, facilitate independent study and team work, and motivate them to excel.

SECTION TWO

An Overview of Comprehensive Education

This section seeks to place the review of the Comprehensive Education System in Anguilla in perspective by briefly examining some of the related issues that are being debated internationally, with respect to comprehensive education. In particular, the debate in the United Kingdom is highlighted, given that the comprehensive education model in Anguilla is fashioned along the lines of the UK model. The characteristics of good and successful comprehensive schools are identified, in order to provide parameters that will guide the review of the programme at the Albona Lake-Hodge Comprehensive School (ALHCS), and which will provide practical and achievable benchmarks at which the ALHCS can aim.

Definition

A **comprehensive school** is a public school that does not select its intake on the basis of academic achievement or aptitude. Students of all abilities attend the same school without any academic selection procedure.

Public secondary education in the USA and Canada has always been comprehensive. Most western European countries, including France and the UK, switched from a selective to a comprehensive system after about 1970. The term “comprehensive school” is now commonly used in relation to schools in the United Kingdom. It corresponds broadly to the **high school** in the United States and Canada. Some 90% of British pupils are educated at comprehensive schools.

Comprehensive schools are typically secondary schools catering to students from age 11+ to 16+ years. There are, however, variations, with some schools catering to students from 11 to 14 years and later 14 to 18 years, roughly corresponding to the "junior high school" and "high school" respectively, in the United States.

A comprehensive school teaches a full range of subjects identified in the established national curriculum of the country, across the academic and vocational spectrum. Most comprehensive schools are fairly large in size and take children from a wide ability range. Comprehensive schools were originally developed as “neighbourhood” schools, which cater to all students in a catchment or “feeder” area, irrespective of ability, and usually without any parental choice.

Issues

Some form of ‘streaming’ is practiced in many comprehensive schools, in which children, on entry into the comprehensive school, are placed into different ability groupings on the basis of an achievement test. In some ways, this is a copied structure from the previous “grammar school” system. There has been criticism of ‘streaming’, where critics argue that it fails to reflect the spread of abilities in any cohort of students.

Mixed ability grouping has been used as an alternative to streaming. This poses much difficulty for teachers because it requires considerable skill in teaching different ability groups within the same classroom, as well as considerable resources to cater adequately for the different ability levels within the same class.

Another widely used model is that of ‘setting’ or ‘banding’, where children are grouped by ability in different subjects. Thus, a child may be in the ‘top set’ or ‘band’ for Mathematics, but the ‘bottom set’ for Geography. In all of these models, whether ‘streaming’ or ‘setting/banding’, a child should, in theory, be able to move out of a stream or band with good and/or improved performance. In practice, however, this does not happen very often and a student who is placed in a particular stream or set or band on entry into secondary school very seldom leaves that stream. Placement in a stream has implications for ‘expectations’ and the ‘self-fulfilling prophecy’ becoming manifest in the educational development of such children.

As a result of these difficulties, there have been experiments in the United Kingdom with different variations of comprehensive schools. Some comprehensive schools have

been allowed to 'specialize' in certain subject groupings, for example: Arts (Media, Performing Arts, Visual Arts, or combination of these), Business & Enterprise, Humanities, Languages, Mathematics & Computing, Music, Science, Sports, and Technology.

These specialist schools, while still following the national curriculum of the other comprehensive schools, are given sizeable additional financial resources to develop their area of specialization. This, inevitably, poses some difficulty for any meaningful comparison with other comprehensive schools that are denied such well-needed financial support.

In some jurisdictions, there is a return to some form of selection and parental choice, without the element of a Common Entrance Examination to select students, which is the alternative to comprehensive education, as is done in many Caribbean countries. There is some argument that comprehensive schools do not allow the 'top' students to achieve. However, in a recent article in the *Jamaica Gleaner Newspaper*, R. Howard Thompson (2009) criticizes the practice of moving the 'brighter students' out of a community to select schools in other communities on the basis of some selection criteria, such as performance on a Common Entrance Examination. Thompson makes the point that bright students can achieve in any school with good teachers and good teaching. ***"We must stop insulating some schools from the weaker students who live close to them, allowing them to hide behind bright students from all over the country, and place the responsibility for educating the weaker ones on the shoulders of some teachers"***.

Common Entrance Exams (and selection) promote inequities in the system in that, (a) the best teachers are assigned to the best schools, (b) the best students go to elitist schools, and (c) these schools get the best and most resources. We must continue to strive to remove such inequities, which lead to many difficulties. **it is therefore necessary to embrace the 'comprehensive education' ideal and strive to make it better.**

Fiona Millar (2007), in an article entitled: '***Does comprehensive education have a future?***', examines the opposing positions towards comprehensive education in the UK, and indicates that, "**educational failure, of which there is still too much, is often confused with the comprehensive principle, which is simply that children are of equal worth and that society will be a better place if children from all abilities, backgrounds, races and faiths are educated together**".

It is a fact that too many schools and too many individual pupils do fail, in spite of the many reforms and massive investment in education provided annually in Governments' budgets. But those schools that do fail, is not as a result of their being comprehensive schools. They fail because they lack the exceptional visionary school administrative leadership, teachers and funding needed. They suffer from an overly prescriptive target-driven culture. **They often fail because they are not comprehensive at all** and have to deal with children from highly disadvantaged backgrounds who present a range of complex behavioural and social problems. The school often does not have the resources and support to deal with these children.

However, these difficulties should not detract from the fact that schools which educate children of all abilities together are recognized internationally as adopting the best way to raise standards for all children. Most countries with high standards, as well as high equity (e.g. Finland and Canada) have fully comprehensive systems.

Millar further admonishes that we need to ensure that every school has the resources and leadership it needs to deliver a top class education and hammer out a clear vision for how we manage the comprehensive curriculum of academic and vocational/practical education, so that they would display parity of esteem and the latter would produce qualifications that are worthwhile. **Real comprehensive schools work and are the best way to raise aspirations and opportunities for young people across the board.**"

Notwithstanding, and according to Millar, this is a political argument as much as an educational one. The simplest and yet most profound way to understand any society is through its education system. A school system is not just about standards and exam results but about values – what sort of people we want our children to be and what sort of society we want them to grow up in. Provision of a truly comprehensive community school, which would educate children of all social backgrounds together, is a clear statement of opportunity for all.

Recommendation

The Albona Lake-Hodge Comprehensive School (ALHCS), like some other comprehensive schools regionally and internationally, is experiencing difficulties. However, the discussion should not be about eradicating the comprehensive system but how to get the ALHCS to work more effectively to meet the many challenges still facing the education system in Anguilla. **A starting point would be to make the system fully comprehensive.** To do this, it is necessary to clearly articulate the characteristics of successful comprehensive schools and, subsequently, reform the curriculum and administration of the ALHCS to make it a truly comprehensive community school.

Characteristics of Successful Comprehensive Schools

In this section, we present a summary list of some of the qualities of successful comprehensive schools, drawing on the results of thorough and systematic evaluation of highly rated comprehensive schools in the UK. Selected evaluative statements are provided to highlight the qualities of successful schools.

Good, successful and/or effective comprehensive schools:

1. Ensure that placement of students (into streams or bands) is based on **sound assessment and evaluative practices**. Marshall (2001) cautions against selection and placement processes that in many ways are 'more obscene' than the previous 11+ examination system. Streaming, banding or setting, in themselves, do not (necessarily) enhance the academic performance of pupils. In reality, the most important factor in the academic success of pupils is **'the belief of the teacher in the method they are using'**.
2. Develop strategies to: **(a)** Ensure that the clever and bright children receive an

excellent education; **(b)** Ensure that less able pupils receive a good basic education; and **(c)** Stimulate and support social mobility among its graduates.

3. Deal with reasonably willing pupils, with teachers who care about their subjects and their students, and with parents who are supportive.
4. Provide excellent value for money. The school's success is based on exceptionally strong leadership, very good teaching and the very good attitudes of the overwhelming majority of the pupils. The achievement of all groups of pupils is very good. Pupils make very good progress in most subjects on the curriculum and overall results in national tests and examinations are above average.
5. Motivate and enable the majority of students to perform above the national and regional averages. The overall effectiveness of the school is good. The school's results in examinations steadily improve; students' achievement is good. All groups of students, including those who are vulnerable, make good progress. The better achievement and higher standards are the result of good teaching and learning.
6. Not only ensure that bright children attain at their highest level, but also excel at getting average pupils to over perform.

In a good comprehensive school:

7. Students generally have very good personal, social and learning skills. They behave responsibly and show respect for each other and their teachers. Their mutual respect is a distinctive feature of the school.
8. Parents want the best for their children and support the school in helping them to get it, injecting self-belief in children along the way.
9. Examination results are not the only measure of a successful school. Students from the school do well in extra-curricula activities, including debates and public speaking, and they achieve individual and team honours in sporting activities. They can act, sing, dance and are recognized for their artistic talent. They care for those less fortunate than themselves and regularly engage in community work. The school is very much a part of the community that it serves.
10. A typical mission is to make the school a happy, caring community in which all who work are valued, supported and treated with respect and tolerance. In so seeking, everyone will be motivated to achieve their full potential and strive for the highest standards of teaching, learning and behaviour.

11. The students are challenged to discover and develop their talents and abilities and make maximum use of these. Achievement in its broadest sense is the school's core business and all persons in the school are engaged in supporting young people to make full use of their talents.
12. The school must be a forward-looking school with an inclusive, positive and hard-working ethos. There are many challenges in the world and the students must be well prepared and supported in meeting them.
13. The students' learning is enriched by a high level of participation in extra-curricular activities. This good provision is supported by strong care, guidance and support for the students. The school rightly prides itself on its outstanding provision in inclusion. Students enjoy coming to school and feel proud to be part of it. Behaviour is good, reflecting the good ethos of the school.
14. There is a **code of conduct**, including a **classroom management policy**, which has been developed by the staff. There is a list of simple rules of behaviour which are expected from pupils, a series of rewards for good behaviour and a series of sanctions.
15. Teaching is good overall and very effective. There is consistency of the approaches used, very well coordinated teaching of literacy and very good use of assessment in guiding pupils' learning. Involvement with the community, excellent links with other schools and colleges, very good curriculum enrichment including vocational education developments and the use of ICT, all help to raise standards.
16. There is a homework policy which outlines when to give homework and how much to give. Provision is made, where possible, for some students who wish to, to do homework on the school compound after formal instruction is finished, as well as in community settings. Parents are informed and support the homework policy, recognizing their ultimate responsibility to ensure that their children do their homework.
17. The school offers a wide range of extra-curricular activities both after school and during the vacation.

These characteristics and qualities of good comprehensive schools have not been listed in any order of priority. There may even be some overlap. However, the important consideration is that the qualities are not theoretical, but were selected from actual evaluation reports on successful comprehensive schools in the United Kingdom, and elsewhere. Hence, **they are all achievable** and therefore provide a framework for determining strategic objectives to be pursued at the ALHCS, leading to an improved and more effective comprehensive education system.

Recommendation

A **Strategic Plan** should be developed to strengthen the ALHCS and institutionalize the characteristics and qualities of good and successful comprehensive secondary schools. The Strategic Plan should incorporate the qualities and characteristics identified in this Section of the Report, as well as actions and recommendations to be proposed in subsequent Sections of this Report, to guide selection of strategic objectives, outputs, activities and verifiable indicators. A Logical Framework Planning Methodology is recommended for development of the Strategic Plan. The Strategic Plan should be developed with input from Staff and Administration of ALHCS, along with other local resource persons from stakeholder groups, including Education Officers, School Psychologists, Truancy Officers, Youth/Student Representative(s), Ministry of Social Development, Parents, Civil Society and Private Sector Representatives.

SECTION THREE

Observations on the Comprehensive Education System in Anguilla

In a '*Report of Education Mission to Anguilla*', Francis, Rawlins, Ratcliffe and Hughes (1984) proclaimed that, **"the restructuring of the Valley Secondary School into a truly comprehensive school and continuing education centre is the only satisfactory solution in the long term, and we recommend that this approach be adopted"** (p. 69). Effectively, this meant that transfer to secondary school would be automatic at a prescribed age and there would be no need for a selection examination. The comprehensive system was viewed as, ***"the most economic use of resources, both human and material"***.

The transition to a 'comprehensive system' became a reality in 1986 with the establishment of the Albena Lake-Hodge Comprehensive School (ALHCS). Francis et al had noted in their report that, ***"the concept of comprehensive education is so new to Anguilla, that the Valley Secondary School staff may find the adjustment to the wide ability range unattractive, and that it will require a complete reorganization of administrative arrangements and teaching procedures"*** (p.68). In many ways, twenty-three years later, this is still the case today.

Past teachers, educators and administrators, for example, Mr. Elvet Hughes, former Permanent Secretary and Chief Education Officer (C.E.O.), and Mr. Rodney Rey, teacher, former Principal and Permanent Secretary, both of whom are fully in favour of the comprehensive system, nevertheless, in retrospect, feel that, **"there (may have been) too much of a rush to implement some of the recommendations without following the required inputs for a truly comprehensive school (and that) there should have been a phased approach"**.

Technical and Vocational Education and Training (TVET) focused on lower ability students. Promises made, for example, to convert classrooms to workshops, did not materialize. Teachers were not fully committed; many still operated as if they were teaching top students from the Common Entrance Examination. They made statements, such as, **“Some of these kids can’t learn”**. Teaching methods needed to be adjusted. Such a major change needed more orientation and development of the technical skills necessary for what was required.

Much of this still goes on at ALHCS today. Teachers still have in their heads the notion that all children should do well on a written test designed for Band 1 or Band 2 students.

Nevertheless, on reflection, both Mr. Rey and Mr. Hughes believe that the ‘comprehensive system **“has achieved a lot.”** The ALHCS offers a wide range of options: academic, technical-vocational and special education provisions. Every child can find a suitable programme. The necessary infrastructure is in place. Special needs provisions and programmes are available (specifically, W.I.S.E. and P.R.U.). What is needed, therefore, is proper coordination to make these programmes work better. There is insufficient differentiation in the classroom and too many untrained teachers are put to teach the lower ability groups.

Despite the difficulties, educators and past administrators, including the current Chief Education Officer, Ms. Rhonda Connor, former C.E.O., Mrs. Verna Fahie, and past Principal, Mr. Darwin Hazel, all of whom strongly support the comprehensive system, believe that, as a result of the comprehensive system, **“fewer children are slipping through the cracks”**, than under the previous system. It is now possible to quantify the number of children who are functionally literate on entry into the ALHCS and do the remediation that is necessary. Overall, there is agreement that, **“the system has done much good”**.

The Permanent Secretary with responsibility for Education, Mrs. Chanelle Petty-Barrett, and other officials within the Ministry of Social Development, noted that although there

is a view among some stakeholders that the comprehensive system has 'failed', the reality may be that **“we have not (yet) fully implemented comprehensive education”**. This has been largely due to lack of resources. There are 'gaps' in the comprehensive system, including: catering adequately for students who are not entirely academic; providing resources for 'hands-on' experiences, which can be very expensive; exposing students to meaningful cultural experiences; arranging enrichment experiences for gifted/exceptional children, as well as, catering for children with learning deficiencies and behavioural problems. The Ministry is also concerned about the lack of sustained parental education programmes and other support programmes involving parents, to enable them to play a more meaningful role in the education of their children. Financing the comprehensive education system, therefore, requires major consideration.

Members of the current **Senior Management Team** agree that in 1986, the School and Staff were totally unprepared to deal with varied abilities. Nevertheless, for the first time, as a result of the comprehensive system, people gained an understanding of the number of students who were leaving the primary schools without being prepared. Over the years, the school has had to put things in place, for example, restructuring the curriculum and options, grouping students according to ability, timetabling innovations, devising programmes to deal with children who were not 'academically inclined' and, generally, implementing various strategies with some success to deal with emerging issues. The problem is that **“some people are still in a grammar school mode”**, which we cannot return to because it was an elitist system that **“ruled out a lot of people”**.

Notwithstanding, some **parents**, although they may be committed in principle to the idea of the comprehensive system, which strives to provide the same opportunities for all students regardless of ability or any other social differences, are concerned that, **“Resources (at ALHCS) are focused at bottom students; those at the top are demotivated!”**

Many stakeholders interviewed expressed dissatisfaction with the attitude and indifference amongst teachers, and the fact that too many teachers are not properly trained. The large number of non-Anguillian teachers is also a cause for concern. There seems to be a lack of commitment by some teachers to the comprehensive system of education. There appears to be low teacher morale at ALHCS. The Senior Management Team suggests that, **“there has always been low teacher morale at ALHCS”**.

Teachers complain of lack of recognition for their efforts by the school administration and students’ over-dependence on teachers. Students complain of inconsistency in the application of disciplinary measures by some teachers and the school administration. Students also complain of indifference amongst some teachers, mediocre teaching, and some teachers’ unwillingness to assist students.

Notwithstanding, one **teacher**, after participating in a focus group discussion with the Review Team, made a formal submission in writing that clearly identified the dilemma facing comprehensive education in Anguilla. The submission is quoted at length.

“There seems to be a current of popular opinion that the comprehensive system of education currently implemented in Anguilla fails to afford and even deprives academic students the context in which to excel.

While I do not agree with this view, I acknowledge the perspective of the proponents especially since it is so pervasive. They believe that it is necessary to separate the so-called bright students from the others so that they can develop to their full potential. I beg to submit that it is this self-same view that could be the main cause of the perceived undesirable effect. In an educational system with a hierarchy of areas, some people are valued and others seen as of lesser worth. This is hardly tenable in a society with a wide range of development needs and where the full human resource potential needs to be exploited for further growth.

The solution to this dilemma would lie in a shift in the value system of the education system. This is not to say that current areas of the curriculum that

enjoy a high level of regard should be stripped of this status, but rather that place needs to be made alongside these areas for the celebration of other forms of knowledge and skill. There is a dire need for recognition of more forms of intelligence than is currently the case.”

The Review Team fully endorses the sentiments expressed by this teacher and supports the position that:

When there is place on the pedestal for all areas of learning - academic and technical - and all the powers, aptitudes, abilities and achievements of all students are given full recognition and encouragement for further development, all of Anguilla’s children will be able to excel. They will be able to attend school together without any adverse effects on levels of motivation. After all, they live within the same small community and should strive to employ all their divergent capacities to develop the same.

The guiding principle should be that: *‘All students can learn, just not on the same day, and in the same way.’* If this philosophy is embraced by all teachers at the ALHCS, and all teachers strive to use more student-centred teaching styles, utilizing differentiated teaching methodologies, then many of the problems at ALHCS would be reduced. Integrating an Information and Communication Technology (ICT) platform into the delivery of the curriculum will go a long way in providing differentiated learning experiences for students.

Recommendations

1. Workshops on **Differentiated Learning Methodologies** should be arranged for teachers at ALHCS as part of on-going professional/staff development activities to assist in curriculum delivery , particularly to students in lower bands.
2. On-going staff development workshops are required to enhance teaching competencies in ICT and the use of ICT for innovative curriculum delivery. It is necessary to promote a culture of integrating ICT in the delivery of the curriculum – teaching and learning of different subject areas, wherever practical - to promote

student-centered learning. A bonus for teachers is that their professional competitiveness will be sharpened and holistic learning outcomes anticipated. The goal should be to create an ICT friendly school. .

The 'Feeder Schools' Process

Census data as at May 2001, reported that the Total Population (5-12 yrs) was 1674, while the number of students enrolled in primary schools was 1580, giving a Net Enrolment Ratio in Primary Education of **94.2%**. (**Source: Education Department**). In a system where there is full access to primary education, even allowing for some migration, this Net Enrolment Ratio seems low. No subsequent data is available, but in 2006, the number of students, 5-12 years old, enrolled in primary schools was 1558, which is still below the 2001 census figure. Primary school enrolment will therefore have to be monitored and where necessary acted upon, in order to ensure that all students of primary school age in Anguilla are in fact attending school.

All students attending the eight primary schools (six public and two private) are eligible for transfer to the ALHCS upon attaining the age of twelve years. There is no test for selection; however, the performance of students on a Test of Standards administered to Grade Six students is used to guide decisions regarding placement in '**bands**' on entry into Form One. Students are placed in ability bands in some core subjects, while in other subjects they are taught as mixed ability groups. The Review Team was not able to explore in detail the process for placement into bands; however, it seems to be based on established 'cut-off' scores in the selected subjects.

Given that the Tests of Standards are administered to students in primary schools from Grades Three, Five and Six, consideration should be given to including the performance of students in earlier grades when determining the placement in Form One. This would introduce an element of 'continuous assessment' in the process and eliminate perceived unfair treatment of students who may have had a bad day on the Grade Six Test of Standards.

