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Preface

The periodic review of education systems is required to ensure that existing policies, curriculum and other practices relating to educational development in a country are meeting the demands of an ever - changing work force, as well as the social challenges that are being faced by stakeholders. Education reform is therefore not a static activity that is done once. Ministries of Education and, by extension, Governments must therefore always seek ways to reform the education system to ensure that learners at all levels are receiving quality education, thereby improving employment opportunities, reducing poverty, and providing opportunities for young people to become productive citizens.

The Review of the Comprehensive Education System in Anguilla comes at a time when the world is experiencing a financial recession, thus limiting the availability of financial resources. It is therefore necessary that available resources are channelled into essential programmes from which the greatest benefit will be returned. The Review also comes at a time when risky behaviour amongst the youth is on the increase, and when programmes are needed more than ever before to cater to the needs of all youth. At the same time, it is essential that excellence be vigorously promoted, high standards are maintained, and top students are encouraged and are provided with the means to attain their highest potential.

The members of the Review Team are therefore quite honoured to have been given the assignment to undertake the review of comprehensive education at the Albenia Lake-Hodge Comprehensive School, and make recommendations on the way forward to improve the delivery of education in Anguilla. It is our hope that the recommendations would be embraced by all stakeholders, including officials of the Ministry of Education and the Department of Education, but, more particularly, the administration and staff at the Albenia Lake-Hodge Comprehensive School, where the emphasis should be to move the school forward with the interest of the students as the primary concern. Thus, this Report emphasises a 'child-centred' approach to reforming the system.

We urge prioritisation in the national development agenda, of the short-term and 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 we therefore urge further research to explore with greater depth, the situation of youth in Anguilla in order to ensure harmonised implementation of the recommendations for youth development from other reports that may be still current.

There is a perception amongst some stakeholders that this Education Review may produce yet another report with another set of recommendations to be added to the growing pool of social development reports collected over the years. We therefore urge that the response to this Report be considered in the context of Anguilla's current

developmental thrusts, including the recognised need to diversify the economy and to pursue the best options for self-determination and participation in regional integration. Additionally, 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.

It will require radical change for the community to make the paradigmatic shift to embrace comprehensive education and **we suggest that the presentation of this Review Report to major stakeholders and the general public be used as a launching pad.** It is our view that 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.**

We refer all stakeholders to our **Position Statement** at the end of the Report where these sentiments are repeated and elaborated upon.

Osmond Petty
Team Leader

About the Review Team

Mr. Osmond Petty - Consultant and Team Leader. Osmond Petty was born in Anguilla. He is a graduate of the University of the West Indies - Cave Hill, majoring in Mathematics, and holds a Master's Degree in Curriculum: Mathematics and Natural Sciences from the University of Manitoba, Winnipeg, Canada. He has excelled in doctoral level courses in Methods in Educational Research, Research Design and Analysis - Advanced Statistical Methods. He has attained Certificates of Participation in various intensive training courses in Education Planning and Management from the Institute for International Education and Planning (IIEP) in Paris, France. Mr. Petty has had thirty-nine (39) years experience in the field of Education. He has been a Teacher Educator/College Tutor, Head of the Teacher Education Division, CFB College, St. Kitts, Vice-Principal of the CFBC, Education Planner, Acting Chief Education Officer, Lecturer in Mathematics Education and Research Methods at the University of the West Indies - Cave Hill, and Deputy Chairman of the Caribbean Examinations Council. He has had extensive experience as Head of Country Delegation participating in regional and international fora on educational development matters. He has undertaken consultancies on curriculum development and teacher education projects in various countries in the Region. He has published educational policy papers and documents, contributed research papers and chapters on curriculum topics to books and international international education journals. He has over fourteen years project management experience in major curriculum development, training and management, capacity building and infrastructural development projects funded by regional and international agencies. He is currently the Permanent Secretary in the Ministry of

Education, Youth, Labour, Information & Technology, and Social Security in the Federation of St. Kitts & Nevis.