Recommendation : Instead of merely using performance on the Grade Six Test of Standards to place students into ‘bands’ at ALHCS, a profile of each student should be compiled with performance on Tests of Standards from earlier grades. These are then used, along with the Grade Six performance, to determine the best ‘band’ placement for the student in Form One. A **weighting system** could be devised to inform the use of the different assessment data from the different grades. **This should lead to a fairer (child-centred) placement process.**

School Administration and teachers at ALHCS observe that the quality of students entering Form One fluctuates considerably from year-to-year and this in many ways determines their subsequent performance and results in later years. The deficiencies are more pronounced in basic Reading and Numeracy skills. In recent years, programmes have been introduced in primary schools to facilitate early identification of children with learning needs, particularly Reading, and to provide the necessary remediation. One such programme that has had some success is the Reading Recovery Programme, which provides structured experiences for students from as early as Grade One who are identified with severe Reading deficiencies. The Reading Recovery Programme has enabled many such children to improve their reading ability beyond their grade level.

Verna Fahie (2005), in her *Department of Education Review*, concluded that:

“The attainment, progress and achievement of students and the effectiveness of the Department’s support and challenge to schools has been awarded Grade 3-4, Satisfactory to Good. Over the years, the standards in Language Arts, Mathematics, Social Studies and Science in primary schools have improved steadily. In part, this is due to the emphasis on implementing the Literacy and Numeracy Strategies with extension to Social Studies, developing pupils’ investigative and enquiry skills through Science Challenges which culminate in the annual Science Fair.

The performance data of primary level pupils utilise the indicator of ‘achieving 50% or above of the maximum mark available’. This indicator is obtained from the National Test of Standards, a test administered by the DOE annually to pupils of Grades 3, 5 and 6. The data from the tests indicate steady growth in pupils’ achievement mainly in Grades 3 and 6. A significant number of these pupils perform at or above the national standard. The achievement of Grade 5 pupils shows some

improvement even though their data show that less than 50% of them are meeting the national standard.”

Thus, although there is much work still to be done, there is some evidence that the overall quality of students leaving the primary schools continues to improve. Statistics provided by the Chief Education Officer, Mrs. Rhonda Connor, show that the number of students leaving Grade 6 over the last five years (2005-2009) who are able to read at the age grade level or above is in the 40% range, while over 80% are functionally literate.

		Number of Students Reading at Chronological Age and Above	Number of Students Functionally Literate
	Total		
2005	204	68 (33%)	169 (83%)
2006	222	113 (51%)	186 (84%)
2007	192	91 (47%)	161 (84%)
2008	218	88 (40%)	178 (82%)
2009	206	89 (43%)	173 (84%)

(Source: Education Department: Reading Results 2009)

Verna Fahie (2005) also points to successes in providing “**Care guidance and welfare-action to ensure the appropriate care, well-being and safety of students, particularly vulnerable students and families**”, at the primary level. All such initiatives aim to improve the quality of students entering the ALHCS.

Notwithstanding, Education Psychologist, **Mr. Peter Wolinsky**, who works with children with behavioural difficulties, notes that there are some cultural and societal filters influencing children’s behaviour and attitudes that have to be addressed. There are many good things that are being done and the results are not all negative. The main concerns pertain to children being successful and leaving school with the skills they need. Mr. Wolinsky does not think that the comprehensive system should be thrown out; it is, however, necessary to fix those aspects which are not working well.

The main problem, according to Mr. Wolinsky, is lack of early identification and adequate remediation. Too many children are being sent into the secondary school with social, emotional and academic problems which are not recognized early enough to be dealt with. That is, if they cannot be successful academically, then look for other ways to ensure success. Reading Recovery has helped to “bring some students up”. **Principals of Primary Schools**, however, complain that the support for struggling readers is not sustained at the end of the Reading Recovery Programme. Therefore, gains are lost.

There is need for more coordination and supervision at the primary level. Remedial Reading and Reading Recovery appear to be operating in isolation.

There is insufficient available data; however, Mr. Wolinsky is of the opinion that there are significantly more students than there should be who enter into Campus B at ALHCS with behavioural problems and learning deficiencies; and things only worsen at Campus B. Literacy and behavioural problems are passed on from year to year.

Recommendations

1. There is need for more specially trained Reading Teachers to teach Remedial Reading.
2. A data collection system should be developed so that the system becomes data-driven, **for example**, through systematic collection and analysis of Behaviour data, Reading data, and Attendance and Punctuality data. The system needs to know just how many children are not going to school, and are thus disengaged from learning.
3. More resources need to be put into primary education, **for example**, in providing Reading and Numeracy Support, organizing Summer School programmes, Educational Camps etc. It is not just enough to identify deficiencies early but proper remediation should be provided.
4. The VIRTUES Programme was recently approved by the Department of Education for implementation in all schools. Although it is quite useful, the VIRTUES Programme, has 75 ‘Virtues’ which are too many to be properly enforced. What is required is a Code of Conduct with a manageable number of selected behaviours/virtues to be modelled. The Code of Conduct should be

agreed by all in the school community, and practiced and enforced by all: that is, teachers, students, and parents, without favour or compromise.

5. There should be more documentation of effort at the primary level. For students that are identified with behavioural problems and severe learning deficiencies in primary schools, a file should be prepared and maintained as the child progresses through the primary grades. Remedial measures taken should be noted in the file. There should be an on-going discussion in collaboration with the parent(s) of each child. The files for such children are then passed on to the administration of ALHCS when the child leaves the primary school so that appropriate monitoring and follow-up action can be taken.
6. The Campus B programme should include a Transitioning Programme for students moving from primary to secondary. This transitioning programme should be a collaborative effort between the School, the Department of Education and other resource persons from the community, as may be available.
7. As part of the transition programme, and continuing throughout the secondary level, there should be a “**big brother/big sister**” arrangement established for the students. The emphasis should be on promoting “**school connectedness**”; that is, providing “connections” for students and constantly *checking on/connecting* with the children. This requires involvement of Guidance Counsellors, community personnel, parents; generally, support groups for the students. Such ‘connections’ are especially essential for students who are identified with behavioural problems.

Cunningham et al (2008) state that “**feeling disconnected from school**” is emerging from the research as an explanatory factor for all kinds of risky behaviour. Arguably, it may well be the most important factor affecting all kinds of behaviour. “School connectedness” - feeling that people in a young person’s school care about his or her well-being – has been found to be **negatively correlated** with instances of school repetition, school drop-out, risky sexual behavior, violence and substance abuse. “**Connectedness**”, states Cunningham, is not the same as attending school. The correlation emerges even after controlling (statistically) for school attendance. Neither does it relate to school quality. Important factors that promote connectedness include safe schools, caring staff, and a generally, supportive school environment.

Transition from primary to secondary school coincides with changes in the physical and cognitive development of children. Additionally, they have to cope with sudden

changes in their school experience. They move from relatively small, personalized, and task-focused primary schools to larger, more impersonal secondary schools. They progress from interacting with sometimes one teacher to as many as eight different teachers in a day. They encounter many new students, most of whom are older than themselves. This change offers both opportunities and challenges. The way these young adolescents adapt to the transition can have a major impact on their psychological well-being and subsequent development.

Elements of a transitioning programme could include:

- **(Before children leave Primary School – during the final term at Grade Six)** Develop a student orientation strategy in collaboration with the secondary school to expose students to ‘high school’ practices, for example, removing the afternoon break, if one is given.
- Have a meeting with the parents of the Grade Six students to be transferred (to be held **at the ALHCS** at the end of the school year) to discuss code of conduct, dress code and other school rules and requirements, in order to set the tone for on-going involvement of parents in the transition exercise, and promoting continued discussion in PTA meetings. **The students who are to be transferred should attend these meetings with the parents.**
- Establish a pastoral system for first formers. This will include some of the elements mentioned earlier: assignment of ‘**homeroom teachers**’, class representatives, a **big buddy system** (using students from higher forms) and **peer mediation-mentoring arrangements**, as well as, a **dedicated Guidance Counsellor**. These will support the students during their first year.
- Ensure that **homeroom teachers** for the first form are mature/experienced teachers who will set the tone when settling in the students to the routines and requirements of high school.
- Provide the opportunity for first form teachers to discuss and develop a **homework policy** that is specially designed for first formers. Homework should be coordinated to allow students some ‘free time’, while ensuring that there is enough time to complete assignments.
- **Establish a policy that first formers should be punished ‘inside the classroom’ as opposed to being sent out. Except in a very extreme case of insubordination or indiscipline, a student should not be sent outside as**

punishment but the punishment may entail, for example, standing, etc. inside the classroom.

- The Head of Year (Year 1) should be unassigned where possible during the first session at mornings and the first session in the afternoon to facilitate adequate monitoring and supervision of Form 1 students.

School – based ‘research’ should be initiated by arranging for interaction with first and second form students in different ability bands during the **first** and **last term** of the school year to determine their expectations and actual experiences. Systematic analysis of recorded statements made by the students, and evaluation of related school practices, could then feed into improving and expanding the transitioning experiences that are provided for students.

SECTION FOUR

Perceptions of the Comprehensive Education System at ALHCS: In Relation to the 2002 Education Policy Mandates and the Goals of Education

A **Questionnaire** was constructed and administered to probe perceptions on the extent to which the comprehensive education system that is being implemented at the Albena Lake-Hodge Comprehensive School (ALHCS), is:

- (1) satisfying the mandates as outlined in the Government's 2002 Education Policy Document; and
- (2) meeting the Government's overall Goals of Education.

The questionnaire required respondents to indicate whether they **Agreed**, **Disagreed**, or were **Uncertain**, with specific statements.

There were 263 respondents. These were categorized according to Sex and Nationality. Each respondent was then required to respond as one of the following: Ministry Official, Student (Past or Present), Teacher (Retired or Current), School Administration, Parent, Civil Society, or Private Sector/Business or Industry. These categories were, however, not mutually exclusive, since a parent, for example, may have been a past student, or, a representative of civil society may have been a parent. This, however, was not considered to be very critical to the analysis. In a few cases, the respondents selected more than one category and their responses were recorded under the respective categories.

Analysis of data was done using **Statistical Package for Social Scientists (SPSS) 16.0 for Windows (2007)**. Descriptive Statistics (Crosstabs) were computed for all respondents taken together, as well as selected categories of respondents, taken separately. Responses for Students were crossed with Sex, and Teachers' responses were crossed with Nationality (Anguillan, Other CARICOM Country, Dominican

Republic, or Other). Chi Square (χ^2) Statistical Tests were done to determine whether the responses were dependent or independent of the different sub-categories of respondents. A 5% level of significance ($p \leq .05$) was used to accept or reject the null hypothesis: ***Responses are independent of the subcategories.***

Selected summary Crosstabs tables (showing percent responses) are shown for the Total Number of Respondents, as well as for Students and Teachers. Results are summarized for Parents and Civil Society. Tables are not produced for the other categories because of the relatively small number of respondents. Responses from these respondents are, however, included in tables for the Total Number of Respondents. In most cases, where Chi Square Tests are applicable, only statistically significant results have been reported.

Where the majority of respondents (over 50%) indicated **agreement**, this was taken as confirmation that, ***“the comprehensive education system was considered to be meeting the required education policy direction or goal of education”***. Where the majority of respondents either **disagreed**, or was **uncertain**, this was taken as indication that ***“the comprehensive education system was NOT perceived as meeting the specific policy mandate or goal of education”***. A response of **“Uncertain”** was interpreted as signifying that, **either** the respondent was not aware of the specific education policy or goal of education, **or**, in the respondent’s opinion, the education policy or goal of education was only occasionally or partially being met to some degree by the programme at ALHCS.

Respondents were also asked to make comments on the questionnaire in relation to the 2002 Education Policy and the Goals of Education. This enabled respondents, if they wished, to provide some insight into the thinking that guided their responses. Selected written comments from the various categories of respondents have been listed. The complete questionnaire may be found in the Appendix. An abbreviated version of each Education Policy mandate is included in Table 4:1 to facilitate interpretation of the findings.

From Table 4.1, it is noted that, when all the respondents are taken together, only the following mandates in the 2002 Education Policy received an **Agree** response by a majority of the respondents:

- 1(a) Promotes equity in and universal access to education
- 1(g) Promotes skills development in all students
- 1(h) Promotes and prepares students for life-long education.

Table 4.1: Perceptions of Respondents on Whether Comprehensive Education System at ALHCS Reflects Mandates of 2002 Education Policy

Item	Response			No. of Respondents
	A	D	U	
1a Equity in and universal access	52.7	18.1	29.2	263
1b Technological and technical Ed.	43.8	31.9	24.3	263
1c Acceptable morals and norms	47.3	28.3	24.3	263
1d Acceptable values and ethics	40.7	29.6	29.7	263
1e Focus on acceptable Culture	28.8	43.8	27.4	263
1f Participatory governance in Ed.	32.7	29.2	38.1	263
1g Skills development in students	53.1	30.5	16.4	263
1h Prepares for lifelong education	54.0	28.3	17.7	263
1i Ensures accountability in Ed.	38.1	30.1	31.8	263
1j High standards and excellence	36.7	38.9	24.3	263
1k High quality pastoral care	27.9	36.3	35.8	263

The statement '**promotes equity in and universal access to education**' (Item 1a) created difficulty for some respondents who indicated that although the education system does provide universal access, they disagreed with '**equity in**' claiming that there was not much equity in the education being provided for some sub-groups of students. Perhaps this statement should have been separated into two statements.

All other statements relating to the 2002 Education Policy mandates received **Disagree** or **Uncertain** responses from the majority of respondents. As shown in Table 4.1, in most cases, there was a fairly high percentage of disagreement.

It can be concluded, therefore, that the majority of respondents felt that the comprehensive system of education as practiced at the ALHCS does not meet the mandates of the 2002 Education Policy.

To gain further insight into the perceptions of respondents, the analysis tabulated and further examined the responses of selected categories of respondents: Students, Teachers, Parents and Civil Society. There were 112 students-respondents: 58 past students and 54 present students. The analysis examined responses for all students and Chi Square values were obtained for Past students versus Present Students, as well as, when crossed with Student Sex. The results are summarized in Table 4.2.

Over 50% of the students **agreed** that the comprehensive education system at ALHCS satisfied the following:

- 1 (g) Promotes skill development in all students
- 1 (h) Promotes and prepares students for lifelong education.

For all other statements that related to the 2002 Education Policy mandates, students either **disagreed** or were **uncertain**. The level of disagreement and uncertainty was particularly strong for the policy statements relating to: **values and ethics, culture, participatory governance, standards and excellence, and pastoral care**. It can be concluded that Students feel that their experiences at the ALHCS are not addressing these policy mandates.

Generally, the responses were found to be independent of whether the students were past students or present students at the school; that is, any differences were probably due to chance. The exception was for the statement: (1g) **Promotes skills development in all students**. For this statement, $\chi^2 = 5.605$, $df = 2$, $p < .06$, was close to being significant. 70.1% of the present students at ALHCS agreed with this statement compared to 48.3% of past students.

This result implies that more advances are probably now being made than in the past, through the school's curriculum, to promote and provide students with opportunities for skills development.

Table 4.2: Students' Perceptions on Whether Comprehensive Education System at ALHCS Reflects Mandates of 2002 Education Policy

Item	Response %			No. of Respondents	Significance Test χ^2 value (also when crossed with SEX of Student)
	A	D	U		
1a	46.7	28.6	24.8	112	2.82
1b	46.7	28.6	24.8	112	2.879 ($\chi^2= 9.343^*$, df=2. P<.009).
1c	46.7	30.5	22.8	112	1.043
1d	34.3	35.2	30.5	112	0.36
1e	22.9	55.2	21.9	112	1.450
1f	37.1	21.0	41.9	112	0.515
1g	58.1	26.7	15.2	112	5.605, df=2, p<.06
1h	61.9	23.8	14.3	112	1.024
1i	47.6	25.7	26.7	112	0.430
1j	39.0	36.2	24.8	112	1.455
1k	18.1	43.8	38.1	112	1.916

** χ^2 - value indicates significance, $p \leq .05$*

When the Crosstabs tables for students' responses were crossed with Students' Sex, a strong significant effect was found for the item: **Promotes and develops technological and technical education with particular emphasis on information technology**. The effect was found for the **Male Students**. 71.4% of the present male students at ALHCS agreed with this statement compared to 30.0% of the past male students. Hence, although overall there was some disagreement or uncertainty with this statement, this result suggests that, in recent years, the Technical and, more specifically, Information and Communication Technology, provisions in the curriculum may have gained more prominence than in the past. **Additionally**, given that there was no significant difference in the female responses to this statement, it may also imply that presently, male students at ALHCS may be much more involved in ICT-related and technical activities than female students.

Teachers' Perceptions on Education Policy Mandates

Forty (40) persons responded as Teachers (9 Retired and 31 Present). Table 4.3 summarizes their responses. Results were crossed with **Nationality** to determine whether responses were independent of Teachers' Nationality using χ^2 test.

Slightly more than 50% of the teachers **agreed** with statements on **equity and universal access, morals and norm, and pastoral care**. For all the others, the majority of teachers either **disagreed** or was **uncertain**. The Retired Teachers were particularly critical, compared to the teachers who are presently on staff. However, because the Retired Teachers-respondents were so few, despite the high disagreement or uncertainty, the χ^2 *values* were not significant.

Table 4.3: Teachers' Perceptions on Whether Comprehensive Education System at ALHCS Reflects Mandates of 2002 Education Policy

Item	Response %			No. of Respondents	Significance Test χ^2 value (Retired vs Present)
	A	D	U		
1a	60.5	36.8	18.4	40	0.423
1b	47.4	36.8	15.8	40	1.032
1c	50.0	28.9	21.1	40	1.578
1d	31.6	28.9	39.5	40	2.416
1e	21.1	44.7	34.2	40	0.711
1f	47.4	36.8	15.8	40	2.214
1g	39.5	42.1	18.4	40	0.431
1h	23.7	42.1	34.2	40	0.587
1i	23.7	63.2	13.1	40	0.609
1j	36.8	31.6	31.6	40	0.523
1k	55.3	28.9	15.8	40	1.392

When the results were crossed with Teachers' Nationality, there were no significant differences in the responses for any of the items pertaining to the 2002 Education Policy. Hence, any differences in the number of **Agree** responses among teachers of

different nationalities were probably due to chance. There is no evidence that nationality played a role in teachers' perceptions.

Perceptions of Other Groups on Education Policy Mandates

Of the 46 persons who responded as **Parents**, 50% or more **agreed** with the following items: 1 (a), 1 (g), 1 (h) and 1 (j) of the Questionnaire. These items probed perceptions on universal access to education, skills development, life-long education, and standards and excellence. For all the others, parents either **disagreed** or expressed **uncertainty**.

It seems, therefore, that most parents do not believe that the comprehensive system at the ALHCS is meeting the mandates of the 2002 Education Policy. Notwithstanding, a particular statement by one of the parents appears quite revealing and perhaps adequately describes the situation. That parent wrote: **“I honestly don’t have a clue what’s happening at the school.”** In the final analysis, this may be one of the major problems which must be addressed.

Civil Society was represented by 44 respondents. They agreed with statements on universal education, skills development, and life-long education. The majority of Civil Society respondents perceived that all other mandates of the 2002 Education Policy were not being adequately addressed.

Recommendations

1. There needs to be **more public discussion** on the 2002 Education Policy mandates and the **implications for the curriculum at ALHCS**.
2. The Education Department should ensure that the mandates of the Education Policy are always **at the forefront of curriculum decision-making and reform at ALHCS**.
3. Curriculum, as well as other programme and administrative reforms, are required at ALHCS to improve the implementation of policy directions relating to: **Values and Ethics**, exposing students to Anguillan **Culture and History**, **Participatory Governance**, ensuring high **Standards and Excellence**, and **Pastoral Care** of students.

Perceptions of Respondents: Comprehensive Education System at ALHCS and the Government’s Goals of Education

The second set of statements on the Questionnaire probed perceptions on whether the Comprehensive System of Education at ALHCS meets the Government’s Goals of Education. Table 4.4 summarizes the results for the 263 respondents. Each Goal of Education has been abbreviated. The complete statements of the Goals of Education may be found in the questionnaire in the Appendix.