Mrs. Ijahnya Christian. Ijahnya Christian is an independent, sustainable development consultant and a certified Parenting Education facilitator with a B.Sc. in Social Work, (UWI, 1981) and a M. A. Ed. in Adult and Post-compulsory Education (Southampton, 1991). She also has extensive experience in the practice of Non-Formal Community Education. Ijahnya taught at the Albena Lake-Hodge Comprehensive School (ALHCS) from 1984 to 1990, during which time she established the School's Guidance and Counselling service and promoted the School's Pre-Vocational Programme to parents. In 1990, she produced a popular television programme called Rated E (for Education), that was designed to keep the education system in the public focus. From 1991-1995, as Co-ordinator of Adult and Continuing Education, she introduced short courses, Adult Basic Education and a programme for teenage mothers to the offerings of the Government of Anguilla's Evening Institute. During her stint as Director of Youth and Culture, she served on the School Violence Committee and continues to participate in stakeholder meetings associated with the National Action Plan for Child Protection in Anguilla. In 2009, she was the Anguilla researcher for the UNICEF study on Child Sexual Abuse in the Caribbean. Today, she offers a number of community-based, child-centred programmes from the Athlyi Rogers Study Centre at Triple Crown Culture Yard in The Valley.

Ms. Shellecia Brooks. Shellecia has unbridled passions for continuous learning and self-development. She was awarded Island Scholar in 2002 and pursued a BComm in Hospitality and Tourism Management at Ryerson University and then pursued graduate studies in International Business Management with Tourism at Exeter University. She has represented Anguilla as Youth Ambassador, regionally and internationally. She enjoys working with the youth and is currently a Lieutenant with the Girls' Brigade, a Board Member of Klassique Academy of Dance and Performing Arts, Anguilla (KADPAA) and the Chair of the Youth Committee of the Optimist Club.

Mr. David Carty. David Carty was a former teacher at the Valley Secondary School, the precursor of the Albena Lake-Hodge Comprehensive School (A.L.H.C.S.). In 1990, he was appointed First Nominated Member of the House of Assembly and Parliamentary Secretary with responsibility for the Ministry of Education which he led until 1994. In 1992, he initiated the drafting of Anguilla's first Education Act and piloted its passage through the Assembly in 1993. He established (in collaboration with UNDP) the first on island In-Service Teacher Training Programme certified by the UWI and also facilitated the establishment of a new management structure for the A.L.H.C.S. In 1992, he negotiated and obtained funding from the British Government for a major Infrastructural Development Programme in the Education Sector which included renovations and expansion of all Primary Schools and the A.L.H.C.S, the erection of the Public Library and Resource Centre, and funding for what is now Campus B. Mr. Carty presently serves as Speaker of the Anguilla House of Assembly.

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Parents

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Ms. Denise Romney
Mrs. Anita Martin – Ruan

Sixth Formers

Arthur D. Ward
Shantel Carbon
Lisimba Price
Geshuane Clarke
Carvel Fleming
Kimeice Smith
Thrishima Hodge
Marva C. Richardson
Roxana Brooks
Neil Gumbs

Youth in Prison

Ramon
Javelle
Michael
Davilee
Osie

ALHCS Students - Forms 3-5

Hadeem Joseph
Whitney Rey-Harrigan
leesha lake
Danette Richardson
Daviel Isles
Daislan Michael
Conlloyd Gumbs
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Shakeema Ritchie
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Meesha Richardson
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List of Abbreviations and Acronyms

ALHCS	Albena Lake-Hodge Comprehensive School
CAPE	Caribbean Advanced Proficiency Examination
C.E.O.	Chief Education Officer
CXC	Caribbean Examinations Council
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Certificate of Secondary Education
CVQ	Caribbean Vocational Qualification
E.O.-MPSS	Education Officer- Multi-Professional Support and Services
GDP	Gross Domestic Product
GOA	Government of Anguilla
ICT	Information and Communication Technology
PSHE	Personal and Social Health Education
P.R.U.	Pupil Referral Unit
PVP	Pre-Vocational Programme
PTA	Parent - Teacher Association
SMT	Senior Management Team
SPSS	Statistical Package for Social Scientists
W.I.S.E.	Workshop Initiative for Support in Education
TVET	Technical Vocational Education and Training

Executive Summary

The Review of the Comprehensive Education System at Albena Lake-Hodge Comprehensive School (ALHCS) was an initiative of the Ministry of Education. The Review Team was contracted to examine the Comprehensive Education System and report on its adequacy in meeting Anguilla's needs and the options for ongoing reform. It was intended that the Review would provide useful information for the preparation of the Ministry's Education Development Plan 2010 through 2015 and would also help to develop a long-term vision for education into the next decade and beyond.

The Terms of Reference required the Review Team to, inter alia: (i) examine current approaches in the delivery of comprehensive education addressing issues including: attendance, retention rates, skills development, and academic performance; (ii) assess the extent to which the comprehensive education system at the Albena Lake-Hodge Comprehensive School meets the mandates that are set out in the Education Policy 2002; (iii) assess the extent to which the comprehensive education system at the Albena Lake-Hodge Comprehensive School meets the Goals set out in the Education Policy 2002; (iv) examine and make recommendations on the following aspects of education at ALHCS.: Pastoral development, guidance and care; roles, responsibilities and governance; financial management; and human resource development.

The detailed Terms of Reference may be found in the Appendix.

Methodology

In order to respond to the Terms of Reference for the review of the Comprehensive System of Education as implemented at the Albena Lake-Hodge Comprehensive School (ALHCS), the Review Team soon realized that it was necessary to widen the scope of the Review beyond the specifics of the Terms of Reference and address issues related to the education system in general, which were impacting on the curriculum and administration of the ALHCS. Background information and other data were collected from a variety of sources, including:

- International literature on issues relating to comprehensive education
- Past reports on education developments in Anguilla
- Documents, reports and tabulated information provided by the Ministry of Education and the Education Department

- The Principal's Speech Night Reports for the ALHCS
- Questionnaire probing perceptions on the Education Policy mandates and the Goals of Education, and the curriculum and administration at ALHCS
- School Student Records used in completing Tracer Study Instruments
- Extensive Focus Group discussions
- Open - ended interviews with selected individuals
- Guided tours of all sections and affiliated programmes of the ALHCS: Campus A, Campus B, W.I.S.E. and P.R.U.

Information and data from all these sources were integrated into the discussions on the various topics. Data from the Questionnaires and Tracer Study Instruments was analyzed with appropriate statistical tests using **Statistical Package for Social Scientists (SPSS16.0)**, while selected open-ended responses on the questionnaires were listed under the various stakeholder groups. Responses from focus group discussions and interviews were summarized and related to the major issues and topics that were considered pertinent to the Review.

In this Report, the written and verbal statements of selected individuals and groups of respondents have been extensively quoted, and presented in a style that should enable the readers and users of the Report to better appreciate the concerns and opinions of the various stakeholders on the various issues that were identified and discussed.

Major Findings

The Albena Lake-Hodge Comprehensive School (ALHCS) has achieved many successes over the twenty three years that the comprehensive education system has been in existence in Anguilla. There is universal access to secondary education, which has provided opportunity for all students leaving primary school to access secondary education. The average student performance on regional examinations is broadly comparable to regional levels. The average pass rate (Grades 1-3) on the **Caribbean Secondary Education Certificate (CSEC)** examinations, which are administered by the Caribbean Examinations Council (CXC), is in the low 70+% . However, the number of passes at Grade I is quite low, suggesting that the top students are not excelling. In addition, there is a substantial number of students who do not take the CSEC and for whom the school is challenged to find alternative programmes.

For the **Caribbean Advanced Proficiency Examinations (CAPE)**, which are taken by Sixth Form Students, the average pass rate (Grades 1-5) is in the low 90+% range.

However, only about 8% or less of the subject entries at CAPE attain Grade 1 passes. These results again suggest that the top students are not excelling.

The ALHCS has also shown moderate successes in skills development, provisions for extra-curricular activities for students, improved and varied learning resources and learning spaces, counselling and pastoral care provisions. Developments at W.I.S.E. and P.R.U. are attempts to cater to students with learning and behavioural deficiencies. Generally, the Special Education Unit (SEN) has had some success in ensuring that every student has the opportunity to develop their practical and intellectual skills, and achieve to the best of his or her ability.

Despite these successes and positive developments, there is still much room for improvement in order to move the ALHCS to the level of a high quality and successful comprehensive school. Improvement is needed in curriculum reform, in terms of the variety and relevance of the curriculum for the different sub-groups of students who attend the institution, curriculum subject options, TVET provisions relevant to the labour market, school administration and management, teacher performance, teacher appraisal system and improving teacher morale, pastoral care of students, student discipline, reduction of dropouts and truancy among students, provision of after-school programmes/extra-curricular activities/cultural and social activities, parental support and community relations. The financial resources are inadequate to support the various programmes at ALHCS, including its affiliated programmes at W.I.S.E. and the P.R.U., as well as TVET provisions, generally.

There seems to be a negative attitude towards the comprehensive system of education amongst teachers, parents and even some Department of Education officials, that is not conducive to improving the system. Too much time is being spent on negatives, and on-going questioning of the comprehensive system, rather than promoting the positive elements of comprehensive education. Insufficient attention is being given to building on the strengths to reform the system and improve the delivery of comprehensive education. There is therefore a need for an intensive Public Relations campaign to “sell” comprehensive education in a way that has not yet been done over the last 23 years.