Table 4.4 : Respondents’ Perceptions on Whether the Comprehensive Education System at ALHCS Meets the Goals of Education

Item	Response %			No. of Respondents
	A	D	U	
2a Acquisition of knowledge and skills	50.0	29.6	20.4	263
2b Acquisition of attitudes and values	39.4	39.4	21.2	263
2c Self-respect, self-worth, self esteem	42.5	35.0	22.5	263
2d Develop a sense of self-reliance	41.6	27.9	30.5	263
2e Capacity for critical, creative thinking	50.4	29.2	20.4	263
2f Problem solving and decision-making	46.0	30.5	23.5	263
2g National pride, national spirit, identity	24.3	48.7	27.0	263
2h Accept interdependence of nations	19.9	43.4	36.7	263
2i Appreciate Anguilla’s natural resources	28.3	47.3	27.0	263
2j Keep safe and healthy environment	39.8	34.5	25.7	263
2k Strengthen individual within family	31.9	39.8	28.3	263
2l Strengthen family within society	31.9	41.1	27.0	263
2m Tolerance of individual differences	34.1	41.2	24.7	263
2n Appreciation for arts and culture	40.3	35.8	23.9	263
2o Physical, mental health, well -being	54.9	24.3	20.8	263

Only three goals received an **Agree** response by 50% or more of the respondents.

These were:

- 2(a) Acquisition of **knowledge and skills** for meaningful participation in national development and a satisfying adult life;

- 2(e) Develop capacity for **critical and creative thinking**; and
- 2(0) Promote **physical and mental health and well-being**.

Thus, it can be concluded that the Comprehensive Education System at ALHCS was perceived to be meeting these goals to some extent.

All the other thirteen goals that were listed received responses of either **disagree** or **uncertain** by the majority of respondents. This indicates that, in the opinion of the respondents, the comprehensive education system at ALHCS was either not meeting the goal at all, or only partially meeting the goal; (or respondents did not have enough information about the school curriculum to make an informed response).

The following goals received particularly low levels of agreement, with less than 40% **Agree** responses:

- 2(g) Inculcate national pride, national spirit and national identity;
- 2(h) Inculcate acceptance of the interdependence of the nations of the world;
- 2(i) Stimulate awareness of and appreciation for the preservation of Anguilla's national resources;
- 2(j) Stimulate commitment to keeping a safe and healthy environment;
- 2(k) Strengthen understanding of the role of the **individual** within the **family**;
- 2(l) Strengthen understanding of the role of the **family** within the **society**;
- 2(m) Develop tolerance of individual differences of all kinds; and
- 2(n) Stimulate awareness of and an appreciation of arts and culture.

It seems reasonable to suggest, therefore, that the experiences that are being provided for students at the ALHCS may not be facilitating the achievement of these goals of education as stated by the Government of Anguilla.

Students' Responses to Goals of Education

When the results were analyzed according to sub-categories, some very interesting findings emerged. Students' responses were crossed with Students' Sex. A Sex Factor was found to **significantly** affect the responses to some items.

Item 2(b): **Acquisition of attitudes and values for meaningful participation in national development and a satisfying adult life.**

Most Present Students at ALHCS **agreed** with this statement compared with Past Students. (**55.3% vs 29.3%**; $\chi^2 = 7.725$, $df=2$, $p<.03$). **Additionally**, most Female Students who are currently at the ALHCS **agreed** with this statement compared to Past Female Students (63.6% vs 26.3%; $\chi^2 = 10.077$, $df=2$, $p<.01$).

The reason for this result could probably be attributed to the increased efforts of the Guidance Counsellors and the school, generally, (for example, through the Personal and Social Health Education programme) to instill values and attitudes in children. Alternatively, it may well be that the past students do not feel that these attributes are being emphasized sufficiently, because of the atrocious behaviours they now see being exhibited by some students at ALHCS.

Male students who are currently attending the ALHCS **agree** with the following item significantly more than their counterpart past students:

Item 2(f): **Develop capacity for problem solving and decision making**, (64.3% vs 40.0%; $\chi^2 = 6.193$, $df=2$, $p<.04$).

These skills are probably now being emphasized more than in the past; perhaps due to the increased prevalence in the use of Information Technology [see result for Item 1(b) described earlier].

These significant Chi-Square results indicate that the differences in students' opinions were not due to chance and that there was definitely a Sex Factor influencing the

students' responses. Some results were also dependent on whether the students were currently attending school or were past students.

Teachers Responses to Goals of Education

Fifty percent (50%) or more of the 40 teachers **agreed** that the system at ALHCS is meeting the goals of education pertaining to acquisition of knowledge and skills [Item 2(a)], developing self-respect, self-worth and self-esteem [2(c)], and promoting physical and mental health and well-being [Item 2(o)]. There was strong disagreement and much uncertainty with respect to the other goals.

There was no significant difference found between the responses of the teachers who are currently on staff and past teachers in respect of perceptions on whether the comprehensive education system is meeting the goals of education.

Similarly, when teachers' responses were crossed with **Nationality**, no significant differences emerged. Hence, any differences in responses were probably due to chance. Given the small number of non-Anguillan teachers-respondents, it is not surprising that no significant differences were found.

Perceptions of Other Respondents

Parents tended to agree that the ALHCS was meeting goals pertaining to acquisition of knowledge and skills, developing a sense of self-respect, self-worth and self esteem, and promoting physical and mental health and well-being.

Civil Society respondents only agreed with the goal pertaining to acquisition of knowledge and skills. Civil society respondents were very critical of the ALHCS with respect to its meeting **all** the other stated goals of Education.

Recommendations

1. Curriculum reform is required to expand and strengthen experiences at ALHCS to ensure achievement of Goals of Education pertaining to: national pride, national spirit and national identity; acceptance of the interdependence of the nations of the world; awareness of and appreciation for the preservation of Anguilla's national resources; commitment to keeping a safe and healthy environment; understanding of the role of the **individual** within the **family**; understanding of the role of the **family** within the **society**; tolerance of individual differences of all kinds; and awareness of and an appreciation of arts and culture.
2. These experiences may be provided through reform of the curriculum of related subjects, for example, Social Studies, and through enrichment programmes, such as, quiz competitions, guest speakers, community work projects, and other cultural events.

Selected Comments made by Respondents on the extent to which the Comprehensive Education System at ALHCS meets the Mandates of the 2002 Education Policy and the Expressed Goals of Education

The questionnaire provided opportunity for respondents who so desired to comment on the comprehensive education system at ALHCS as it pertains to meeting the mandates of any aspect of the 2002 Education Policy or Government's Goals of Education Policy. In this section, selected comments will be reported from all categories of respondents: Ministry of Education Officials, School Administration Personnel, Students, Teachers, Parents, Civil Society and Private Sector/Business Industry. The comments are not listed in any special sequence or order of priority.

Ministry/ Department of Education Officials

- Consideration needs to be given towards molding of ALL students especially those "weaker" students.

- Only a small number of students still benefit from “Comprehensive” Education as delivered in Anguilla. Too many students are still failing and falling by the wayside. The causes may not all be attributed to the comprehensive system ...
- Somehow both students and teachers must be held accountable for their learning and teaching. Not sure if this is happening. Glaring flaw of banding (if it can be termed a flaw) is that the student is doomed from the outset as teachers tend to short-change them.
- Education in Anguilla has grown by leaps and bounds and efforts have been made to ensure that all facets are covered.
- Some goals of education have been/will be accomplished; however some areas have declined. It’s my view that our community and our parents need to act accordingly to ensure that all goals are accomplished.
- While 2a and 2b are true for some students, the needs of the majority of students at ALHCS are not being met. (My choice of uncertain) reflects that there are programmes in place to address these issues but I am unsure as to their scope and effectiveness.
- I have always felt that the school is comprehensive in name but not in practice. Conscious or unconsciously, the focus is on the academic - How many CXC (CSEC) passes we get.

School Administration

- At some time or other all pupils should be exposed to plumbing, electrical, etc. Pupils who are academic should be able to pursue that course and those who are skill oriented/hands-on should be able to do so.
- (Re: Goals of Education) The (above) skills are taught by some of the teachers and are not consistent throughout the school. Morals etc. are taught but are not upheld by all teachers.
- There should be more appreciation for arts and culture; should be encouraged throughout the school.

Teachers

Retired Teachers

- The system perhaps seeks to meet all the aforementioned goals, but whether it succeeds in its actual execution is debatable. The system has been lacking in critical resources, thus mitigating against the system’s ability to deliver.
- The history books need to change and focus on Caribbean and Anguillan history, culture, values etc. Teachers must set the example and enforce nationalism in many aspects of our curriculum.

Present Teachers

- I believe that all the above are present but are not promoted. Thus there is a total breakdown and chaos in all the above. E.g. Values are preached and taught but on the surface. Lots of double standards, or even triple... only apply to some.
- Some students don't care about education because nothing stops them (from) going to the next year or grade.
- Knowledge, skills and attitudes are delivered to students on a daily/weekly basis with focus on the development and enhancement of critical thinking and problem solving skills; also the need to respect self and others through the Virtues Programme, recently-employed Anti-bullying Policy and school rules and schemes of work.
- Students depend on teachers heavily to succeed even at 5th and 6th Form levels and should be taught to be more independent thinkers.
- (Opportunities should be provided for children to) Sing National Song daily, learning and singing folk songs on a regular basis, having national rallies and parades (school), standing wherever they are when national song is played, etc.
- School needs to have cultural shows/concerts at end of every term, highlighting local talents. More respect needs to be given to the arts and culture of the Caribbean at large.
- Students need to be taught a sense of consequence for their actions. All rules should be enforced across the board with the idea that every action generates a consequence or result that must be dealt with.
- The school may be trying its best to help students concerning morals, values and ethics but the goals are probably not being met because of the counter effects of the society and the family.

Students

Past Students

- Religious education should be taught instead of just accepted morals and norms. This will go a long way in preserving the true culture of Anguilla.
- Some persons do not get to study in the areas they would like to.
- The school health programme is a good one.
- There should be more jollification style lessons in school. Some schools/teachers have cultural sessions with and for their students (e.g. Valley Primary School).
- There needs to be more interaction with the children to understand what they really need.
- The skill subjects such as Arts, PSE, Home Management, Woodwork, etc. help with the values, attitudes and self respect. All of these subject areas are in the

same grouping which allows for the choice of one subject instead of several that will help with many positive attributes and skills.

- The system does not have all that it needs to be comprehensive so the needs of the non-academic student may not be met. The Government of Anguilla should establish a vocational school in a different location.
- The school needs to partner with the community and family more.
- PSHE needs to be made more meaningful and with greater emphasis on civic education.
- While the school is promoting equal access to education, they are not ensuring that the students are promoted on merit.
- Teachers need to spend more time with individual students, getting to know them and noting changes in their behavior and having a more supportive relationship. Teachers need to be more loving and students will respond better.

Present Students

- For skill development, they can work a little harder to make it interesting with more practical work because some children learn more when it is visual and less writing.
- I do not think that the commitment of keeping a safe and healthy environment is being carried out properly because we lack in some areas.
- The ALHCS, like many other high schools, may have its faults. However, I think that the ALHCS provides all of its students with an opportunity to learn and develop skills.
- I really don't think that the ALHCS teaches its students to respect persons of different nationalities, like foreigners in society. Students who are not Anguillan may sometimes be singled out by their peers.
- There is no big standard set for motivating students to work harder to pass any class or school year. I recommend forcing students who fail the school year to repeat the entire year and set a pass mark. If the student gets the pass mark, they can continue and if they fail they will repeat.
- Albena Lake Hodge Comprehensive School ensures that all students are well equipped and know what to expect from the working world around us. It teaches the subjects needed to get a good paying job and makes sure you do your best in all your subjects.
- Sport is something that the school has promoted and pushed in recent times. But there is a lack in the funding to encourage more students to seriously pursue the goal of becoming professional athletes.
- The comprehensive system is solely academic based and no room is made, other than P.S.E. classes, for the social development of the student.

- Anguilla school needs to put more effort into what they teach us, and act like they care and not just doing it for doing sake. And they need to explain things in different ways so each child could understand.

Parents

- I have not attended the ALHCS on Anguilla but as I refer back to my daughter's assignments and educational books while going to school during ... I must state that the comprehensive educational system did meet 90% of the goals and requirements.
- I have limited knowledge with regards to the Education Policy. Health education is critical to students' personal development and therefore requires more emphasis within the education system.
- The Education Policy should be made available to the public via internet access so that parents can familiarize themselves with the document and make more informed decisions.
- Education in Anguilla is very good compared with England. And I think the teachers play a good role with the children.
- I think some of the children that have mental problems should be noticed in primary school so that they can get the help they need.
- Government of Anguilla needs community programmes for the grassroots children.
- The school is very slack. If two children fight in school, the teachers and security guards run.
- ALHCS is nothing but a loitering place.
- The Education System does not show interest in all areas. You can see it in the results of the kids' performance and sometimes the attitudes of teachers when you try to speak to them about it.

Civil Society

- They need to put back morning prayers and inspection of clothes and everything every morning. Do not accept the boys with the pants below the 'bum'.
- The school needs to come with the ideas they have and present them to the people. If you don't know teachers or students, you don't know anything about the school except the fighting.
- There should be more use of the radio stations to promote education and especially on safe and healthy environment and on the role of the individual in the family.

- Build a technical school somewhere else – a separate facility.
- Anguilla needs a trade school.
- While possessing a high education and good skills is very important to the development of the individual, lacking the correct moral standards and norms to govern that individual is poor. Therefore, I recommend that actions be implemented to enforce that teachers and students alike play their part to develop the standard of the school.
- I strongly believe that it makes no sense giving out questionnaires to investigate one's opinions and after obtaining results, no action is taken.
- The parents, the teachers and the Ministry of Education need to work more closely together.
- Our kids don't dress right, don't talk right, they don't behave right – are rude. We have a failing community. We fail to train the children. ALHCS needs to be restructured, taken down and built in a way that the children can be managed.
- The number of children on the roads/Webster Park in uniform during school hours gives a sure 'D' to this question.
- The school is trying but the society's input is more influential.
- ALHCS should try to do more in the Guidance, Counselling, Sports and Culture subjects.
- Every teacher should make an effort to visit each student's home at least once. Strengthen the relationship between home and school.

Private Sector/ Business/ Industry

- Skills development is not coordinated. Standards and excellence are fragmented. Pastoral care needs to be coordinated.
- The entire education system in Anguilla needs new innovation and a review of its curriculum.
- Neither the children nor the community itself shows any interest in these goals.
- I have met many young people that could not read or write. No Math skills.
- I would like to see more practical and technical education.
- The school and society needs to provide opportunity to craft skills that can promote entrepreneurs among young people.
- Although the Education System caters for all segments and levels of education, having the excelling and not so quick to learn students share the same classroom is in my opinion not a very good idea for allowing the stars to shine and getting the slower ones to increase.

- I applaud the system for allowing the physical and mental well being by creating and initiating applaudable extra-curricular activities to form that balance in life between work and play.
- Whole school policies on diversity and language need to be developed. Until the apathetic attitude to education is addressed, I cannot be sure that life-long education is promoted. The school is too cut-off from society. The fact that the younger workforce is so lacking in social etiquette, and come with poor work ethics, say that much is to be desired in education.

The above selected comments from the various stakeholder groups point to perceived strengths and weaknesses of the system, and include recommendations which may be considered in the development of the **Strategic Plan** to reform the ALHCS. **See earlier Recommendation on Page 17.**

SECTION FIVE

Results of Tracer Studies

An Instrument was designed to trace the development of a sample of students from three age cohort groups that attended the ALHCS. The Tracer Study sought to obtain information on the following:

1. Average **Attendance** and **Punctuality** of students: (a) at the end of First Form, (b) at the end of Third Form, and (c) at end of Fifth Form.
2. The **Placement** of the students: (a) on entry into Form One, (b) on entry into Form 4, and (c) the Final Form/ Band in which the student was located on completion of Form Five. Placement was related to Bands in which students were placed for the majority of subjects: Top (Bands 1 & 2), Middle (Band 3) and Lowest (Band 4).
3. The **Subjects** which students pursued: (a) at the commencement of ALHCS, (b) during the Middle Years, and (c) on completion.
4. Finally, the study sought to find out what the students did on leaving Form Five at ALHCS and where they are now.

These areas of focus were crossed and compared in terms of **Students' Sex** and **Parents' Occupation (Socio-Economic Status)**.

The following year Groups were used: 1995-2000, 2001-2006 and 2002-2007. A total of **207** students were traced distributed as follows:

1995-2000: 105 students

2001-2006: 52 Students

2002-2007: 50 students

The 207 students were selected from the class records.

Socio-Economic Status was categorized based on an adaptation of the National Statistics Socio – Economic Status Classification 2001 (www.barrycomp.com). This scale includes eight classifications based on occupations. For the purposes of this assignment, every two classifications were combined to give the following Four Occupational Categories signifying Social Class:

- 1 **High Managerial Occupations** (e.g. Company Directors, Military Officers, Bank Managers, Senior Civil Servants, Doctor, Barrister, Solicitor, Clergy, Teacher)
- 2 **Lower and Intermediate Managerial** (e.g. Nurses and Midwives, Journalists, Senior Clerks, Secretaries)
- 3 **Small Employers and Lower Supervisory Craft** (e.g. Farmers, Plumbers etc.)
- 4 **Semi-Routine and Routine Occupations** (e.g. Shop Assistant, Waiters, Building Labourers, etc.)

The Instrument recorded the occupations of both Mother and Father of each student. For each student, the occupation of the parent with the highest classification was selected.

Results for Attendance and Punctuality

Attendance and Punctuality were recorded for each student by expressing the Total number of times Present (or Late respectively) as a percentage of the Total number of times possible for the specific period.

Table 5.1: Average Attendance and Punctuality at the ALHCS among Samples from Three Age Cohorts

Attendance & Punctuality	<u>1995-2000</u>		<u>2001-2006</u>		<u>2002-2007</u>	
	N	Average %	N	Average %	N	Average %
Attendance YEAR 1	102	95.13	52	93.73	50	93.68
Punctuality YEAR 1	89	96.38	52	95.58	50	96.02
Attendance YEAR 3	83	91.83	50	89.94	50	90.9
Punctuality YEAR 3	55	95.94	50	91.60	50	88.92
Attendance YEAR 5	99	90.66	45	90.51	47	87.34
Punctuality YEAR 5	66	95.88	45	94.20	47	89.89

N= Number of Students for which records were available

Average attendance and punctuality ranged from the 87% to 96%. The most striking feature, however, is that during the first year in school both attendance and punctuality are at their highest. They tend to drop as students grow older.

Analysis of Variance was used to probe the differences in means for the three age cohort groups; that is, to determine whether or not the differences in mean could be attributed to chance. A ***p-value of .05*** or below was taken to be statistically significant.

Significant differences were found for **Punctuality - Year 3 ($F= 6.55, p<.002$)** and for **Punctuality - Year 5 ($F=8.49, p<.001$)**. (Tukey) Post Hoc Tests for Multiple Comparisons showed that for Punctuality (Year 3) the mean for the 1995-2000 cohort was significantly higher than the mean for the 2002-2007 cohort (**$p<0001$**). Similarly, the mean Punctuality (Year 5) for 1995-2000 was higher than that for both 2001-2006 and 2002-2007 (**$P<.001$**), while the mean for 2001-2006 was higher than 2002-2007 (**$p<.02$**). These statistically significant results suggest that the differences were not due to chance.

Conclusion: Punctuality seems to be declining at the ALHCS.

Although **Attendance** showed similar trends (that is, means for the 1995-2000 cohort were higher than the means for the 2001-2006 and 2002-2007 cohorts), the differences were not statistically significant and, therefore, chance could not be ruled out. Nevertheless, in light of the results for punctuality, it must be given appropriate attention.

An effect due to **Students' Sex** was found for **Attendance in Year 3**. Females showed higher mean attendance than males ($F=3.887, p<.05$).

Socio-Economic Status (Parents' Occupation) was found to be significantly related to **Punctuality - Year 1 ($F=3.838, p<.01$)**. Post Hoc Tests showed that students whose parents were classified as **Routine Occupations** had a lower mean Punctuality than students of parents in all the other categories (**$p<.001$**). Thus, although Punctuality –

Year 1 was generally good overall, there is evidence that certain categories of parents may be paying more attention to punctuality than others.

The **Placement of students** has been found to be significantly related to both attendance and punctuality. The sample of 2007 students included 120 in Top Band(s), 48 in Middle Band(s) and 39 in Lowest Band(s). Differences in **Placement at Year 1** were found to be statistically significant for both Attendance and Punctuality - Year 1 ($F=3.463$, $p<.03$ and $F= 7.254$, $p<.001$ respectively), Attendance – Year 3 ($F=3.326$, $p<.038$), and Attendance – Year 5 ($F=3.751$, $p<.025$). All these results were related to comparisons between the means for students in the Top Band(s) compared to students in the lower Bands. There were no significant differences found between attendance and punctuality for students in the top Bands and the middle Band(s).