Education Policy Mandates and Overall Goals of Education

Stakeholders’ perceptions of the ALHCS suggest that very few of the mandates of the Government’s 2002 Education Policy, as well as Government’s overall Goals of

Education, are being met by the programmes at the school. The following mandates and goals received favourable responses and support from the majority of respondents:

Education Policy Mandates

- Promotes universal access to education
- Promotes skills development in all students
- Promotes and prepares students for life-long education.

Goals of Education

- Acquisition of knowledge and skills for meaningful participation in national development and a satisfying adult life;
- Develop capacity for critical and creative thinking; and
- Promote physical and mental health and well-being.

All other Policy mandates and Goals received low support. Statements referring to the following Education Policy mandates and Goals of Education were perceived to be particularly lacking or absent in the programme at ALHCS:

Education Policy Mandates

- Values and Ethics
- Anguillian Culture and History
- Participatory Governance
- Standards and Excellence
- Pastoral Care of students.

Goals of Education

- 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;
- Awareness of and an appreciation of arts and culture.

Most respondents in all stakeholder groups felt that the curriculum at the ALHCS needs to be strengthened in order to expose children to experiences to satisfactorily address the expectations of the Education Policy and stated Goals of Education.

Significant differences were found, however, in the perceptions on some Policy Mandates and Goals of Education among students and teachers according to Student's Sex, Present and Past Students and Teachers, and to a lesser extent, Teacher's Nationality.

Subjects on the Curriculum

Apart from the apparent paucity of the curriculum in terms of selected Education Policy Mandates and Goals of Education, the **subject offerings** at the ALHCS appear to be quite adequate and comparable to what is offered elsewhere in the Region. A high number of subjects that are currently being offered by CXC for the CSEC and CAPE are being offered at the ALHCS. These subjects are classified under typical groupings: Humanities, Business Studies, Natural Sciences, Technical and Vocational, the Creative and Performing Arts, Expressive Arts etc. There is much concern, however, over the **number** of subjects that students are required to do at Form One and Form Three. The subject 'load' is considered by many stakeholders to be unnecessarily too heavy. Recent decisions to introduce the Caribbean Certificate of Secondary level Competence (CCSLC) and to explore the possibility of introducing the Caribbean Vocational Qualification (CVQ), in order to provide entry level employment skills and competencies for students, are positive developments that should be continued and strengthened.

Punctuality and Attendance

Results from the Tracer Studies for three age cohorts: 1995-2000, 2001-2006, 2002-2007, revealed that although the average attendance and punctuality rates were fairly satisfactory (low 90%), **Punctuality and Attendance rates seem to be declining at the ALHCS.** Average punctuality rates were found to differ significantly among the age cohort groups, with the 1995-2000 group showing significantly higher average punctuality, compared to both of the other two groups. The average punctuality for the 2001-2006 cohort was, however, significantly higher than the 2002-2007 cohort. A similar trend was seen for average attendance, although the differences were not found to be statistically significant; therefore, chance could not be ruled out for attendance.

Placement of students in Bands at Year 1 was found to be significantly related to both punctuality and attendance. Average attendance and punctuality of students in lower bands were significantly lower than the rates for students in higher bands.

Student's Sex had no significant effect on either punctuality or attendance neither did it have any effect on where students proceeded to on completion of Form Five.

Tracing Students after Completing Form Five

Placement of students was significantly related to student activities after completing Form Five, with more students who were placed in the higher bands obtaining employment, going to Sixth Form, and to university or college. However, there was much evidence of some students in lower Bands, and who did not excel in CXC-CSEC examinations, also proceeding to college at a later stage, or are currently enrolled in continuing education programmes. Thus, this suggests that lifelong learning is being promoted.

Parents' Occupation (Socio-Economic Status) was not significantly related to students' activities after leaving Fifth Form, suggesting that the comprehensive system at ALHCS is enabling social mobility. Students from all social backgrounds are able to proceed to higher education, or gain employment in all occupational areas.

Infrastructure

The ALHCS has very satisfactory and modern learning resources, including Information Technology provisions, and learning spaces for learning support and skills development. However, frequent additions to the compound have rendered the layout of Campus A to be very unmanageable and conducive to facilitating truancy and indiscipline amongst students.

Additionally, the lack of space at Campus A has prevented the Sixth Form from being located in an established space. The Sixth Formers have to move from room to room for classes, similarly to the other students. This is an unsatisfactory situation and undoubtedly affects the students' performance and level of motivation.

Campus B was not purpose-built and, although the facility includes many up-to-date learning spaces adequate for delivering the curriculum, the design does not allow for proper access to all parts of the building by any student at all times, as would be expected in a 21st Century school building. Additionally, it does not appear to easily allow for expansion of the building to meet future developments in the curriculum and school expansion needs.

The W.I.S.E. compound is in need of upgrading and much improvement in the aesthetics. Much investment is needed to upgrade the technical spaces.

The building that houses the P.R.U. appears to be quite adequate and is aesthetically pleasing. With continued infrastructural development and proper maintenance, it should provide a good environment for the P.R.U. occupants. However, the isolated location of the P.R.U. and also its proximity to the airport, raises the question of whether this is the best location for students with challenging behaviours. Insufficient attention has been given to security, as it pertains to the number, the role and responsibilities of security officers, and emergency response mechanisms.

Financing Education

Investment in Education as a percentage of GDP by the Government of Anguilla has declined over the last few years, with only 3.5% of GDP in 2008. This is the lowest ever. Budgetary provision for secondary education as a percentage of the total education budget is also declining. Financing of W.I.S.E. is inadequate for such a potentially useful programme. The Private Sector contributes to special activities at the ALHCS and other schools; however, this is not well-coordinated. There is insufficient community involvement in the curriculum at the P.R.U.

Pastoral Care of Students

The Guidance Counsellors Department at the school is fairly committed but somewhat insecure. Although provision is made for Guidance Counsellors in the **Education Bill 2009**, there are no Regulations to guide their practices in the best interests of the child. Hence, Guidance Counsellors report that they are unsure of their role in executing some actions, and that there is a lack of harmonization with other agencies. Their effectiveness is limited. The teachers are not sufficiently empowered to perform pastoral care responsibilities. All teachers are not supportive and many teachers are not involved in the implementation of the Personal and Social Health Education (PSHE) curriculum.

Teacher Qualifications

The Review Team did not examine the qualifications of all teachers individually. However, based on a review of the staff lists and the allocation of teachers, the qualifications of staff appear to be quite adequate to deliver the subjects on the curriculum. On-going professional development sessions, including sharing of successful teaching practices and methods, more focused monitoring and supervision

structures, should provide the necessary support that the teachers need to deliver the curriculum.

School Administration

The Senior Management Team (SMT) consists of the Principal, three Deputy Principals and a Senior Teacher. These are supported by Heads of Year, Department Heads and Guidance Counsellors. The Senior Management Team (SMT) has put in place measures in an attempt to improve discipline, school supervision, and supervision of teaching and learning. For example, there are school rules which are clearly documented. There is documentary evidence of a Supervision Schedule with a format for supervision of the various blocks and sections of the grounds at ALHCS (Campus A). However, this document is dated January 2009, and there has not yet been any formal assessment of the response to the Supervision Schedule or an evaluation of its effectiveness.

The majority of students at ALHCS are reported to be 'normal/ typical' adolescents. However, notwithstanding the efforts of the SMT, there is much frustration over the frequency of cases of drug use by some students during school hours, lack of discipline by some students, increase in school violence and deviant behaviour, and truancy – students leaving the school premises during school hours and loitering in places, such as like Webster Park. The Senior Management Team appears overwhelmed and does not have the full support and trust of the students, Heads of Department and other teachers, and parents. Application of disciplinary measures is perceived by many stakeholders, most noticeably students, to lack impartiality. Parental support is generally lacking. Staff morale is low at ALHCS.

Issues relating to Anguillian versus non-national teachers surface occasionally and sometimes have a negative impact on some school activities. Given Anguilla's population, and the challenge of attracting more Anguillian teachers, it is likely that there will always be a need for non-national teachers. Hence, efforts by school personnel should continue and intensify to make non-national teachers feel 'welcome' and generally assist non-national teachers in 'fitting into' the school community, thereby maximizing their contribution to the continued development of the School.

Marketing of Education

Promotion of education in Anguilla is lacking. The Education Department does not appear to be playing a leading role in promoting and marketing education developments in Anguilla.

Discipline and School Violence

The School is facing many challenges with poor discipline and the violent behaviour of some students. In a recent report entitled, “**Report from Task Force on School Violence**” (March 11, 2009), a number of recommendations for immediate action have been proposed. The recommendations in the ‘School Violence’ Task Force Report include: establishing select committees to undertake specific tasks, reviewing, creating and improving certain practices at ALHCS, reviewing school rules, developing a school-wide Code of Conduct, and implementing measures to improve the safety and security of the school environment inside and around the ALHCS (Campus A).