Conclusion: Students at the ALHCS who are placed in low Bands tend to attend school less frequently and less punctually than students who are in higher Bands. This may seem obvious or expected; however, it speaks to the need for greater effort and attention to be given to motivating the students in lower bands to make them want to attend school.

Tracing Students Who Have Left Form Five at ALHCS

No significant difference was found due to **Student Sex**. However, a significant difference was found due to **Placement – Year 1** (Chi Square $\chi^2= 40.96$, $p<.00001$). This is expected. For example, of the 110 students who gained employment immediately on leaving school, 54.6% were from the top Bands, 25.5% from the middle Band while 18.2 % were from the lower Bands. Of the 51 students who are now in University or College, 90.2% are from Band 1 and 2; although all of them did not necessarily excel in the CSEC examinations. About 10% of the students who have gone on to College were actually in lower Bands at the ALHCS.

About 30% of the former students who were traced and are actually working, are also enrolled in Continuing Education Programmes in Anguilla, including the UWI Open

Campus, or are enrolled in distance programmes, pursuing studies in various professional fields.

No significant differences were found due to Parents' Occupations (Socio-economic status). That is, what children did after completing the ALHCS does not appear to be significantly related to parents' occupations (social status).

Table 5.2: Tracing Students who have left Form Five at ALHCS and their Current Whereabouts

Activity	On Leaving Form Five at ALHCS	Current Activity
Attend Sixth Form	30	NA
Overseas University or Coll.	4	52
Other Programmes	0	(30) Incl. with Employ.
Obtained Employment	110	87
Self-Employment	0	7
Unemployed	1	5
Migrated	8	10
Other	54	46
TOTAL	207	207

Other= Unable to locate; whereabouts unknown

Conclusion: Students from any social class are just as likely to go to Sixth Form, attend university or college, go to work, engage in continuing education, etc, on leaving secondary school or after a few years. The (comprehensive) system at ALHCS is facilitating social mobility.

Additionally, a number of students who did not necessarily excel at CSEC have gone on to college mainly in North America. Also, many past students are enrolled in continuing education programmes. These speak positively to the policy objective of the ALHCS contributing to learning beyond school life.

Comments

Though the tracer study was not meant to focus on the quality of record keeping at the ALHCS, the following observations were made and can assist in determining the appropriate resources needed for improved documentation of students' experiences at the school.

1. Not all student files contain the same information. In some instances, entire reports are missing and the records for referrals to other programmes are incomplete. Records are also incomplete in terms of follow-up to pastoral care interventions. In a few instances there are no examination records and no explanation for this.
2. Attendance and punctuality information is incomplete. In many instances, there was summary information found at the end of Year One but no information in file for Year 3 and Year Five for the same student.
3. Incorrect information is on some students' files; for example, letter from one student's parents placed in another's file and incorrect birth certificate in one file.
4. It is apparent that students who enter in the lower bands also come to attention for inappropriate and disruptive behaviours.
5. Orientation - Teacher orientation must ensure that all Form Teachers are standardized. In some instances, school sessions were measured as mornings and afternoons, and in some instances, as whole days. This has implications for aggregate attendance and punctuality records. In a few instances, student reports showed banding for as many as 10 subjects though this is not an actuality.
6. There seems to be a paucity of students engaged in extra-curricular activities; or these were not being systematically included on the students' records. Either way, it should be investigated. Participation in extra-curricula activities should be given greater emphasis during student orientation.
7. A temporary/supplemental file was found for one student. This contained his examination results. However, the original file was found in another year group. Both were put together.
8. Reports of a bottle throwing incident before 8.00 a.m. underscored the need for supervision during non-teaching times.

9. One 5th Former who had been in SEN classes up to Form 4 was allowed to stay at home on Tuesday afternoons because she had no classes. This raised questions about teaching time required by law.
10. Very few files contained feedback from employers of agencies hosting students in the Summer Placement Programme. It is unclear whether these were not completed and returned by the employers or whether they were filed elsewhere.
11. **Recommendation**. A tracer study should be conducted on all students who were **suspended**. The tracer should explore the categories of students suspended (bands and gender), ages, parent's occupations, duration and frequency, and where the students end up after leaving school.

Outside of suspension and expulsion, how is it determined what **punishment** fits what offences? Examples:

- A First Former received six lashes for talking in class.
 - Another student received three strokes as a punishment for hitting. The punishment may have been for disobedience but the record does not make it clear.
12. Some names were incorrectly spelt, sometimes on student files, and in one instance on Examination results.
 13. Some students appear to have been afforded the opportunity to do one subject in more than one option; but this may not be a matter of policy, given the comments from one former student at Her Majesty's Prison, who would have liked to spend more time in the subject areas of his choice.

Other Observations

1. There was no evidence from the Tracer Study sample of any students in a lower Band moving to a higher band. ***Of course, this does not necessarily indicate that this was not being done.*** Promotion from a lower Band to a higher Band based on good performance is a practice in good comprehensive *schools*. There were a few cases recorded of students being demoted to lower Bands as they progressed at ALHCS.

Recommendation

1. ***It should be school policy and practice to provide the opportunity for students to be promoted to a higher Band if they show improvement. This can serve to motivate students when they know that hard work is rewarded. There should***

be a record-keeping mechanism in place at the school to readily capture this information.

For example, the top two Band Three students at any form level could be promoted annually to Band Two. A supportive arrangement could be put in place to enable such students to carry fewer subjects than the other Band Two students and spend more time on the subjects that they are studying; e.g. work in the library, extra time in technical workshops, IT lab etc.

2. The majority of the students entered employment on leaving Form Five (Civil Service and Private Sector: managerial/administrative, hospitality industry/ tourism, clerical work, maintenance, construction, etc). Of those who entered the civil service, less than 1% of the tracer study sample entered the teaching profession. This reflects the difficulty that has been expressed of attracting Anguillans to the teaching profession.
3. A few students seemed to be engaging in some form of self-employment; but this was often as a 'back-up' activity to another job.

Recommendation. Entrepreneurship training and Tourism Awareness need to be emphasized and promoted in the school programme. Children should become involved in developing **Small Business Plans** (through Junior Achievement and Youth Enterprise programmes). The Principles of Business and Accounting programmes at the ALHCS lend themselves to this activity. The Agricultural Science experience (selling produce etc.) and selected TVET programmes could be expanded to incorporate entrepreneurship training and Business Plan development.

There should be resource persons in the community who could be approached to provide insights for students on entrepreneurship and development of business plans. These resource persons should be formally engaged.

SECTION SIX

Issues and Related Recommendations Based on Focus Group Discussions

This section highlights issues raised during Focus Group Discussions and makes additional recommendations to improve the delivery of Comprehensive Education at the ALHCS in Anguilla. The discussion of the issues and related recommendations are presented under various subheadings that significantly impact the comprehensive education system in Anguilla.

Curriculum

The curriculum for mainstream students at the ALHCS focuses on the majority of students aiming to take the Caribbean Secondary Examination Certificate (CSEC) examinations that are set by the Caribbean Examinations Council (CXC). Generally, the curriculum at Forms 1, 2 and 3 are considered to be preparatory for CSEC which is taken at the end of Form 5. CSEC is generally accepted as the benchmark for secondary education in the Caribbean. Successful secondary school completion is primarily considered in terms of the student's level of success at CSEC. A comprehensive system of Education, however, and accompanying universal secondary education, require that other programmes be in place for students who may not achieve success at CSEC.

One of the strategies identified in the document, *Pillars for Partnership and Progress* (OECS Education Reform Unit, 2000), for reforming secondary education was to: **Establish a common curriculum in the first three years** {Strategy 33(b)}. It was recommended that subjects of the common curriculum would be English Language and Literature, Mathematics, Integrated Science, Integrated Technology, Social Studies, Foreign Languages, Physical Education, Religious and Moral Education and the Creative and Performing Arts. The latter referred to Art, Drama, Dance, Music and

Physical Education. Integrated Technology, which was considered a new subject, should include content previously provided by Home Economics, Industrial Arts and Computer Science. **Design** should provide the unifying foci for integration.

The common curriculum identified subjects that should be pursued by students in the mainstream of the first three years, but did not specify how they should be distributed over the three years. However, concern was also expressed over the number of subjects that students entering secondary school from primary school are required to do in Form One.

Many respondents expressed the view that at the ALHCS, students are required to do too many subjects in Form One (and at Form Three).

Parents: “Children are taking too many subjects – 13 or 14 in Form 1, 16 in Form 3 (Band 1 and Band 2)”. “Check how many students make Honour Roll in Form 1 and Form 2 but drop in Form 3”. “School is not fun for students”.

Students: “Too much work”. “Thirteen to fifteen subjects in Third Form”. “Some teachers don’t finish the syllabus”.

Heads of Department: “Why so many subjects?” “Comprehensive implies that there should be a wide range of subjects from which children can choose, but students individually should be taking fewer subjects”. “Timetabling is an issue, with so many subjects. **Some subjects meet once per week**”.

Teachers: “Students feel overwhelmed in First, Second and Third Forms - too many subjects”.

A former Principal of ALHCS, Mr. Darwin Hazell, and former Teacher and Chief Education Officer, Mrs. Verna Fahie, appeared surprised that students in lower bands besides Band 1 and Band 2 are required to take 13-15 subjects. Previously, it seems, some technical subjects were rotated to enable all students to be exposed to technical areas. Students’ Reports (Tracer Study data) indicate that the rotation has not ceased in Form 1 where, for example, Food and Nutrition may be done in Term 1, Clothing and

Textiles in Term 2 and something else done in Term 3; **but it is often these options plus an additional fourteen.**

Recommendation: The curriculum and timetable for Forms 1, 2 and 3 should be properly rationalized to enable students to do fewer subjects at any one time and for sufficient contact time to be given to subjects. Students at Form 1 should not be required to do more than 9 or 10 subjects at any one time.

Students complained that there are too many restrictions on the subjects they choose. Students claim that Band 1 students are encouraged to take the 'academic' subjects and not choose technical subjects. This is refuted by some teachers.

The Review Team spoke with some ***Youth in Prison***. One of them reported that he dropped out of school in Form Five just before he did CSEC exams because he was not interested in what he was doing. He wanted to be in the shops (Building Trades). He expected to spend most time in the shops. Instead he was spending six periods a day sitting in a classroom doing things in which he was not interested (like Social Studies) and only 2 periods in the shop. ***"Why couldn't it be the other way; spend more time in the technical shop. Why couldn't the English that I was doing be centred around what I was doing in the shop?"***

The Review Team feels that these are legitimate concerns that have to be addressed. If properly addressed, they could potentially reduce the number of dropouts and reduce the loitering in Webster Park and other places outside of the school compound. It is very necessary that students are kept occupied at all times in activities in which they are interested.

Recommendations

1. The options available to students after Form 3 (leading to CSEC) should be reviewed to enable students to concentrate mainly on those subjects in which

they are interested, along with the 'core' subject areas that may be necessary for a 'rounded' education.

All indications are that the career guidance/counselling provided to students regarding subject choices is substantial and focused. However, the issue may not be enabling students to select subjects in which they are interested, **but rather, that some students may be required to do, or spend too much time doing, too many subjects in which they are not interested; rather than spending more time on those subjects in which they are interested.**

2. The **timetabling, scheduling and use of technical shops** should be reviewed to enable and require students who are interested in these areas to spend more time in the shops than in the regular classrooms, or wandering off the school compound.
3. **Deliberate but positive measures through innovations in the school curriculum should be taken by the school to try and reduce the opportunities that students have to engage in loitering on and off the school campus. Students in each Form group (particularly students in Band 3 and Band 4) should be given motivational (group) assignments or (group) projects on which to work so that when students are not formally engaged with a teacher they are required to be in some learning space (labs, technical shops, ICT Centre, Library etc.) working on their assignments or projects, depending on their area of concentration. Students should have input in the projects assigned; more specifically, projects and assignments should be developed in areas that are of interest to the students.**
4. There is a need for invigilated study rooms to exercise control over students when they do not have classes. This will reduce some of the loitering on and off campus during school hours. (For example, the Review Team learned that there is a situation at ALHCS where, after trials in 4th Form, some students may be doing 1-8 subjects instead of the full 9 subjects which fill the timetable. Therefore many students have lots of free time. Invigilated study rooms or other projects would help to fill this free time).

Implementation of Recommendations 3 and 4 above requires proper planning and the cooperation of all members of staff. The programme has to be enforced by all teachers and school management without compromise. This should lead to a major reduction in the number of students loitering off campus during school hours (e.g. in Webster Park). Selected club activities and/or community projects could be organized in collaboration with parents and community interest groups to support the recommendations above.

5. Introduce motivational and recognition awards for ALL Bands. For example:

- **Student Achievement Awards**
 - **Excellence Awards for achievement and involvement in Extra-Curricular Activities**
 - **Re-introduction of Honours Lists**
 - **Awards for Most Improved Students**
- etc.

Presentation of these recognition awards should be a major public relations activity involving the Ministry of Education, parents and community sponsors.

The Caribbean Certificate of Secondary Level Competence (CCSLC)

The CCSLC which was introduced by CXC about three years ago, provides a possible framework around which the curriculum for Forms 1-3 can be organized. The CXC-moderated examinations for the CCSLC (Mathematics, English language, Integrated Science, Social Studies, French and Spanish) provide a good foundation for CSEC. More importantly, however, they include the **competencies** that **all** secondary school students should acquire. The CCSLC is not just an examination but it is a programme that seeks to develop entry level competencies for students wishing to enter the World of Work.

In a study entitled, '***School and Work in the Eastern Caribbean. What do employers see as the most important skills that they want from school leavers?***' Andreas Blom and Cynthia Hobbs (2008) asked Caribbean employers what were the desired skills and behaviours that they wished to see in school leavers who come to their work place. The results are shown below.

Honesty/Integrity (86%), Work Ethic (86%), Problem Solving/ Efficiency (82%), Communication (79%), Team Work (77%), Responsible (68%), Dependability (47%), Computer skills (45%)

The results showed that attitudinal behaviours and competencies were rated higher than technical skills.

The CCSLC, ***if the courses are taught and assessed as intended***, potentially can develop these competencies and attitudes in all secondary school students. Full details of the CCSLC, its objectives, expected benefits, syllabuses, teaching and assessment methodologies may be found on the CXC website: www.cxc.org.

Recommendations relating to the Implementation of the CCSLC

1. The Caribbean Certificate of Secondary Level Competence (CCSLC) should form the basis for the core curriculum at Forms 1-3. All students should be exposed to the content, methodologies and assessment activities of the CCSLC.
2. **The CCSLC could eventually be used as Middle School 'Test of Standard' at the secondary level.**
3. Students in Band 1 and Band 2 may take the CCSLC at the end of Form 3. Other students may take it at the end of Form 4.
4. Success in Mathematics and/or English at CCSLC taken at Form 4 could be used as an indicator of potential for those students who may not have been initially considered for CSEC. Such students may either be allowed to repeat Form 4 (if necessary) to do SBAs in selected subjects, or, otherwise allowed to

proceed to Fifth Form to pursue selected subjects and thereby be given the opportunity to leave school with certification.

5. The Caribbean Vocational Qualification (CVQ) in selected occupational areas should be introduced in the Medium Term (2-3 years) and incorporated into the CCSLC programme, as a means of obtaining the certificate. This will require the development of a vibrant TVET Council, and training and orientation for instructors as Assessors and Verifiers, in order to meet the requirements of a contractual arrangement with CXC. Because of the demanding instructional methodologies, assessment and verification procedures associated with the CVQ programmes, the ALHCS (Campus A) may only be able to offer a very small number of CVQs.

Workshop Initiative for Support in Education (W.I.S.E.)

During the 1990's, a Pre-Vocational Programme (PVP) was experimented with at ALHCS. The PVP was later abandoned. However, in a '**Review of PVP at Albena Lake-Hodge Comprehensive School, 6-10 February 1995**' by Dr. Gren Jones and a six-member Team, some useful recommendations were advanced for the (then) Pre-Vocational Programme which could easily be applied today to guide the development of the programme at W.I.S.E.

#2: Preparation of a detailed, well-argued case for adequate budgetary provision.

#5: A structured five (5) year Staff Development Plan should be produced to strengthen the capacity of ... and other teachers to meet effectively the needs ... of disadvantaged students.

#6: A review of the Learning Support Group Strategy should be carried out and a budget be developed for an expansion to meet the needs of all slow learners and students needing literacy and numeracy support.

#11: The work experience period ... which is extremely important, should be available to all students, and its possible extension should be explored.

The Glen Jones' Report continued:

The current situation at ALHCS reveals an absence of clear consensus on goals, aims, objectives and outcomes ... It is recommended that as a matter of urgency (it is necessary to) clarify the current philosophy through a clear mission statement, supported by a listing of goals and anticipated outcomes for the programme. This clarification should take account of, not only the educational, but also the labour market aspects.

W.I.S.E. started in September 2004, modelled along a similar concept and programme on the Isle of Wight. There have been many success stories reported concerning the development of students who have completed the training at W.I.S.E.

W.I.S.E. was conceptualized as “Part of Albena Lake-Hodge Comprehensive School” and focuses on students at risk who demonstrate a practical inclination. The document, **W.I.S.E. Anguilla**, reports that students are selected to be part of W.I.S.E. on self-referral or referral by ALHCS or Department of Social Development Officers. The students engage in a wide range of practical occupational skill areas, and are taught Mathematics, English and Technical Drawing, as well as engaging in other life skills promoting activities – sports, field trips, first aid, movies, guest speakers, and cadet corps. These aim to ensure positive and physical development of the students. **W.I.S.E.** has been expanded to **W.I.S.E. Plus**, which introduces Job link-up, in collaboration with the Youth Department. There are some annual exhibitions of work done at W.I.S.E.

Officials of the Education Department see the potential for W.I.S.E. to expand over time to promote more entrepreneurs and assist children in developing business concepts, through business labs.

In order for W.I.S.E. to develop, the budget that is provided should be realistic. The W.I.S.E. Coordinator reported that she was not aware of the 2009 Budget for W.I.S.E. that is available from the Ministry (although the Coordinator does her own budget). There are new programmes at W.I.S.E. that apparently are being allowed to grow without necessary budgeted resources.

Information received from Mr. Worrel Brooks, Education Planner, on Education costs, show that the **W.I.S.E. budget** between 2006-2008 was as follows: 2006 - **\$4,300.00**, 2007- **\$14,000.00**, 2008- **\$24,000.00**. Break down by level is not absolute as certain expenses are covered by central administration. It is not clear, however, what expenses for W.I.S.E., besides salaries, are covered by Central Administration. Nevertheless, the budget for W.I.S.E. does appear to be limited for a technical institution.

For W.I.S.E. to expand and offer meaningful TVET programmes, there will have to be substantial investment by Central Administration, supported by Private Sector contributions. For example, on the Team's visit to look at the infrastructure at W.I.S.E., there was only one laptop in the computer lab, which was being used by five (5) students. The Review Team learned that, as a result of limited security arrangements, two (2) other laptops had been stolen.

Officials at the Ministry of Social Development believe that the programme at W.I.S.E. must be evaluated to ensure that it is "doing what is intended". Some questions that need to be answered include: **(i) Who decides the students who should attend W.I.S.E.? (ii) What is the programme offered at W.I.S.E.? (iii) What are the expected outcomes?**

According to the Coordinator of W.I.S.E., the process for deciding the students who attend W.I.S.E. is problematic. It has changed over the years. During 2004–2005, it was fairly good; referrals were made by Counsellors and the Principal of ALHCS. During 2006-2007, there was some confusion as, "**Everybody was referring**". In 2008, referrals were made by the Principal.

The Review Team was informed that, currently, there are no referrals directly from ALHCS. The process is under review. A small Unit has been set up, comprising: an Education Officer (Responsible for Multi-Professional Services and Support), a

Representative of ALHCS, the Education Psychologist, and the Drug Abuse Counsellor. The programme has a “behavioural” element plus “hands-on” applications for students.

Additionally, a Team has been set up to review the progress of students who have been referred to W.I.S.E. (and the Pupil Referral Unit) to determine their readiness for reintegration into ALHCS. The Team comprises: the Education Psychologist, a Guidance Counsellor, Deputy Principal (Pastoral Care), Education Officer (Responsible for Multi-Professional Services and Support), an Education Welfare Officer, the W.I.S.E. Coordinator and the P.R.U. Coordinator.