The Team for this Review of Comprehensive Education endorses in principle, the recommendations of the Task Force on School Violence as they relate to developing and improving safety and security at ALHCS. Many useful recommendations for action have been advanced. This **Review of the Comprehensive System of Education** was one of the recommendations of the Task Force on School Violence.

The approach that has been taken by the Review Team in reviewing the Comprehensive Education System emphasizes developing at the ALHCS, a **positive, nurturing and stimulating school environment for students**. The total effect of the recommendations in this Report should be an appreciation and acceptance by all stakeholders of the need for a **child-centred approach to improving the system**. This Report stresses the need for the school administration, teachers and education officials to ‘do things differently’, to support and implement the recommendations that have been advanced, thereby enabling the positive elements of comprehensive education to take root and develop.

Recommendations

Following is a summary list of the main recommendations emanating from the Review of Comprehensive Education at the ALHCS. The sequence of some of the recommendations does not always follow the same order in which they are encountered in the Report. For selected recommendations, references are made to pages in the main sections of the Report where the specific recommendation has been further developed.

1. The Comprehensive System of Education remains the best system for secondary

education in Anguilla. Reforms should be implemented to make the education system fully comprehensive and, more specifically, continue the development of the Albena Lake-Hodge Comprehensive School into a successful comprehensive school.

2. The qualities and characteristics of good and successful comprehensive schools (See Section Two) should be promoted and embedded into all aspects of the curriculum, teaching and administration of the ALHCS.

For Immediate or Short Term Action

3. A **Strategic Plan** should immediately be developed to strengthen the ALHCS and institutionalize the characteristics and qualities of good and successful comprehensive secondary schools. A Logical Framework Planning Methodology is recommended for development of the Strategic Plan.
4. The Review Team learned that plans are being considered for construction works to modify the layout of selected learning spaces at Campus A of the ALHCS. This is essential to improve the administration of the ALHCS. It is expected that this will be undertaken with appropriate engineering and architectural consultations, and input from staff and management of the school. It is also highly recommended that a small team should visit a newly constructed modern school in a neighbouring OECS country to get a 'visual' appreciation of the layout and design of a purpose-built modern school, with a strong **Information and Communication Technology** environment. The Review Team can assist in identifying a suitable school to visit.
5. Provision should be made to transfer the Sixth Form from the ALHCS to the National College. This is in keeping with trends in other countries in the OECS. It would alleviate some of the space problems at Campus A and should motivate the students to strive for excellence, thus improving their grades.
6. Measures should be implemented to curb drug use amongst school children, particularly on the school compound. A multi-disciplinary approach involving the Police, parents and other stakeholders is needed to address this problem. Serious consideration should be given to mandatory drug testing and establishment of a drug rehabilitation programme for students found engaging in frequent drug use.
7. A programme of structured and supervised after-school programmes should become part of the school curriculum.
8. More alternative and or 'second-chance' programmes should be developed for students who do not take CXC – CSEC subjects, or who take CSEC but do not pass. W.I.S.E./ W.I.S.E. Plus is one such programme. Another programme could be developed around Culture and **Music, Design Technology – graphics, print,**

fashion, etc., developing and promoting entrepreneurship in related occupational areas.

9. 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.
10. One issue that emerged during the Review was whether teachers or students should 'move from room-to-room' during the day during the 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. (**Page 9**)
11. 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.

Improving the Feeder School System

12. The placement of students into bands using only the Primary School Grade Six Test of Standards results should be reviewed. Consideration should be given to also using assessment data from earlier grades, thereby developing a **profile** of each student. A weighting system could be devised to treat the assessment data from the different years/grades. This should lead to a fairer (child-centred) placement process.
13. There is need for more specially trained Reading Teachers to teach Remedial Reading at the Primary level.
14. 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.
15. 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.

16. A Code of Conduct with a manageable number of selected behaviours/virtues to be modelled should be developed. The Code of Conduct should be agreed by all in the school community and practiced and enforced by all: teachers, students, and parents, without favour or compromise.
17. 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, early intervention is critical with appropriate evaluation. A file should be prepared and maintained as the child progresses through the primary grades and presented on entry into secondary school and brought to the attention of Guidance Counsellors. **(Page 27)**
18. The Campus B programme should include a Transitioning Programme for students moving from primary to secondary, involving a collaborative effort between the school, the community and the Department of Education. **(Pages 27-29)**

Strengthening Education Policy Mandates in the Curriculum

19. There should be more public discussion of the **2002 Education Policy mandates** and the implications for the curriculum at ALHCS.
20. The mandates of the Education Policy should always be at the forefront of curriculum decision-making and reform at ALHCS.
21. Curriculum, as well as other programme and administrative reforms, are required at ALHCS to improve the implementation of Education Policy mandates relating to: Values and Ethics, exposing students to Anguillian Culture and History, Participatory Governance, ensuring high Standards and Excellence, and Pastoral Care of students. **Programmes relating to the other policy mandates should continue to be strengthened.**

Promoting the Goals of Education

22. Curriculum reform is required to provide experiences and strengthen the following: 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 the role of the individual within the family; understanding 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.
23. 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.

Attendance and Punctuality

24. There is need for greater effort and attention to be given to motivate the students in lower bands to make them want to attend school.
25. More attention should be given to maintaining proper student records.
26. Teacher orientation is required to ensure that all Form Teachers are standardized with respect to requirements and procedures for maintaining student records.

Comprehensive Education in Action

27. It should be school policy and practice to provide the opportunity for students to move up into a higher band if they show improvement. This can serve to motivate students when they know that hard work is rewarded. **(Pages 54-55)**
28. Entrepreneurship training and tourism awareness should be promoted in the school curriculum. Children should become involved in developing **Business Plans** (through Junior Achievement type, Youth Enterprise programmes). Business Studies, Agricultural Science and TVET programmes readily lend themselves to these activities.
29. 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.
30. The options available to students after Form 3 (leading to CSEC) should be frequently reviewed to ensure that options are grouped in a way that is optimal for enabling students to select subjects in which they are interested.
31. There should be frequent review of the career guidance and processes to ensure that students are guided into choices that reflect 21st Century needs and projections for the labour market situation in Anguilla.
32. The timetabling and scheduling 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.
33. 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 (lab, shop, ICT Centre, Library etc.) working on their assignments or projects.

34. There is a need for invigilated study rooms to exercise control over students when they do not have classes. (**Pages 59-60**)
35. Introduce motivational and recognition awards for ALL Bands. (**Page 60**)

The Caribbean Certificate of Secondary Level Competence (CCSLC)

35. 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.
36. The CCSLC could eventually be used as Middle School 'Test of Standard' at the secondary level.
37. 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.
38. 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 be allowed to repeat Form 4 to do SBAs in selected subjects and thereby be given the opportunity to leave school with certification.
39. Efforts should be intensified to introduce into the programme at ALHCS, Competency-Based Education and Training leading to the Caribbean Vocational Qualification (CVQ) in selected occupational areas. The CVQ programme is an important element of the CCSLC, providing another option by which students can meet the requirements for certification. However, a CVQ is important in its own right as a standard alone certificate, certifying attainment of practical competencies in a specific occupational area.

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

40. 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. Such students include those students who need some relief from the environment at the School (frequent punishments, suspensions, frustration with an overly academic curriculum etc.), and also from whom the staff and other students of the School also want some 'relief' (frequent deviant behaviour).

41. The **W.I.S.E. Plus** programme that is being undertaken in conjunction with the Youth Department should be upgraded and **expanded**. There is much research support for this type of youth service programme, with its emphasis on **work experience**. Work Experience programmes develop the person as a future worker rather than limiting the training to technical skills. Such programmes have contributed to reduction of risky behaviour in young people.
42. 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.
43. The Caribbean Certificate of Secondary Level Competence (CCSLC) should be considered as a programme to be pursued by students at W.I.S.E.
44. 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.
45. 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.
46. The Labour Market Survey is necessary even if CVQs are not pursued. It is still necessary to guide job skills development and TVET programmes.
47. 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 CVQ that may be offered to mainstream students at ALHCS.**
48. The establishment and orientation of the TVET Council (as a quasi National Training Agency) should be given some priority.
49. A three-to-five year Strategic Plan should be developed to guide the development of W.I.S.E. in accordance with the Recommendations made in this Report.

Pupil Referral Unit (P.R.U.)