Recommendations

1. The Referral procedure for W.I.S.E. should be properly rationalized to ensure that W.I.S.E. gets the ‘right’ students; students who have been ‘disaffected’ by the system. Disaffected students include students who find the whole school arrangement too difficult to cope with; who are not coping with the emphasis on academic, who need more ‘hands-on’ practical work; students who need a ‘relief’ from school (frequent punishment, suspension) and from whom the school needs a ‘relief’ as a result of their often deviant behavior.
2. The **W.I.S.E. Plus** Programme in collaboration with the Youth Department should be expanded. It is a youth service programme that provides **work experience** for students. There is much research support for this type of programme. Such programmes contribute to reducing risky behavior in young people (Cunningham et al, 2008).
3. W.I.S.E. should also be developed into an institution of choice for students who want to focus on occupational skill areas. The **Medium Term Goal** should be for W.I.S.E. to be developed into a Vocational or Trade School.
4. The Caribbean Certificate of Secondary Level Competence (CCSLC) should be considered as a programme to be pursued by students at W.I.S.E. The practical subjects are done at W.I.S.E. while the compulsory English and Mathematics (and perhaps Integrated Science) are taken at the ALHCS. This will reinforce and maintain the relationship between W.I.S.E. and the ALHCS.

5. **As a medium term goal (within the next three to five years)**, the Caribbean Vocational Qualification (CVQ) Level 1 in selected CARICOM – approved occupational skill areas should be offered at W.I.S.E. as part of the overall CCSLC programme. It should be possible for students attending W.I.S.E. to take at least two CVQs over a two–year period. This will require upgrade of shop facilities at W.I.S.E. and identification, orientation and training of instructors and assessors.

It should be noted that the ALHCS (Campus A) will never be able to offer many CVQs. Hence, even if a few CVQs are offered at ALHCS, the CVQ programme should still be developed at WISE, where a wider range of occupational areas could be offered. In this way, W.I.S.E. may attract some of the more able students who may wish to take a CVQ in a particular occupational area that is not offered at ALHCS (Campus A).

6. The programme at W.I.S.E. must be informed by a **Labour Market Survey** that identifies the occupational skill areas that are in demand in Anguilla.
7. **The Labour Market Survey is necessary even if CVQs are not pursued. It is still necessary to guide job skills development and TVET programmes.**
8. The **TVET Council** has to be empowered and proper orientation and training provided to members to support the delivery of the CVQs. The TVET Council must become involved in identifying labour market needs, training of assessors and verifiers to support the CVQ programme at W.I.S.E. (**and also any CVQs that may be offered to mainstream students at ALHCS**).
9. **The establishment and orientation of the TVET Council (as a quasi National Training Agency) should be given some priority.**
10. **A three to five year Strategic Plan** should be developed to guide the development of W.I.S.E. in accordance with the Recommendations listed above.

Pupil Referral Unit (P.R.U.)

The P.R.U. Handbook proclaims that “The Pupil Referral Unit is an extension of the Alben Lake - Hodge Comprehensive School”. It caters for students from 1st – 4th Form, with varying emotional and/or behavioural difficulties. It offers support for students “at

risk” of suspensions, and those for permanent exclusion. The Unit provides students with ‘another chance’ to continue their education, to change or improve their deviant behavior.

Despite the proclamation that the P.R.U. is an extension of the ALHCS, this has not been fully accepted by all. Some members of the ALHCS Senior Management Team believe that, “***The P.R.U. should have been linked more with the Department***”, and that, “***The school is involved in too many things and cannot get anything done properly***”.

The School Board reported that the final approval for a student to be referred to the P.R.U. rests with that body. Nevertheless, the ‘**criteria for selection**’ was a major concern to the Coordinator of the P.R.U.

In order for successful continuation of the programme at the P.R.U., the Coordinator of the P.R.U. identified the following as other issues to be resolved:

1. How to relate to the Principal of ALHCS, the Chief Education Officer and the Education Officer; specifically, “**Who to call?** For example, if the P.R.U. needs a Math teacher, it is not clear whose responsibility it is, the C.E.O. or the Principal.
2. The need to expand the curriculum to meet the individual needs of students.
3. The need for additional financial resources to take up the shortfall in existing resources. “***Authorities don’t like us to beg***”.

Figures provided by Mr. Worrel Brooks, Education Planner, show that the budget provisions for the P.R.U. for 2007-2008 were: 2007 - \$6000.00 and 2008 - \$6000.00. Without substantial input from other sources, the P.R.U. will not function.

4. **The level of support given to students when they return to the mainstream at ALHCS.**
5. More training for staff to deal with the P.R.U.

In 2005, a **Report** produced by **Government of Anguilla/Department for International Development/ Isle of Wright Council** made some very useful suggestions for the operation of the P.R.U. The **P.R.U. Handbook** provides a clear remit for the P.R.U. – its Mission, Objectives of the programme, and Curriculum (subjects that are currently being offered and subjects listed for inclusion in the future). These appear to be quite relevant and appropriate. However, the other recommendations from the **2005 Report** (mentioned above) have not been systematically implemented as the P.R.U. has developed. The recommendations are still pertinent and are again advanced.

Recommendations

1. Establish a clear staffing structure for the P.R.U. with roles, responsibilities for staff and, in particular, for the Coordinator.
2. Establish clear resourcing and financing mechanisms.
3. Continue to create a **more varied curriculum**, to include
 - a. Food Technology
 - b. Work experience utilizing employers around island
 - c. Involvement from external professionals for short periods of input around a range of topics (Police, Social Welfare Department, Nurse, etc.)
 - d. More practical subjects that could be supported by community volunteers (e.g. photographic / video programme, Art, Craft and Design, Music - including computer compositions, alongside more conventional instruments
 - e. Site development, including painting and building maintenance skills with students (under supervision)
 - f. A fitness room.
4. The Education Department should assume responsibility for general oversight of the programme at the P.R.U. The **Education Officer for Multi-Professional Services and Support** could be assigned this role under the **guidance of the Chief Education Officer**.

5. **As noted in the previous section for W.I.S.E., a Multi-Disciplinary Team** has been established to evaluate students attending the P.R.U. to determine when/whether they are ready to return to mainstream at the ALHCS.
6. A proper support programme should be in place at the ALHCS to monitor and assist students from the P.R.U. who return to the mainstream (**emphasize and promote school connectedness; provide Connections for the students.**) The Multi-Disciplinary Team should assist the school in organizing such *Connections*.

‘School connectedness’ refers to a student’s feeling that there are people in the school who care for his or her well-being. The school must cultivate an experience that makes him or her feel proud to be a student at the school: proud of the school uniform, the school song and the symbols of the school. The support programme would therefore, among other things, assign persons (connections) to such students to serve as mentors, ‘big brothers/big sisters’ who would develop trust and supportive relationships with the students.

7. **An alternative community-based support programme** outside of the school setting is required for those students who do not return to the ALHCS. They also need **connections** with whom to relate on a continuous basis. Community organizations, such as Optimist Club, should be encouraged to develop on-going Friends-of-Youth Programmes to embrace students from the P.R.U.

Budgeting and Financing Education

ANGUILLA EDUCATION COSTS

(Figures provided by **Mr. Worrel Brooks**, Education Planner)

Table 6.1: Investment in Education as a % of GDP 1996-2008

1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
5.5	5.2	6.0	6.3	7.6	5.8	5.5	5.4	4.2	4.2	4.0	4.2	3.5

Table 6.2: Budgetary Expenditure on Education as a % of Total Budget 1996-2008

1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
15	14	16	17	18	12	10	11	11	11	11	11	11

Table 6.3: Secondary Education Costs as a % of Total Education Budget Expenditure 1997-2008

1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
88.21	90.68	92.27	70.47	52.54	49.79	53.58	53.03	54.75	83.29	51.17	47.16

Tables 6.1 – 6.3 show a declining percentage expenditure on Education, generally, and (in Table 6.3) Secondary Education since 2001. In 2008, the investment in Education as a percentage of GDP was the lowest for the last thirteen (13) years. Similarly, the percentage of the Total Education Budget allocated to Secondary Education in 2008 was the lowest for the last thirteen (13) years.

Hence, as the need for investment in Education reforms increases, the Government’s investment in Education, generally, and Secondary Education in particular, seems to be decreasing.

However, the Review Team learned that a few initiatives that were anticipated in 2008, and which would have provided additional revenue for the Education Sector, did not materialize. The exact nature of such initiatives was not elaborated upon.

The decreasing expenditure on Secondary Education as a percentage of the Total Education Budget is apparently a factor of increased expenditure at the Primary Level. From around 2001, the percentage expenditure on Primary Education has been around 44% and above. This, apparently, has caused a reduction in the level of financing that has been provided for secondary education.

If the necessary reforms that are required to improve the programme at ALHCS and affiliated programmes, such as W.I.S.E., are to be implemented, then alternative sources of financing education will have to be found.

Former Education Officials

- Technical Education is costly. Government cannot meet all the financing. Financing education must be a fundamental question for this review.

- If people have to pay for some of the education they are getting, they may value it more.

Review Team Member: There seems to be no discussion or debate on education (currently taking place) except for the Community College. There is need for a national discussion on the cost/ financing of education.

Where else do we get funds for the ALHCS?

- Anguilla's business community does support education; they have proven to be willing but contributions are somewhat ad hoc; there is need to track private sector financial support to schools (how much, for what, how is it used).
- Each school is required to send to the Treasury its monetary contributions from the community. This can help us determine private sector contributions. The potential issue of an Education Tax will be informed by this.
- Required: Multiple sources of funding. Development projects coming into the country should be tapped; part of the agreement should require **a contribution to education.**
- Anguilla does not benefit very much from funding from external agencies because it is an Overseas Territory.

Senior Management Team

- Sometimes we rush into programmes without proper evaluation; looking for a quick fix (e.g. occasionally at W.I.S.E. and P.R.U.) only to find that financing is not available.

School Board

- Responsible for financial oversight and financial control but has no direct role in preparation of the Budget. Once the budget is approved, a monthly statement of expenditure is prepared by the Bursar and sent to the School Board.
- 80% of Budget is for Personal Emoluments – Salaries. 20% is under the control of the School Board and the Heads of Department decide what amounts go to the different Expenditure 'Heads'.
- There is flexibility allowed; funds can be moved around. By controlling funds, it is

easier to do business in schools.

- Contributions from the Private Sector are not controlled by the School Board. Such contributions are for distinct projects. The school sends a report to the Treasury.

Recommendations for Improving Financing in Education

1. The Private Sector should be engaged in discussion concerning the establishment of a **Trust Fund** to be used in financing education projects. A proper legal framework could be developed to administer such a fund.

Establishment of a Trust Fund funded by the Private Sector is very essential. Proceeds from this Trust Fund could focus, for example, on Teacher Welfare. This pool of money could be available for Sabbaticals and other perks for teachers. The Sabbatical would allow teachers who have performed well in the system for a certain period of time to go to Canada or England, for example, to teach with a lighter work load in a new environment. Perks like these would make the teaching profession more attractive than entering other departments because of the extra-ordinary benefits offered. This would be a credible investment in the sector itself.

If Anguillans are serious about education and if the administration of the Trust Fund is transparent, fair and targeted, it should help to improve the attractiveness of a career in education.

2. There should be organized public discussion and debate on financing education, using appropriate fora.
3. **Develop a strategic approach to private sector fundraising.**
4. The introduction of an **Education Levy** should be explored. Accountability mechanisms and a legal framework should be established to ensure that funds are made available to Education.

In the annual budget, education poses the highest individual cost to Government. Due to the current economic climate, it is inevitable that Government will have to start levying a tax on its citizens. It will, of course, depend on the political will of the party in power. The revenue from this tax should not be put into the consolidated fund but instead be sent directly to an Education Fund. The proceeds from this fund would only be used for education. A direct education levy would be far more politically palatable.

5. Government should raise and maintain the investment in Education to at least 4.2 % of GDP as it was in 2004.
6. In a situation of tight budgetary constraints, **reallocate resources** from projects that do not work, towards programmes that have been shown by research to have a positive impact in reducing risky behavior in youth and which are cost effective.
7. Engage in strategic planning and strategic budgeting. Identify outcome-based goals and monitor achievement of the outcomes. Identify indicators to monitor progress and inform impact evaluation of interventions and programmes.
8. Under tight budgetary constraints, and to ensure that programmes will impact and interest the students at ALHCS for whom they are intended (e.g. students in lower bands), **ask the students** to identify programmes and activities in which they are interested and which will resonate well with young people. Then get them involved in the implementation and monitoring of the programmes.

Research findings on reducing risky behavior in young people have provided some guidelines on elements of a policy portfolio for at-risk youth, and on which financial resources (in times of budgetary constraints) should be channeled in order reduce risky behavior in young people. (*Cunningham et al, 2008*). These “core” programmes and policies include:

1. Integrated **early childhood development** (targeting high quality health, nutrition, cognitive development and parenting services to families and children);
2. **secondary school completion**; finishing school with more knowledge and skills, enhancing young people’s feelings of safety and belonging;
3. programmes to train teachers or other school staff in **identifying students’ health and education deficiencies early**; to guide the young person towards services or special programmes to help him or her overcome these limitations;
4. programmes that promote **school connectedness/connections**;
5. improved care giving and mentoring programmes that teach parenting skills etc;
6. remedial education programmes offered to secondary school students (in lower Bands) on a flexible time schedule and appropriate for the needs of the students;
7. supervised after-school programmes;
8. alternative and or second-chance programmes (e.g. W.I.S.E.); accompanied by frequent and thorough monitoring and impact evaluations;

9. youth service programmes- **work experience**; that is, developing the person as a future worker rather than limiting the training to technical skills;
10. support for young entrepreneurs.

The Review Team supports these policy portfolio guidelines and recommends them for consideration. Many of the recommendations that are being advanced by the Review Team reflect these guidelines. The Youth Service programmes/ work experience recommendation – developing the person as a future worker – is highly supported. Thus, the **W.I.S.E. Plus** initiative should be upgraded and expanded.

Apart from W.I.S.E./**W.I.S.E. Plus**, alternative and/or second chance programmes could be developed based around Culture, Music, Design Technology, etc.; developing and promoting entrepreneurship in related occupational areas (for example, designing t-shirts -graphics, print, fashion design etc.).

Teachers: Teaching, Training, Appraisal, Supervision, Motivation and Support

Issues relating to teachers attitudes, performance, morale and supervision were raised in all of the focus discussions. It was recognized by all stakeholders that if reforms at the ALHCS were to be successful, the teachers had to be united and fully committed to the ideal of comprehensive education. Following are some of the responses by select groups on matters relating to teachers and teaching.

Past Education Officials

- Based on interaction with some children, both children entering ALHCS and children leaving, it is obvious that the basics are not there. I don't think it is because they lack the ability; it is also interest and teaching style.
- Untrained teachers are put to teach the lower groups.
- When the children are at primary school they are learning to read, but at the secondary school they are 'reading to learn'. It is this transition that the secondary school teachers have to deal with.

- There is a shift in emphasis. For example, Science – children can't unlock everything on their own. Teachers have to be aware of that and know how to respond.
- Heads of Department need to be able to assist teachers in this activity. However, they get bogged down with behavior and discipline problems and do not have time to focus on the monitoring of teachers.
- The Education Department/Education Officers used to be **“critical friends”** – to support teachers in specific areas. This is no longer happening. The “critical friends” aspect of the work of Education Officers is no longer being emphasized.
- Support from Education Department for teachers in the classroom (at all levels) appears to be lacking.
- “Parallel monitoring” appears to be absent; parallel supervision from the Department to assist Heads of Department.
- There is mass retirement of experienced teachers and these are replaced by ‘new teachers’.
- **“Sharing of best practices within departments”** no longer seems to occur.

Students

Sixth Formers

- At Campus B there used to be a Merit Card System, which gave recognition to students. It was exciting for all levels. Fights stopped. The Merit Card System stopped before (they) left Campus B? **Why?**
- There is an Honour Roll at Campus B, not at Campus A.
- Exhibitions of work in practical subjects need to be activated. They were done but have stopped.
- More “hands-on” activities are needed at Campus A.
- The School Newspaper flopped because the teacher left. No other teacher took it on.
- We need more speakers – motivational speakers.

- We need more opportunities at Campus A for students to work together; it is too individualistic.

Other Students

- Some teachers don't finish the syllabus; they rely on you (the student) too much to finish. That is, they do a little and expect you to do the rest on your own.
- Some teachers do not respond (when asked questions). Everything (for them) is "Commonsense".
- "Read the textbook and understand".
- Some teachers miss too many classes.
- Students don't see their test papers.
- How can you study something that you don't understand?
- There are a few good teachers who make learning fun. They motivate students.
- At Campus B we had a lot of fun.
- At Campus A there was no gradual transition. It is textbook - oriented.
- Some teachers make you feel dumb.
- We get a lot of assistance from past teachers.
- A topic that took two months in school, only took about 15 minutes with a private tutor; and we understood better.
- (Students) resent having to pay for services (photocopying, phone calls; no cell phones allowed). It is not fair. "We are not learning and we have to pay for supplies".
- Most children at the school feel that the majority of teachers can't teach.
- Children have to do classes outside of school; otherwise they won't pass.

Heads of Department

- Teacher assessment and appraisal do not provide a true picture because the teachers know when they are going to be assessed; lesson plans are well prepared.

- Students' opinions and statements sometimes give a more realistic picture.
- Some teachers 'go beyond'; others don't.
- The school needs more teachers with a 'whole teacher' attitude; that is, go beyond to help students.
- Heads of Department need to be honest on assessment forms so that any problem that is identified could be dealt with urgently.
- Monitoring should be a normal thing – at any time of a school day, not at specific times.
- Teachers use these as 'cutthroat' situations; tension is built up.
- You can't go to teachers once per year and write them up.
- One should be able to go at any time, assess, make suggestions, etc; get colleagues to help.
- Discipline is terrible. Things that once led to expulsion have now become the 'norm'. Teachers get abused everyday.

Senior Management

- How do we get Anguillians to teach Anguilla's children?
- It is a thankless job.
- Some of us feel imprisoned with nowhere to run. There is nothing – absolutely nothing – to motivate anyone to stay in teaching.
- Some of us stay because we need a job.
- Question. In terms of career paths, what is there for teachers to aspire to?
- Some measures are being considered with remuneration.
- At ALHCS one can become a:

Head of Department	– (Curriculum)
Head of Year	– (Pastoral Care)
Senior Teacher	– having special responsibilities, such as Exams, and receive a responsibility allowance
Certificated Graduate Teacher	– on completion of teacher training

- **The first three positions listed above are not graded in the Teachers' Grading Scheme and there is no room between these and Deputy Principals (3 Deputies: Campus B, Curriculum and Pastoral)**
- **Once here you are stuck – you get comfortable here . What is there to boost staff morale today?**
- **Staff socials – difficult to organize. Campus B wants to have their own thing; different staff rooms want to have their own thing.**
- **Remember to tell them that we cannot go to age 60. We cannot teach to age 60.**

- Society has taught our children that formal education is not important.
- There are no fringe benefits for teachers.
- You don't have all your teachers 'who are really teachers'. You are not at the situation where you can select the 'best'.
- Even if you bring teachers from overseas, you hardly have time to interview them; there is no lot of background searching to get teachers.
- Performance of students is dependent on intake. If your intake is poor, you have to struggle (e.g. 'poor' Band 1 in Form 1).
- Staff morale is a problem and has always been a problem.

Teachers

- Students feel overwhelmed in First to Third Forms; too many subjects.
- An alternative system at Form 1 could involve the 'semesterization' of certain subjects.
- Need to redefine the objectives of the Form 1 curriculum – Is it "No. of subjects" or "Competence".
- There is too much stress and nervousness about exams.
- **The 'options system' in 4th Form needs restructuring; children are forced to take subjects they do not want to take.**
- Teachers need to be trained to teach mixed ability classes.

- The 'worthwhileness' of banding should be reviewed. The psychology of being in a band defines my worth; and there is no expectation to change.
- At Campus B, "children don't think". "They want you to think for them". "They are not motivated."
- As a comprehensive school, we should have as an objective, that every child graduating has a 'skill' of some kind. These are varied: Business-related or Technical-related skills. (The CCSLC is moving in this direction).
- Children merely want to play, that is why they say that school is boring.
- Students who are outstanding in any area find it difficult to find a place in the school. We do not reward excellence in any area. **A good student is not recognized enough.** Rules focus on students who are giving trouble.
- We need to spend more attention and "big-up" those students who are doing well. There is need to 'big-up' positive behaviours. **A student is on 'Honour Roll', so what?** What do the students get?
- A 'Reward System' is always a motivator.
- The ALHCS needs to get the Media involved and promote more Public Relations (PR) in Education. There is need for professional PR.
- (Regarding discipline) There is a 'hands-off' attitude by some teachers. Teachers don't feel they get the necessary support (from authorities in school, or out of school).
- Teachers are not afraid of the children but they feel that when things go wrong they are not supported.
- For example, teachers are encouraged to 'give extra time' but if they are late they are subject to ridicule.
- Extra-curricular activities need to be strengthened.
- More teachers could get involved in clubs (some do, most don't). The REALITY is that teachers are stressed out with the students. They need a break. Involvement in extra-curricular activities is voluntary.
- But to children it is worth it. They want teachers in their lives.
- **However, there is no incentive for teachers; not necessarily monetary.**

- **Teachers' participation in extra-curricular activities should be part of teachers' assessment (and given due recognition at the end of the year; not necessarily monetary).**
- Teachers need the support of parents.

• **Teachers' Experiences with Parents**

- A teacher decided to use grouping within the class because of its social and other benefits. One student told the teacher he didn't want to work with another student because the other student was too slow. The teacher insisted that the group should continue working together. The parents of the protesting student got a lawyer. Both parents came in and wanted the school's administration to take their child out of that class. The lawyer's letter never came but the parents got their way. Administration said to the teacher that if the parents did not want that to happen, the teacher should not bother with it. The teacher in question was one who had 25 years of experience.
- One parent went into a classroom with the teacher present, did not speak to teacher but moved in, imposed herself on the class. We need parents who are supportive, who respect teachers and teachers need to unite. They need to be in control. There are many instances of parents wanting to bully and intimidate teachers. Yes, we want parents to be involved, but some parents become involved not to be supportive of teachers but to dictate to teachers.
- Parents seem to be running the school.

Recommendations

1. The Principal should be involved in the interview process for new teachers.
2. Background scans should be done on all teachers assigned to our schools.
3. Maths and English at CSEC (preferably Grade 2 or higher) should be a prerequisite for a teaching position.

The Review Team did not review the qualifications of all of the teaching staff, individually. However, based on perusal of staff lists, generally, the staff at the ALHCS appears to have the necessary qualifications to teach their respective subjects. The 'proportional mix' between graduate and non-graduate, trained and untrained seems to be satisfactory.

4. New teachers should be required to attend a training session of at least one week before entering the classroom. Within three years of teaching, ALL new teachers should have entered the teachers' training programme. If a teacher decides to quit the programme or fails to successfully complete the programme, he or she should demonstrate willingness to try again and within a year should re-enter the programme or some similar programme. Failure or unwillingness to do so should result in termination of their services as a teacher.
5. (a) There is need for more Anguillian teachers in the classroom. It is recommended that a long term strategy be embarked upon, starting from primary school, to encourage young Anguillians to enter and stay in the teaching profession. For recruitment purposes at the secondary and college levels, at Career Fairs and during career choice sessions, the teaching profession should be put forth as an exciting and rewarding career.

(b) More Anguillian teachers are needed in order to ensure **continuity of teachers within the system**. That is why strategies must be formulated and implemented to recruit more Anguillian teachers and provide them with opportunities to earn appropriate training, perks and incentives.
6. The best testimony for becoming a teacher of course comes from teachers themselves. Many teachers feel unsupported, overworked and abused and therefore directly and indirectly send out negative vibes to students who may have considered teaching. Rewards and incentive systems mentioned in this report must be implemented if the prevailing attitude of many teachers is to change.
7. **Teachers need to hold students to a high standard. Teachers should also hold themselves to high standards of teaching, including assessment practices. Excellence should be encouraged, promoted and rewarded. There is absolutely no reason why a student in Band 1 or Band 2 who wastes time, or refuses to perform, should be automatically promoted. (However, as a general rule, students in Bands 3 and 4 should not be repeated; this would only de-motivate them further).**

If a student from Band 1 or 2 is repeated, then proper support should be provided. A school policy should be developed, in collaboration with the Office of the Chief Education Officer, and implemented to determine the occasion that merits making a student repeat a Form and the procedures to be followed when such a student is not promoted. The process should be

transparent, fair and should involve consultation with the parent (although not necessarily parental approval.)

8. Teachers appear to be frustrated with the Senior Management Team and the Education Department. There is a need for more dialogue, communication and support between management and teachers to address issues raised if we are to concentrate on the job at hand – the education of our nation’s children.
9. Teachers need more support in the classroom [teacher assistants for children with Special Needs and shop assistants for TVET classes of more than fifteen (15) students].
10. Teaching the same thing year after year in the same place can become tedious; therefore perks and incentives are needed to keep teachers in the classroom. For example, a working sabbatical in a different country or island offered to teachers would be one such incentive. The criteria for earning a sabbatical could include: a specified number of years of service, exemplary performance and consistently high ratings on performance appraisals, involvement in extra-curricula activities/after-school programmes/school cultural events, attention to students’ welfare, and, generally, demonstrating support for the ideals and practice of comprehensive education.
11. **School rules and policy imperatives must be consistently applied across the board by all teachers. This should be incorporated in teacher assessment.**
12. There is need for a revised grading system for teachers and new positions created (Career Path) in the system (such as master teachers) so that teachers do not believe the only way they can advance is by leaving the teaching profession.
13. Clear guidelines are needed to guide teachers on what they are allowed to and not allowed to do to punish students. Teachers should be confident that their actions are within the scope of these guidelines and that they will have the support of their Head of Department and Senior Management.
14. Teachers are expected to accomplish a lot within a term and a school year. However, students and parents often complain that students are rushed to complete their SBAs. Time management is a quality which needs to be emphasized to all teachers. This should be included in the overall assessment/appraisal system for teachers.

15. A strategy must be devised for developing better interrelationships between teachers, parents, and administration, for the benefit of the students. Teachers' Representatives, Senior Management, the PTA Executive and the Education Department must sit down together and engage in frequent positive dialogue to arrive at strategies and common understandings that have the support of all.

Pastoral Care: Security, Discipline, Reward and Punishment

None of the interviews and focus group discussions made a strong case for in-school suspensions and the space limitations may render this impossible at this time. However, there is a feeling that the school is not sure about the exact numbers of students whose suspensions were not followed-up and who ended up dropping out. The records were also not helpful in this regard but several of the young men seen at Her Majesty's Prison were suspended with no follow-up. It must, however, be noted that none of the young inmates thought that the school was in any way responsible for their falling short of the law.

Recommendations

- The expression "indefinite suspension" appears not to be legal and should not be used by school authorities.
- Examine the school plant for any existing potential to develop in-school suspension facilities.
- ALHCS should consider the possibility of offering Parenting Education classes that focus on helping parents to understand the school system and its requirements and to strengthen the relationship between delinquent parents and the school.

Security Officer

- "As Security Officers, we would like to see a task force in place, being monitored to try to eliminate gangs in school, bullying, peer pressure, students with low self-esteem and gang talk/slang. Task Force duties would include checking students for drugs."
- The Security Officer then thanked the Principal and Senior Management Team for their dedication and good team work.

- Reviewing the options available to students and ensuring that students spend more time on the subjects that they are interested in doing, rather than being 'forced' to do subjects in which they are not interested.
- Promoting the top students from lower Bands to higher Bands as a motivational device.
- Implementing measures to ensure that students are gainfully occupied at all times during the school day, thus reducing the incidence of truancy.
- Strengthening and reforming the programmes at W.I.S.E. and P.R.U. and properly aligning these with the programmes at ALHCS.
- Providing alternative programmes in areas of culture, music, design technology, etc., in which students' can be exposed to entrepreneurship opportunities.

Etc.

No one initiative is sufficient. Systematic implementation of these and other measures will 'repair' many of the gaps through which students are slipping.

- **Inconsistent application of discipline** – The 'haves' get away – some parents are accommodated because of who they are and teachers do not even know.
- Some of the children do not know right from wrong.
- They have a lot of home problems, social difficulties.
- Children are moving from primary to secondary without being prepared for the challenges of secondary schooling. Some mechanism has to be put in place to help with the transition from primary to secondary.

Recommendation: Establish an institutional bridge between school and home, maybe through Form Tutors – not just in response to truanting or challenging behavior, but as a matter of course, with emphasis on parents who do not attend PTA Meetings.

- At Year 2, performance is poor. The Honour Roll is shrinking badly. We are looking at ways of getting children to perform better in Physical Education, Art etc. Children are being overwhelmed.
- At Year 3 – mostly for boys - behavioural problems are anticipated.
- Some children are banded because of class size.

- The records are not sufficiently used. There is no analysis of the Students' Records to rectify the problems.

Recommendation. Institutionalize the use of Students' Records to make professional judgments about student placement.

LEADERSHIP ISSUES RAISED BY HEADS OF YEAR

The problem is not just limited to using the records but there is a prevailing attitude of resistance to change in the entire hierarchy.

Year Heads are feeding this information to Management all along but the responses suggest that we are not prepared to change. Year Heads feel they are not being heard by Management.

People in administration must learn to think of the children – they seem to think of themselves. Teachers' needs are sometimes not recognized and respected. There is need for greater equity in Management-Staff relationships.

Anguillians tend to take things a little quieter. People talk after the meetings.

You are made to feel like you are doing nothing. Teachers feel battered more than encouraged, by parents and by Management.

There is a rapid turnover of teachers. Teachers do not know students' names. There is no continuity which leads to breaking of relationships with children.

Teacher disillusionment is widespread and is one of the reasons why teachers are not staying.

Heads of Year are remunerated for their duties but this is not the problem.

New teachers coming into the system need to be oriented, need to be observed teaching, you should know the teachers who are not working and deal with them instead of making blanket statements about poor performance.

Teachers sound frustrated – no care, no support for teachers.

Question: Is there a case for change?

We make the case but nobody listens. We share experiences from other places to help motivate and build momentum.

Recommendations

1. There is need for on-going professional development and dialogue involving the Senior Management Team and Heads of Year to deal with leadership and other professional concerns, including participatory leadership, that have been raised by both groups. These sessions should be coordinated by the Chief Education Officer (C.E.O.). The C.E.O. should consider soliciting the involvement of former senior education officials as facilitators and resource persons for the sessions. The concerns identified in this Review should be frankly discussed and strategies developed to address them. There is need for a commitment by all persons to reconcile differences and come to common understandings and agreements, all redounding to the benefit of the students and an improved ethos at the school.
2. Pastoral care provision is needed for teachers and strategies identified to empower HOD's so that they are able to carry out their Pastoral Care functions. This may require a review of related policies and laws in the Education Bill.

Communication Issues Raised by Year Heads

- Better communication is needed - Year Heads only hear things about matters in their year groups from students or at briefings or from parents in public and private places or via the media.
- Need to have more staff meetings.
 - There are two staff meetings per term at the beginning and at the end.

The Principal and other members of the Senior Management Team refute the Year Heads' allegations regarding staff meetings. They feel that enough general staff meetings are held. Sometimes it is better to have smaller groups of staff meetings on specific matters because in the general staff meetings many teachers often say very little and make no input on matters that are being discussed.

- There should be more PTA meetings – the way it is set up is terrible – could be more social sometimes. The whole structure is ineffective. Teachers and parents seem separate and apart.

Where does the School Board fit in?

- Teachers are not aware – the School Board seems to be working independently. No relationship.

Tone and Culture of School Life

Whole school life is very boring. For example, only one House Meeting is held prior to Sports Day. **(It was not made clear to the Review Team just how Management is to be blamed for this.)**

- The fun is taken out of school. There is no time for the social life of the school – no playground, too many amenities are inadequate or absent. Children may be destructive but they do not have the provision to make them feel as though they are at school.
- Nothing happens on special occasions – everything is deemed to take up too much curriculum time.
- Even the design of the school - physical aspect of the school - affects how you feel.
- No place for a child to bathe if there is an accident. **(There are showers at Campus B auditorium but teachers are not sure if they are operational and if students in fact have access).**
- No sick bay. No nurse attached to the school. No Home Economics Centre which was previously used as the sick bay.

Recommendations

- **Set up a small committee of interested teachers whose mandate would be to establish an annual calendar of school observations, celebrations, and cultural activities; i.e. in addition to Speech Night, Sports Day and Graduation.**
- **Institutionalize annual Staff Development Day; conduct staff needs assessment and motivational exercises.**
- **Devote a School Development Day to focus on improving the overall tone and culture of the school.**

Students' Comments

Campus A Students

- The problem with student discipline starts from home.
- The School needs to stop suspension and expulsion because children who are suspended only sit down by the side of the road until the time to come back.
- The School should try to control them 'at school'.
- Try to make them feel like they belong.
- Some children act out because they feel they don't belong.
- Don't rough them up or abuse them.

Sixth Formers

(F–female, M-male)

Q. What are your views on the administration of discipline at the ALHCS?

F – **Discipline is not fairly applied. It depends on 'who you are for'.** If you speak to a teacher in a certain way, the response depends on who you are. Some people's negatives are ignored; there is a microscope on others.

M – Depending on who you are, your last name, your family and where you're from, you get away.

F – To me, if there was more fairness, there would be fewer fights.

Q. Has that been communicated to anybody? Has there been any forum where this has been brought out...?

F – When I brought it up with a Counsellor nothing happened.

M – Who do you bring it up to?

F – Some people wrote to the newspapers and some teachers got offended. It just puts you in more trouble.

M – Students in gangs also report the discrimination.

M – It is something common everywhere.

Q. Did you ever have to be disciplined at SecondarySchool and what got to you?

- We were asked to leave the class, write lines, sit in detention, kneel outside in the sun.

- Mr. Rey got us to get up, go outside, line up, pick up our brains and put them back into our heads before entering the classroom.
- Students now swear at teachers, hit teachers, swear at the Principal, smoke weed in front of the Principal, etc.

Were there no sanctions?

- No sanctions. None
- I thought there was a list of sanctions but it was not applied and I was not supported by Management when I tried to enforce it.
- Former Principal Quincy Harrigan applied it because people were afraid.
- There are sanctions but parents come and cuss, carry school to court etc.
- Teachers are afraid of some students and their parents; some teachers actually fear some students.
 - They fear for their lives.
 - I think the parents back up their children who are in breach.
 - In a very short time a parent was there cussing me.
 - The teachers give in to aggressive parents.
 - Father came to the school and slapped off the student. Police came and there was a case but I am not sure what the outcome was.
 - All of that is why the teachers are afraid of the students.
 - The teachers have to focus on cleaning up messes that began at home.
 - Teachers have had their cars damaged.
 - One student threatened to burn up my car.
 - Suspension is usually the only resort.

One Student's Experience

-I had a bad temper – they picked on me because of my accent – I went to the teacher first if nothing done about it, I would beat them up – at high school, I was quiet but the bigger guys would pick on me and I would retaliate – during football, one boy used the game to fight and I fought back – got into many fights and one boy came to Kurl's shop to play games and a guy came there with his knife saying he would stab me – I took the knife from him – later gave him back the knife and we later became friends

Heads of Departments

What are the options available to discipline students?

In-school detentions

Where are the support systems? Do we have a curfew in Anguilla?

- Children go to bars. They are smoking etc. We are not getting the value for the money spent.
- The support system is needed from outside the school, from the community.

How best can we support the system to result in better learning?

- Special Needs students are 'mixed up' in it.

Recommendation. When there is a 'Special Needs Student' mainstreamed in a classroom some assistance should be provided to assist teachers in dealing with such a child.

We have heard that there are different rules for different children.

- If there is some of that it is a little bit.
- Culture of Anguilla; when I came to Anguilla, first question asked is, 'who you fuh?'
- Some children sent home for skirt length, some not.
- Society children are on the list of those not allowed to graduate.
- **There is inconsistency in application of the rules.**
- Students and teachers may be blood relatives. That factor is present, in a small, close-knit, society.

What can be done to improve discipline?

- Review and implement the recommendations from the '**School Violence Report**'.

What do you do when teachers are grossly abused?

- Teachers told to ignore it. Student may be asked to write an apology. There is a code of silence.

Teachers

- Some children seem not to respond to anything other than roughness.
- Some children act out because they feel they do not belong; some teachers embarrass them in front of the class.
- Values and attitudes are not sufficiently attended to in the school in the hours that we meet with them.
- This cannot happen when there is a hands-off approach. Things have changed a lot and we have not changed sufficiently. School is afraid of change especially drastic change.
- **Discipline is inconsistently applied.**
- Not very good responses from administrators.
 - Not just with discipline but the way they treat the school (vandalism). Some are sent home, some are not.

(See Recommendations in Section Three relating to establishing and enforcing a Code of Conduct, 'connections' for students, etc.)

Department of Education

The Department oversees staffing, curriculum formulation, implementation, monitoring delivery of teaching learning practices in the school, ensures that other guidelines, policies and practices are in place to facilitate smooth functioning of the school; for example, in relation to discipline.

Is there a proper Careers Guidance (CG) system in place?

- There is a Unit.

- There is an organized system but perhaps they do not emphasize technical education sufficiently.

Morals and Values – what happens at ALHCS to promote those policy mandates in the Education Plan – Ethics, Culture?

- The Virtues Project was adopted two years ago and there is the Personal Social and Health Education (PSHE) Curriculum.
- The Virtues Project is informal to some extent – teachers have been trained to do activities, strategies – aired on Radio AXA, published in the newspaper – the same virtue for the week – reinforced across the system – daily emphasis and some teachers also reinforce it.
- It reaches out to the community via radio spots.

Ministry (Social Development and Education Officials)

- Students can be suspended. Space is a problem and also personnel to supervise in-school suspension. Counsellors should not be used in this way.

How about using Pastors, etc.?

Review Team: This approach seems to lack any discernible strategy as it assumes that being a pastor of a church automatically qualifies one to deal with students who have been suspended. This may be thought of as a free resource.

The results of an informal tracking exercise found that the same students tended to receive multiple suspensions over the course of their years.

- Pastoral Care requires a broad-based response but there is presently no role for the Department of Social Development in the provision of pastoral care at the ALHCS.
- The relationship is not as formal as it should be. It needs to be formalized and harmonized.
- There is a School Health Committee. There are a whole lot of children at risk and there is a need for regular case conferences, for all children at risk and for vulnerable children. The best plan for children at risk would involve the Counsellors liaising with Probation Officers and Social Workers, interfacing with them.

- There is a lot of opportunity for interaction and ensuring that everything we do is toward the same goal. A lot of the children who are suspended are also on probation.
- **Comment and Question:** That group that ends up on suspension needs to be catered to in school. What happens to people who are suspended?
- Students on suspension are also often on probation.
- The P.R.U. is for students who have extremely difficult behaviours.
- Probation is for those who have committed a crime.

School Board

The process of suspension and expulsion

- The Student Services Committee of the School Board processes recommendations for suspensions and expulsions.
- The Principal can only recommend expulsions but the Chief Education Officer (CEO) has the final say with expulsions.
- For expulsions, the Board would check to see that all relevant services have been accessed so that expulsion is the last resort.
- The Board makes recommendations to the CEO.
- The Principal can suspend for a period of two weeks and can investigate the case to determine whether a suspension should be extended.
- A Letter goes to parents and a copy of the letter goes to the CEO and to the Board.
- The Principal can also call a meeting if there are extenuating circumstances.
- Board members also do some Counselling.

Guidance Counsellors

What happens with respect to pastoral care at ALHCS?

Counsellors are support persons for schools and families, and who address issues.

Counsellors:

- provide professional support for students, teachers, and sometimes parents
- liaise with other agencies
- make home visits to dysfunctional families
- provide the Court with reports on students
- work along with the teachers in meeting the needs of the whole child
- work with the Administration, participating in parent conferences
- assist Senior Management Team in terms of mediation.

What are the constraints?

A major concern is that boundaries for authority are not clear for certain issues.

“We really do not know where we start and where we end in dealing with certain issues. We do not know how far we can go. For example, a child may confide in a teacher regarding abuse, but there is no document outlining our parameters.”

“We have to get legal counsel ourselves to ensure that we are not out of bounds or that we are covered. It is not clear in the Education Act. There is no established and documented protocol to be followed.”

These are legitimate issues that need to be addressed. The Education Bill 2009 makes provisions for Guidance Counsellors. There is need for Regulations to accompany the Bill in order to provide the necessary guidance for the Counsellors in carrying out their responsibilities.

Does the law make sense from the perspective of the best interest of the child? Is it in harmony with the UN Convention on the Rights of the Child?

- The school, as a comprehensive school, has no tracking system. ‘I see we offer more of ability placements opposed to desired interest. I don’t see that in place.’
“We can see the question of ability in relation to Special Needs but do not see a tracking system based on interest. I do not even see that in PSHE classes, so that the children do not see the relevance of what they are doing”.

What are we doing in the classroom for our children?

- We have P.R.U. and W.I.S.E. but there are some students in the system who are not benefiting from either.

Referral system

- There is a referral form that can be filled out by the teacher or the Administrator to send students to the Counsellor.

- There is a lack of resources. However, students may be referred to the Department of Social Development.
- Counsellors find that some children are bouncing back and forth between the different services. This may lead to a referral to Multi-Professional Support Services
- A lot of those children say they want help but they do not necessarily get it.

Is it mandatory that every child see a counsellor?

- All third formers are given guidance.
- There is an open door policy and students can be referred.
- PRU and WISE have agreed that every student will see a Counsellor.
- Counselling still has a stigma attached – if you see a counsellor, you have a problem
- It is getting better and students are becoming more confident.
- Former students reported being comfortable seeing the Counsellor though those may not have been students experiencing severe life challenges.
- Counsellor at Campus B is seeing more males via peer referrals.

Reintegration

- For P.R.U. & W.I.S.E., Counsellors are involved in creating a plan for the reintegration of students from the Pupil Referral Unit (P.R.U./Campus C). There is now a Placement Team to look at the progress of students who have been referred to W.I.S.E and Campus C (P.R.U.). The team comprises the Educational Psychologist, a Counsellor, the Deputy Principal (Pastoral), the Education Officer for Multi-Professional Support Services, an Education Welfare Officer, W.I.S.E. and P.R.U. Coordinators and the Drug & Alcohol Counsellor.
- TEENAGE MOTHERS are easily integrated back into the system. Good support systems are provided by the School Health Nurses and the Counsellors.

What happens if a fifteen year- old pregnant student comes to the attention of the Counsellor?

- The principle of confidentiality is explained to the student.

- A report is made to the parents and police – this is mandated by law and parents are aware.
- The Police then do their investigation.
- **Prison.** Sometimes we do not know who has been to prison. The Education Officer- Multi Professional Support Services recently met with relevant personnel from Her Majesty's Prison, the Probation Department and Department of Social Development so there is now a group being formed to share information. There is a Counsellor at the Prison.

The **JUVENILE REHABILITATION CENTRE (JRC)** for boys opened during the period of the review. If inmates of the JRC are to attend the ALHCS or its affiliate programmes (e.g. P.R.U.), then a process has to be developed to enable the Pastoral Care System at the ALHCS to secure the gains of rehabilitation, and empower the school to offer a supportive environment, while ensuring the safety of the school community.

Are Counsellors observing any new trends?

Drug and alcohol. The Counsellor sees a new stigma attached to the services he provides. He is having trouble getting students to come and see him. An Alcohol and Drug Policy will be in place by next year.

Violence and Police. Unlike the past when the presence of the Police instilled fear, Counsellors observe that to be arrested now seems to be a thing of status. When Police intervene, students show no fear, no respect. They seem immune to the system.

There seem to be no repercussions for violence. Neither sending home nor imprisonment is working.

Male and female. These trends are being observed in both male and female students.

Recommendations

1. The position of Guidance Counsellors must be strengthened legally. Sections 146-149 of the **Education Bill 2009** provide for the roles and responsibilities of Guidance Counsellors. **Regulations** need to be developed to accompany these sections in order to strengthen and guide the functioning of Guidance Counsellors.
2. **Anger Management** should be developed as a Module in the PSHE programme

and taught to students in all bands and reinforced at all form levels at ALHCS. All groups should be given the opportunity to interact frankly with each other on anger management, benefits of controlling anger, as well as the consequences of not controlling anger.

(This view was expressed by a Youth in Prison who felt that instruction in Anger Management at the Prison had come too late).

3. **Peer Mediation-mentoring** should be implemented to assist in counselling students. It is pertinent that the various stakeholders in Anguillian society commit to changing the new subculture of anger, aggression and weak moral and character development which we are seeing increasingly in the youth and school population. So a proactive approach is therefore required to reduce this violence by implementing a **conflict resolution programme which teaches high school students to peacefully solve conflicts.**

Research conducted by the US Department of Justice finds that Peer Mediation-Mentoring programmes are beneficial on many levels including: improving school climate, reducing violence, deepening students' understanding of themselves, encouraging a high level of citizenship activity, and freeing adults' time to concentrate on teaching rather than discipline issues.

Peer mediation can be defined as a conflict resolution approach **in which selected students are trained in the principles and foundation abilities of conflict resolution and in the mediation process in order to provide neutral third-party facilitation to assist those in conflict to reach a resolution.** Mediation can solve problems in schools such as jealousies, rumors, misunderstandings, fights, personal property conflicts and damaged friendships. **The mediation process includes the following steps: setting the groundwork, gathering perspectives, identifying interests, creating options, evaluating options, and generating an agreement.**

The **Peace Education Foundation** in the United States has conducted much research on conflict resolution, via peer mediation, and developed a curriculum for schools to follow while setting up and maintaining such programmes. The programme, "**Mediation: Getting to Win-Win**" includes both teacher and student manuals **and is recommended for consideration and use at the ALHCS.** A complete class set which includes DVDs costs approximately US\$600.00. The "**Mediation: Getting to Win Win**" programme can be researched on the Internet. The Guidance Counsellors at ALHCS, Heads of Year, and other support personnel at the Ministry and Department of Education should do the necessary research and review of the material and methodology and advise the Senior Management Team at ALHCS on the way forward.

4. The “Students’ Council is asleep”. It needs to be re-activated. A vibrant Students’ Council is essential in identifying programmes of interest to their peers and assisting in planning a programme of school cultural activities involving staff and students. Mechanisms should be put in place to prevent the new Students’ Council from disbanding again, and to ensure that activities are sufficiently broad-based and appealing to encourage involvement of students from all Form levels and ability ‘Bands’ in the school.

Improving Parental Involvement

Issues of parental involvement in the education of their children were raised at almost all of the Focus Group discussions. This section highlights some of the questions and answers relating to parents and parenting.

Ministry and Education Department

What is being done about Parenting Education? How widespread is the need for Parenting Education in Anguilla from the Ministry’s perspective?

- Ministry and Education Department personnel feel that there is need for a well-organized and sustained programme of Parenting Education.
- Very little is being done at present regarding Parenting Education.
- There are rigid rules in the tourism industry regarding time off. Parents do not get paid if an hour is missed. Some people use that as an excuse. It is quite a big problem. There are a lot of factors and that is one of them.

What about a child leaving school. Would he/she leave with an understanding of what it is to be a good parent? They are all potential parents.

- The PSHE sessions may not be enough. There may be too many topics. It seems to be a catch all.

Is the school not reaching out to parents?

- Yes, through the PTAs but the parents who are not doing certain things are not there. They are not coming to PTAs.

What do you do when students are not performing and when parents do not come?

- The school writes to the parents, if the parents do not come, the children are sent home, and sometimes they stay home.
- Sometimes the parents throw up their hands and ask for help. Sometimes other departmental help is sought, mainly from the Department of Social Development.

ALHCS Heads of Department

Is there a motivational collapse after primary school?

- Parents are more involved in the primary level. There is a gap when they come to Years 1 and 2. Parents cut their children loose too soon. Parents do not know what Form their child is in, the teachers' names and so on.
- Parents are young. They may have become parents early and there is no adult education provision for them. They do not understand the work the students are doing now. Parents need to be enabled to help their children. Some parents show no interest but some of them cannot help their children.

ALHCS Heads of Year

Are parents really intimidated by teachers?

- Parents sometimes come with hostility and get personal and there is much more reference to the law nowadays. It depends on who the students and parents are.
- Students report to parents, and administrators behave as though they are afraid of parents.
- There is inconsistent application of discipline. The 'haves' get away. Some parents are accommodated because of who they are and teachers do not even know.
- Parents are not responding to the need for textbooks and demand to see higher-ups if there are infringements.
- Parents are changing phones constantly and are difficult to reach.
- No time is spent cultivating a relationship with parents.
- At the end of the year there is a high stack of reports - year-old reports. Parents are not even collecting reports.

There are parents who feel teachers will take it out on their children.

- This is seen to be a perception – may not be real – some children are concerned about what will be said to their parents.
- There is need for more PTA meetings – the way it is set up is terrible – they could be more social. Sometimes, the whole structure is ineffective. Teachers and parents seem separate and apart.

ALHCS Teachers

What about parents?

- Parents do not come for PTA meetings but come for confiscated cell phones, combs, etc. Some parents curse teachers. Half the parents come with hostility. One father came with hostility. He apologized when he saw his daughter's grades.

Parents report being intimidated by teachers

- A lot of them have never ever come.
- A whole class witnessed an act of vandalism. A report was made to the Principal. The parent came in, the child denied doing it and that was the end of that.

Counsellors & Education Welfare Officer

What about teenage mothers?

- They are easily integrated back into the system. There are good support systems provided by the school health nurses and the counsellors.

Attendance

- It is hard to keep track of children who are truanting. They may report to school then leave for the park, the bush, the beach. Some are repeat offenders whose parents think that they are in school. The Principal also acknowledged this as a challenge.
- We work with parents and then they drift. Parents are crying out for help. They have lost control and need support. Sometimes they go to the school but the problem is deeper than the system – it goes back to the home. Parents need training, workshops and strategies to help them cope.
- Some parents are trying but some need to be taken to court and made to be more accountable when their children are truant. The system has to have something in place for parents. Too many parents are giving in – not ensuring that their children go to school.

Sixth Form Students

Why are the technical areas not as important in Campus A?

- It all starts with parents who don't want their children to do technical things - for historical reasons – wanting to move away from the past of manual work. So parents try to push students towards more white collar work.

What motivated you to do well?

- It was not really anything to do with teaching and scholarships. It had a lot to do with our parents who saw something in 6th form. My parents drilled me to ensure that I would go to 6th form.

Where do you learn what it means to be an Anguillian and how to be a good citizen?

- From parents, family, primary school and sometimes incidentally at high school.

What the parents say

- I appreciate the comprehensive system – all our students need high school education, now post secondary and community college are available as well.
- Children are promoted without the ability to read and count. I would like to see that changed and more emphasis placed on certification in Life Skills like Plumbing. Also, learning a Foreign Language should be one of the criteria for graduation.
- Staffing poses a challenge. There has been a constant shortage of teachers in the last four or five years prior to this. This has limited the success of the comprehensive system.
- The curriculum is quite broad based but the impression is that some students are still leaving school without a sound foundation. We have French and Spanish speaking neighbours but students do not know French or Spanish to enable them to cope on the global scene. This is a shortcoming of the system.
- Similarly for Tourism; some students are leaving school without appreciation of the value of Tourism. Students don't see themselves as managers and top echelon workers in the Tourism Industry.

What can be done to address the need for good parenting?

- School management needs to review PTA meetings. Too many speeches but not a lot of time left for in depth discussion and involvement. Teachers need to structure the meetings differently. Peer mentoring programme for parents was discussed as some of them find the school environment a bit challenging. PTA looking at things like that – especially for young parents as some of them are not comfortable.
- Parenting is a complex issue. A lot of factors influence why people are not good parents. The Community has disintegrated and I don't think it will come back.

How do we differentiate between the parents who just do not care and those who are reluctant? How do we encourage the reluctant?

- Something can be done to reach parents who are reluctant because of fear of the staff – parents who are not able to express themselves in a certain way. Members of the PTA could have their names and contact numbers posted for children living in their areas to contact that PTA representative in their area and the questions can be written and submitted anonymously.
- Something was tried a few years ago by the Health Education Unit. They went to the hotels and met parents there for half an hour and it worked.

What to do about parents whose children are not performing – what about legislation to force parents to go?

- There is legislation from St. Croix – not to force parents, but parents are given two (2) hours per month and they must take back something from the school to show that they did what they said they would do.
- As a teacher, I did not see a problem but now that I am a parent I see a problem. I have tried to get a teacher's attention early but there is no accommodation from some teachers. It is a long, tiring process. My child was clearly having difficulty in the class but children are afraid to have issues brought out as they fear retaliation.

One Parent's Experience

There is a perception or a belief that many parents are reluctant to approach a teacher because they feel like the teacher is going to retaliate on the child. So they tell the child to keep a stiff upper lip and just ride it out. Some parents do not realize that some of the hostility may be generated by the way they approach the teacher. Some of it may be true. As a parent one may have to take a stand; e.g. obtaining past papers that were to be reproduced and sold to the children. My daughter asked repeatedly and kept getting excuses. So I decided to intervene. My daughter said no, so I called the Principal and got the material the next day. I think on the other hand a lot of teachers

feel like they are victims and some parents I guess, really are. So, a situation is created that is not benefiting the student or the school. Maybe the teachers need more sessions on psychology or interpersonal relationships. Students also feel like the teachers do not treat them with respect. There is need for attention to be given to interrelationships between teachers and parents.

Recommendations

1. Development of an ALHCS Strategic Plan for improved parent-teacher relations.
2. Restructuring of PTA meetings to allow for greater interaction between parents and between parents and teachers, perhaps utilizing small group methodologies.
3. Development of a Government of Anguilla (GOA)/Private Sector policy initiative to allow parents time-out without loss of income for parent-teacher conferences.
4. Re-institute and strengthen ALHCS initiative to enhance parental capacity to deal with (i) understanding adolescent development and (ii) providing guidance and support to children with homework, study skills etc.
5. GOA/Community/Private Sector provision of ongoing programme of Parenting Education and Support.
6. Strengthen the mandate of Education Welfare Officers to seek out parents of students who truant regularly. There may be implications for remuneration.
7. Institutionalise multi-agency, child-centred, case conferences including parents to address the needs of children with challenging behaviours.
8. Parents should be held accountable for the actions of their children. Absentees, truants or parents who simply cannot control their children must be required to attend counselling sessions (both parents and child). **If counseling does not lead to improvement**, then it should be possible to take a parent before the court. **Such action would, of course, be a last resort.** However, there must be legislation which supports the School, the Court and Counsellors when it comes to holding parents accountable; and such legislation should be enforced when all other interventions have failed.

SECTION SEVEN

Concluding Recommendations on the Way Forward

In concluding this Report, the following statement from the Youth Representative on the Review Team clearly captures the sentiments of the Team as they relate to the future of the Comprehensive System of Education at the Albena Lake-Hodge Comprehensive School.

As the youth representative, responsible for bringing a youth perspective to this review, I have put forth recommendations firstly based on my experiences at the comprehensive school, secondly, my experiences growing up within a family of teachers and thirdly, recommendations recorded as a result of the focus groups/interviews and site visits done during the past few months.

The responsibility for the education of our nation's children rests firmly with numerous stakeholders. These include the students, the parents and family, the teachers, the Senior Management Team, the Education Department, the Ministry of Education, the church, all public and private entities and, in fact, the Anguillian Community as a single entity.

Until the importance of education is recognized within Anguillian society and given the resources and attention it requires, the prevailing attitude of acceptance of mediocrity in many aspects of our educational system will prevail.

In summary, we need teachers who care, we need a comprehensive school which is well built, completely resourced and which is secure. We need leadership with vision and one which ensures that all aspects of the education system works and moves together like a well-oiled machine.

(Shellecia Brooks, Youth Representative, Review Team)

<p>Recommendation: By OECS standards, the ALHCS has a very large student population (close to 1100) and it will probably continue to increase with the continued influx of immigrants. As a Long Term Goal (5 + years), a second comprehensive secondary school should be established, with an element of specialization in each school.</p>

The establishment of **two specialist comprehensive schools** will remove some of the pressure from the ALHCS. Each school will follow the same national curriculum up to the end of Form 3 but would then **specialize** in Forms 4 and 5. For example, one school could specialize in the Humanities, Business Subjects, and Cultural Studies. The other school could specialize in Natural Sciences, Design Technology, Technical and Vocational Subjects and Programmes, including Caribbean Vocational Qualification (CVQ) in selected occupational areas.

The increased emphasis and opportunities which will be provided by a specialist school in Cultural Studies, Creative and Performing Arts, including Theatre Arts, is consistent with the economic diversification programme of Anguilla to increase tourism awareness, opportunities for employment in the tourist industry, and encourage entrepreneurship in related occupational areas.

Each Specialist School will offer Visual/Performing/Expressive Arts, as well as a limited number of course options that are available at the other school to ensure that students receive a rounded education. **Information and Communication Technology** will be a core area in both schools. Also, it should be possible for some students from one school to pursue a **selected specialist subject** in the other school, based on mutually agreeable timetabling arrangements. These measures should lead to a better use of resources and enable all students to pursue subjects in which they are interested.

Option One. The Albena Lake - Hodge Comprehensive School (Campus A), with its existing equipment and other resource base, is ideally placed to specialize in Natural Sciences, Design Technology and Technical subjects. However, the current layout of buildings will have to be re-modelled to facilitate better administration and supervision of students.

It will be necessary to engage in engineering and architectural consultations to determine whether Campus B can be expanded (without undue interruption of classes) to make provision for Forms Three to Five. If this is possible, **then Campus B could be**

upgraded to become the second secondary school, specializing in Humanities, Arts, Business and Cultural Studies. The existing Auditorium is also an asset that supports this option.

Option Two. Otherwise, a second school will have to be designed and constructed in another location, to accommodate Forms One to Form Five, and offering the specializations in Humanities, Arts, Business Subjects and Cultural Studies, in Forms Four and Five. **Any new school to be constructed should be purpose – built to enable delivery of a technology- driven curriculum.**

In this scenario, Campus B would remain attached to Campus A (ALHCS); however, the Auditorium would be available to the new school to support delivery of its curriculum in Cultural Studies and Performing Arts.

For either option, decisions will have to be taken by the Department of Education (following appropriate consultations) to guide the distribution of students between the two schools: (a) from primary schools to Form One, and (b) from Form Three to Form Four, based on strengthened career guidance in line with 21st Century realities and students' interests.

The establishment of two specialist comprehensive schools should not in any way prevent the development and upgrade of the programme at the Workshop Initiative for Support in Education (W.I.S.E.) and related work experience programmes for students, as discussed in an earlier section of this Report. The continued development of W.I.S.E. is essential in its own right in order to ensure a truly 'comprehensive system of education'.

Other Recommendations

1. **Teacher Recruitment** policies and procedures should be reviewed to select teachers who believe in the comprehensive principle; specifically, that children are of equal worth and that Anguillian society will be a better place if children from all abilities, socio-economic backgrounds, races and faiths are educated together.

2. Organize a nationwide promotion and recruitment programme for Anguillian teachers.
3. **(a) Recruitment of non-national teachers** for the ALHCS should require a commitment to the comprehensive education principle. Teacher appraisal and evaluation for renewal of contracts should include evidence of the level of support that teachers provide for furthering the comprehensive education principle.

(b) Commitment to, and practice in support of, the comprehensive education system should be a highly weighted factor in the appraisal and evaluation of ALL teachers, both Anguillian and non-national.
4. Efforts by the School Administration and Anguillian teachers on the staff of ALHCS to support and encourage non-national teachers should continue and be strengthened as much as possible.
5. On-going **professional development** of teachers and **dialogue among teachers** at ALHCS should focus on the qualities of successful comprehensive schools. Administration should introduce **measures to improve staff morale** in order to encourage participation in **on-going strategic planning** to identify and implement initiatives that will potentially improve the delivery of the comprehensive education system at ALHCS.
6. The Review Team was advised that the Chief Education Officer has direct responsibility for supervising the administration of the ALHCS. (There is no designated position of Education Officer - Secondary). Notwithstanding, the Review Team learned that some responsibilities that should normally be undertaken by the Office of the Chief Education Officer are being routinely undertaken by, or have been designated to, the Principal of the ALHCS. This arrangement should be reviewed as it may have legal implications in the event of a challenge on some matter by a teacher or parent. The **Education Bill 2009** gives clear indication on the responsibilities of the Chief Education Officer and those of the Principal of a Secondary School. The Principal of the ALHCS should therefore be relieved of responsibilities that should be undertaken by the Office of the C.E.O. The Principal would then be able to focus entirely on the responsibilities outlined in the **Education Bill 2009** and, generally, focus on strategies to improve school administration.
7. Education in Anguilla needs a spokesperson, a '**champion**' who keeps the public informed and energized about educational reform.

8. The Review Team has been advised that there is a weekly press conference where the Chief Minister and other Ministers address issues and respond to questions. There is rarely any talk about education. It is recommended that 'education' should be a weekly part of this press conference. Either the Minister of Education or a "Guest Speaker" (e.g. the Permanent Secretary) can make some comments and answer questions from the Press. This would enhance Public Relations. **It will keep education in people's minds.**
9. Alternatively, the Ministry of Education/Education Department may consider arranging for a weekly spot on a local radio station which will provide a forum for continuous discussion of issues and recommendations made in this Report.
10. The Education Department should be a leading voice on the education debate in the Anguillian community.
11. Ensure that economic analysis and planning are built into the system. Develop formal linkages with departments such as Public Administration, Labour and Social Development so that information, such as, the job needs and skills requirements in Anguilla, are fed into the Education Department and automatically into the Comprehensive School. Similarly, that training and scholarship opportunities are developed and promoted based on the needs of Anguilla.
12. **Implementation of the recommendations of this Report** requires a well-coordinated effort. A small Team of about five (5) persons should be identified to coordinate the implementation of the recommendations, including strategic planning activities. The Team should be led by **either** a senior official in the Ministry of Education/Department of Education, **or** a former senior education official, who is committed to the general improvement of the Comprehensive System of Education, and the 'child-centred' approach to the reforms, as reflected in the recommendations. **It is recommended that the Education Psychologist, Mr. Ed Wolinsky, and Ms. Shellecia Brooks, Youth Representative on the Review Team, should be invited to be members of the Implementation Team.**

In Section One of this Report, there was a concern raised about the poor quality of passes for CSEC examinations and for CAPE. In other sections of the Report, concern was expressed that top students were not excelling. There is no one factor that contributes to this and the remedy is multi-faceted. This Report has highlighted many factors that may contribute to poor quality passes and has offered recommendations that potentially can lead to improvement. These include:

- Early identification of students with learning, behavioural and other needs that may impact negatively on their ability to achieve at their highest; and implementing appropriate interventions to assist such children;
- reduction in the number of subject options at Forms One, Two and Three, thus providing opportunities for students to spend more time on the subjects in which they are interested;
- rewarding students for good work and **effort**;
- emphasizing high standards in **both** teaching and learning; publicly promoting and rewarding students who excel; this includes rewarding students who make the Honour Roll;
- rewarding teachers who 'go the extra mile' to assist students;
- recognizing and rewarding teachers who get top students to excel and the less able students to perform and achieve at their highest;
- ensuring that the teaching and learning resource base at the school remains at a high level;
- generally, ensuring that the culture of the school is one that promotes and supports excellence.

In the final analysis, improving discipline at the school is a major factor that will promote excellence in students. Students who are ill-disciplined will not be attaching any importance to achieving excellence.

The way forward should be for a positive outlook and collaboration among all stakeholders with **a vision of the Albena Lake–Hodge Comprehensive School displaying the characteristics of a quality comprehensive school, as outlined in Section Two of this Report, and with a child-centred approach to delivery of the curriculum and all decision making.** The immediate first step is the development of a general **Strategic Plan**, with eventual 'buy-in' from stakeholders, particularly, students, teachers, school management, education officials and parents. The findings and recommendations outlined in this Report should inform a SWOT Analysis, and provide the necessary direction for determining strategic objectives, outputs, activities and performance indicators. **In general, it will be necessary to use a strategic planning approach to the development and implementation of actions on many of the recommendations.**

The guiding principle of a comprehensive system of education, **that children are of equal worth and that society will be a better place if children from all abilities, backgrounds, races and faiths are educated together, and have equal**

opportunities to develop their full potential, is still the best model for Anguilla. What is needed is for all resources (human - social, financial - economic, and physical) to be mobilized, energized and supported to enable the system to work and be maintained.

Position Paper from the Education Review Team

(Researched by Ijahnya Christian)

Rationale

This statement is intended to highlight the best interests of the students of the Albena Lake-Hodge Comprehensive School (ALHCS), and to urge prioritisation in the national development agenda, of the short-term, strategic actions recommended in the Report on the review of the Education System as it operates at the school.

The limitations of the Review Team's Terms of Reference are readily acknowledged and so is the need to engage in further research to explore with greater depth, the situation of youth in Anguilla with a view to harmonised implementation of the recommendations for youth development that are still current.

There is a perception/fear that this Education Review may produce yet another Report with another set of recommendations to be added to the growing pool of various social development reports collected over the years.

► The reviewers therefore urge that the response to this Report be grounded in the context of Anguilla's current development thrusts including the recognised need to diversify the economy, to realise the vision of energy independence and to pursue the best options for self-determination and participation in regional integration.

► Continuing in this vein, we urge that these recommendations be brought to the attention of education's social partners for a rapid response to engender change noting where the recommendations of past reports overlap or have bearing on those of this Education Review.

► With regard to societal attitudes, radical change is required for the community to make the paradigmatic shift to embrace comprehensive education. It is further

suggested that the presentation of this Review Report to major stakeholders and the general public be used as a launching pad.

► The interests of the children cannot be met if those who interact with them daily are not enabled and empowered to respond with the appropriate sensitivity and confidence. Teachers must therefore be supported and motivated to engage with students professionally and warmly.

Opportunities for Innovation

● In terms of political will, this review offers a renewed opportunity to actively engage Anguilla in a child-centred understanding of comprehensive education.

● In terms of policy and legislative reform the review is timely in that its recommendations can be incorporated into the drafting process.

● In terms of financing, more assertive and strategic approaches to cultivating sustainable private sector and community foundation/donor agency partnerships are recommended to contribute to the establishment of the recommended Education Trust Fund.

● In terms of development of human and social capital, cultural pursuits and competencies should be looked at more deliberately as a tool utilised by the education system for personal and social transformation and the development of cultural industries in service of a creative national and Caribbean economy.

The Situation of Children in Anguilla

The **2006 Situational Analysis of Risks and Vulnerabilities Facing Children in Anguilla** interviewed 18 students from the Albena Lake-Hodge Comprehensive School in three groups of children including the Girls' Brigade and identified a number of risk factors.

Risk Factors

Risk factors identified included:

- Increasing drug culture among the youth and a law enforcement response
- Severe shortage of sports and other recreational facilities
- Sexual abuse of girls pervasive and under reported
- Inadequate child protection services

- Poor socialisation behaviours; poor concentration in the classroom; the inability to discriminate between acceptable and unacceptable ways of behaving both to peers and adults; obesity and dental health were also identified as signs and symptoms of risks and vulnerabilities.

(Stoby, Ena - ***Situational Analysis of Risks and Vulnerabilities Facing Children in Anguilla, 2006***)

► This is in keeping with some of the findings of this **Review Report on Comprehensive Education** and the recommendations point to the need for pastoral interventions much earlier in the education system for more effective outcomes and more efficient applications of the resources available for pastoral care.

► A law enforcement response is often too little too late and health, private sector and community resources must be strengthened in the way forward.

The **Report on the Youth Leaders Retreat 2006** mirrored the Situational Analysis in the burning issues identified by youth leaders as affecting youth in Anguilla. These were:

Drugs	Gang violence	Teenage	pregnancy
Incest/child molestation	Functional literacy		

These are cross-sectoral issues requiring multi-agency resources and all have some bearing on education at the ALHCS.

► **It is the view of the Team , that there is need for a deeper appreciation of causal factors contributing to youth behaviour that impacts teaching and learning. It is strongly encouraged that further research of the psycho-social and cultural realms in Anguilla be done to produce evidence-based policies and a response that strengthens the family in Anguilla.**

Adolescents in Anguilla

Connecting with students is critical. Forces of globalisation have impacted family life with the violence of emotional abandonment and neglect. For some students, the need for belonging may be more easily met by the peer group, in the absence of too little parenting time and inadequate parenting skills. Some of these peer groups have “gone bad”, and have engaged in violent encounters with fatal outcomes. Their relationship with the juvenile justice system is summed up in the saying that, **“Familiarity breeds contempt”**; and the parents seem powerless.

It must be emphasized that the majority of students at the ALHCS are not involved in violent behaviours and criminal activity. However, those who are,

influence the overall quality of school life and at times seem to hold the school community at ransom.

On the other hand, some maintain friendships with their peers who are not as dependent on the group. **These friendships can be positively exploited in the recommended strategy to foster connectedness within and outside the ALHCS.**

The response to this Report must therefore be a rapid, multi-sectoral one with preventive outcomes, so that violence at school does not escalate into more serious crimes and does not continue to characterise school life.

Developing an ICT Culture in Education. The students of the ALHCS are adolescents and the experience of growing up in 21st Century Anguilla in the Age of Information and Communication Technologies (ICT) is not one shared by school management and most decision-makers in education. The gamut of human experience can now be had virtually, and in this regard, it is likely that some of the students are ahead of the education system. It is not yet quite the case in Anguilla but this is the age of the laptop and wireless Internet access, not the heavy sack full of books and classroom curriculum delivery that failed to stimulate even earlier generations, though many passed exams successfully.

The recommendations of this Report therefore support urgent attention to enhancing teaching competencies in ICT and the use of ICT for innovative curriculum delivery. A bonus for teachers is that their professional competitiveness will be sharpened and holistic learning outcomes anticipated. The creation of an ICT friendly school may be a goal.

It is generally accepted among social development practitioners that programmes for adolescents have proven most effective when and where they have secured the full involvement of adolescents in identifying their development and health needs. This is supported by the Pan American Health Organization (PAHO)/World Health Organization (WHO) **Study 13** on adolescent health in the Caribbean, which reports that as many as a quarter of adolescents, both boys and girls, declare having initiated sexual activities as early as 10-12 years of age.

The Report on the **Anguilla Adolescent Health Survey (2002)** shows this trend to be true for Anguilla as well and the research is yet to be done to determine how this early sexual debut impacts learning and teaching. Some behavioural impacts are emerging from the recent (2009) UNICEF research on Child Sexual Abuse (CSA) in the Caribbean, and the schools, including the ALHCS, are identified among the locales for inappropriate sexual behaviours. These behavioural indicators must warrant a sensitive

response within the education system. Indicators are that the trauma of child sexual abuse is reduced when adults respond sensitively and supportively. However, among our adult population, the trauma of this experience may impede necessary early interventions with children.

Support for the reactivation/restoration/revival of the **ALHCS Students' Council** should be linked to a policy mandate and could become a useful indicator of a child-centred approach to **shared decision making** at the school. Here again, teachers need to be supported in a process that will require a sharing of responsibility and, to some extent, authority in the business of student representation.

Social Justice

The world changed after September 11, 2001 ushering in the Age of Security and the advent of a new war, the war against Terrorism. The global response has involved a loss of human rights, including the not quite accepted rights of children in the Caribbean Region, including Anguilla. Thus, the expectation of peace in the face of the denial of justice is unrealistic and through the eyes of the child marginalised and alienated within and by the education system, the end may justify the violent means of gaining attention. The tradition of authoritarian relations in the classroom serves to increase tension in the relationship between teachers who feel that their status is being diminished and students who understand that their needs are not being met even if they are uncertain about their rights. **Resistance may therefore be expected and a focus on building relationships is strongly advocated.**

The imperative is to avoid being drawn into the maelstrom of punitive responses and to utilise instead, the capacity to nurture human relationships in the context of a small Caribbean island community collectively experiencing externally driven challenges.

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APPENDIX

Terms of Reference for Review

Background

The Review of the Comprehensive Education system at Albena Lake-Hodge is an initiative of the Ministry of Education. The purpose of the Review is to examine the comprehensive education system and report on its adequacy in meeting Anguilla's needs and the options for ongoing reform. It will inform the preparation of the Ministry's Education Development Plan 2010 through 2015. It will also help to develop a long-term vision for education into the next decade and beyond.

Terms of Reference

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.

To implement this initiative, a Review Committee will be established to conduct a review of the comprehensive education system at the Albena Lake-Hodge Comprehensive School.

The review will:

- 1 Examine current approaches in the delivery of comprehensive education addressing issues including:
 - attendance
 - retention rates
 - skills development
 - academic performance

- 2 Assess the extent to which the comprehensive education system at the Albena Lake-Hodge Comprehensive School meets the following mandates set out in the Education Policy 2002:

- promoting equity in and universal access to education;
 - promoting and developing technological and technical education with particular emphasis on information technology;
 - 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;
 - ensuring high standards and excellence in education;
- and, if necessary, make recommendations as to how those mandates can be met.

3 Assess the extent to which the comprehensive education system at the Albena Lake-Hodge Comprehensive School meets the following goals set out in the Education Policy 2002:

- Acquisition of knowledge, skills, attitudes and values for meaningful participation in national development and a satisfying adult life;
 - Development of a sense of self-respect, self-worth, self-esteem, and a spirit of self-reliance;
 - Development of the capacity for critical and creative thinking, problem solving and decision-making;
 - Inculcation of national pride, national spirit and national identity and acceptance of the interdependence of the nations of the world;
 - Stimulation of an awareness of and an appreciation for the preservation of Anguilla's national resources and a commitment to keeping a safe and healthy environment;
 - Strengthening of the understanding of the role of the individual within the family and the role of the family within the society;
 - Development of appreciation and tolerance of individual differences, be they physical, gender, mental, religious, ethnic, cultural, national, economic or social;
 - Stimulation of an awareness of and an appreciation for the arts and culture as essential to a meaningful and satisfying life;
 - Establishment of the pursuit of excellence as a core individual/social value;
 - Development of a commitment to lifelong learning;
 - Facilitation of the achievement of productive lives and adaptation to a rapidly changing technological and scientific era;
 - Promotion of physical and mental health and wellbeing;
- and, if necessary, make recommendations as to how those goals can be met.

4 Examine and make recommendations on the following aspects of education at A.L.H.C.S.:

- Pastoral development, guidance and care;
- Roles, Responsibilities and Governance (organization and structure (including organization of instructional groups), planning, decision making, communication, supervision and management);

- Financial management;
 - Human resource development (teacher qualification, professional training, performance appraisal, succession planning, conditions of service);
- 5 Assess relevance of the curriculum to students' needs and its responsiveness to developments in society to equip graduates for the knowledge economy and of society;
 - 6 Examine and make recommendations for short term and system wide approaches to improving inappropriate behaviour;
 - 7 Examine and make recommendations for strengthening the effectiveness of partnerships and linkages the school has with other agencies;
 - 8 Examine the financing of secondary education and make recommendations on improvements or alternatives;
 - 9 Review current skills and propose strategies for equipping teachers with the knowledge and skills to create an innovative learning culture amongst their students;
 - 10 Examine the physical structure of A.L.H.C.S. and make recommendations on improvements to ensure it is conducive to learning;
 - 11 Generally review and make recommendations for improving the delivery of education and achieving quality learning outcomes for all students.

Composition

The review team will consist of 4 persons; a chairman and 3 committee members (including 1 member bringing a youth perspective to the exercise).

Process

- The review team will review relevant information on the comprehensive system at A.L.H.C.S.
- The review team will establish a consultation process with stakeholders.
- A final written report will be presented along with any presentations using alternative media.

Timeline

Establishment – March 1, 2009

Data collection on the system from literature, experts and stakeholders – March -July 2009

Final report – August 2009

Questionnaire

Dear Respondent:

The Review of the Comprehensive Education System at Albena Lake-Hodge Comprehensive School is an initiative of the Ministry of Education. The purpose of the Review is to examine the comprehensive education system and report on its adequacy in meeting Anguilla's needs and the options for ongoing reform. It will inform the preparation of the Ministry's Education Development Plan 2010 through 2015. It will also help to develop a long-term vision for education into the next decade and beyond. Your responses to the statements in this questionnaire will assist in providing useful information for the Review.

Thank you.

General Information on Respondent

Sex Male Female

Nationality Anguillan Other CARICOM Country
..... Dominican Republic Other

Select (×) **one** of the following Categories of Respondents:

Ministry/Ed Department Official

School Administration (Principal, Dept. Principal, Senior Management)

Teacher Retired..... Currently on Staff at ALHCS

Student Past Student at ALHCS Present Student at ALHCS

Parent

Civil Society

Private Sector/ Business/Industry

Indicate (by circling) whether you **Agree (A)**, **Disagree (D)** or are **Uncertain (U)** about each of the statements below.

1. The comprehensive education system at the Albena Lake-Hodge Comprehensive School meets the following mandates set out in the Education Policy 2002:

a. Promotes **equity in** and **universal access** to education. A D U

b.	Promotes and develops technological and technical education with particular emphasis on information technology.	A	D	U
c.	Promotes education focused on acceptable morals and norms	A	D	U
d.	Values and ethics	A	D	U
e.	Culture	A	D	U
f.	Promotes participatory governance of education.	A	D	U
g.	Promotes skills development in all students.	A	D	U
h.	Promotes and prepares students for life-long education .	A	D	U
i.	Ensures accountability in education at all levels.	A	D	U
j.	Ensures high standards and excellence in education.	A	D	U
k.	Provides high quality pastoral care for students	A	D	U

Briefly comment/ elaborate on any of your responses to statements at a-j above, including any recommendations, where necessary.

.....

2. The comprehensive education system at ALHCS meets the following goals of Education:

a.	Acquisition of knowledge and skills for meaningful participation in national development and a satisfying adult life.	A	D	U
b.	Acquisition of attitudes and values for meaningful participation in national development and a satisfying adult life.	A	D	U
c.	Develop a sense of self-respect, self- worth and self esteem.	A	D	U
d.	Develop a sense of self-reliance.	A	D	U
e.	Develop capacity for critical and creative thinking.	A	D	U
f.	Develop capacity for problem solving and decision-making.	A	D	U
g.	Inculcate national pride, national spirit and national identity.	A	D	U
h.	Inculcate acceptance of the interdependence of the nations of the world.	A	D	U
i.	Stimulate awareness of and an appreciation for the preservation			

- | | | | |
|---|---|---|---|
| of Anguilla's national resources. | A | D | U |
| j. Stimulate commitment to keeping a safe and healthy environment. | A | D | U |
| k. Strengthen understanding of the role of the individual within the family . | A | D | U |
| l. Strengthen understanding of the role of the family within the society . | A | D | U |
| m. Develop tolerance of individual differences of all kinds. | A | D | U |
| n. Stimulate awareness of and an appreciation for arts and culture. | A | D | U |
| o. Promote physical and mental health and well-being. | A | D | U |

Briefly comment/elaborate on any of your responses at 2 (a-o) above, including recommendations.

Tracer Study Instrument

ALBENA LAKE-HODGE COMPREHENSIVE SCHOOL TRACER STUDY

STUDENTS WHO ENTERED ALHCS IN 1995-2000 SCHOOL YEAR

SURNAME OF STUDENT.....

FIRST NAME OF STUDENT & MIDDLE INITIAL.....

DATE OF BIRTH.....

GENDER: MALE..... OR FEMALE.....

Mother's Occupation.....

Father's Occupation.....

GRADE/FORM PLACEMENT STREAM IN FORM 1

.....Top Two Streams Middle Stream(s) Bottom Stream(s)

CURRICULUM/ SUBJECTS

.....

AVERAGE ATTENDANCE AT END OF FORM 1 (% of Total)

PUNCTUALITY AVG. AT END OF FORM 1 (% of Total Sessions Early)

MIDDLE YEAR

**GRADE/FORM PLACEMENT STREAM AT COMMENCEMENT OF 4th FORM YEAR
(SEPTEMBER 1998)**

.....Top Two Streams Middle Stream(s) Bottom Stream(s)

CURRICULUM/ SUBJECTS

.....

EXTRA-CURRICULAR ACTIVITIES (e.g. sport, clubs etc.) Specify

.....

AVERAGE ATTENDANCE AT END OF FORM 3 (JULY 1998) (% of Total)

PUNCTUALITY AVG. AT END OF FORM 3 (% of Total Sessions Early)

FINAL YEAR

YEAR IN WHICH STUDENT LEFT SCHOOL

FINAL GRADE/ FORM PLACEMENT AND STREAM (AT TIME WHEN STUDENT LEFT SCHOOL)

.....Top Two Streams Middle Stream(s) Bottom Stream(s)

CURRICULUM/ SUBJECTS

.....

EXTRA-CURRICULAR ACTIVITIES (e.g. sport, clubs etc.) Specify

.....

AVERAGE ATTENDANCE AT END OF FINAL YEAR (% of Total)

PUNCTUALITY AVG. AT END OF FINAL YEAR (% of Total Sessions Early)

LIST OF SUBJECTS ENTERED IN CSEC GENERAL PROFICIENCY IN MAY/JUNE 2000.....

.....

.....

SUBJECTS FOR WHICH GRADES 1-3 WERE ATTAINED

.....

.....

SUBJECTS TAKEN AT CSEC BASIC PROFICIENCY (2000)

.....

OTHER EXAMINATIONS TAKEN AT ALHC

.....

**INDICATE WHAT THE STUDENT DID ON LEAVING SECONDARY SCHOOL
(WITHIN THE FIRST YEAR AFTER LEAVING SCHOOL)**

- a) Entered Sixth FormYes
- b) Entered an overseas college or university Yes
- c) Other programmes, e.g. Adult Education, Evening Institute etc. ; specify
- d) Obtained employment Yes
If **Yes** to (d) State type of employment
- (e) Self-employed Yes
(If **Yes** to (e), specify/)
- (f) Was unemployed Yes
- (g) Migrated Yes
- (h) Other, specify

Say where the student is now (2009) in terms of (a) – (h) above.