50. Establish a clear staffing structure for the P.R.U. with roles and responsibilities for staff and, in particular, for the Coordinator.
51. Establish clear resourcing and financing mechanisms.
52. 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. (Offer) More practical subjects that could be supported by community volunteers. Use the existing site to develop painting and building maintenance skills with students (under supervision).
 - e. Provide a fitness room.
53. The Education Department should be responsible for general oversight of the programme at the P.R.U. The Education Officer for Multi-Professional Services and Support (E.O.- MPSS) could be assigned this role under the guidance of the Chief Education Officer.
54. A proper support programme should be in place at the ALHCS to monitor and assist students from the P.R.U. who are returned to the mainstream, emphasizing and promoting school connectedness and Connections for the students. **(Page 69)**
55. An alternative community –based support programme outside of the school setting is required for those students from the P.R.U. 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 “Friend –of- Youth” programmes to embrace students from the P.R.U.

Improving Financing of Education

56. The Private Sector should be engaged in discussions concerning the establishment of a **Trust Fund** to be used in financing education projects and used to improve the attractiveness of a career in education. **(Page 72)**
57. The introduction of an **Education Levy** should be explored. **(Page 72)**
58. Develop a strategic approach to private sector fundraising.
59. Government should raise and maintain the investment in Education to at least 4.2% of GDP as it was in 2004.
60. 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 behaviour in youth and which are cost effective. **(Pages 73-74)**

61. 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.
62. To ensure that programmes and developmental activities 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.

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

63. The Principal should be involved in the interview process for new teachers.
64. Background checks should be done on all teachers assigned to schools.
65. 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.
66. There is need for more Anguillian teachers in the classroom. A long term strategy should be embarked upon, starting from primary school, to encourage young Anguillians to enter and stay in the teaching profession. For recruitment purposes, at Career Fairs and during career choice sessions, the teaching profession should be put forth as an exciting and rewarding career. **(Page 81)**
67. The best testimony for becoming a teacher, of course, comes from teachers themselves. Rewards and incentive systems must be implemented if the prevailing attitude of many teachers is to change.
68. 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. A transparent policy needs to be developed to determine when a student should repeat. **(Pages 81-82)**

69. There is a need for more dialogue, communication and support between management and teachers in order to properly concentrate on the job at hand – the education of the Nation's children.
70. Teachers need more support in the classroom (teaching assistants for children with Special Needs; shop assistants for TVET classes of more than 15 students).
71. 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. A

working sabbatical in a different country or island offered to teachers would be one such incentive. (**Page 82**)

72. There is need for a revised grading system for teachers and creation of new positions (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.
73. Clear guidelines are needed to guide teachers on what they are allowed to and not allowed to do to punish students.
74. Time management is a quality which needs to be emphasized to all teachers.
75. There is need for continuity of teachers within the system. It is therefore essential to recruit more Anguillian teachers and give them the appropriate training, perks and incentives.
76. 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 positive dialogue to arrive at a strategy that has the support of all.

Pastoral Care: Security, Discipline, Reward and Punishment

77. The expression "indefinite suspension" appears not to be legal and should not be used by school authorities.
78. Examine the school plant for any existing potential to develop in-school suspension facilities.
79. 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.
80. Establish an institutional bridge between school and home, maybe through Form Teachers – not just in response to truanting or challenging behaviour but with emphasis on parents who do not attend parent-teacher meetings.
81. Institutionalise the use of student records to make professional judgments about student placement.
82. School rules and policy imperatives must be consistently applied across the board by all teachers. This may be incorporated in teacher assessment.
83. 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.). (Page 85)

84. 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 2009.
85. 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.
86. Institutionalise annual Staff Development Day; conduct staff needs assessment; motivational exercises.
87. Devote a school development day to focus on improving the overall tone and culture of the School.
88. 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.
89. The Juvenile Rehabilitation Centre (JRC) for boys opened during the period of this 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.
90. The position of Guidance Counsellors must be strengthened legally. Sections 146-149 of the **Education Bill 2009** provides for the roles and responsibilities of Guidance Counsellors. **Regulations** need to be developed to accompany these sections to strengthen and guide the functioning of Guidance Counsellors.
91. **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.
92. **Peer Mediation-Mentoring** should be implemented to assist in counselling students. A proactive approach is required to reduce school violence by implementing a conflict resolution programme which teaches high school students to peacefully resolve conflicts. (Page 98)
93. The Students' Council at ALHCS should be re-activated. Measures should be taken when determining the structure and operations of the Students' Council to

ensure that it does not become dormant again, and that the activities of the Students' Council encourage 'whole school' participation, attracting/ involving students from ALL bands and all Forms.

Improving Parental Involvement

94. Develop an ALHCS strategy for improved parent-teacher relations.
95. Restructure PTA meetings to allow for greater interaction between parents and between parents and teachers, perhaps utilizing small group methodologies.
96. Develop a Government of Anguilla (GOA)/Private Sector policy initiative to allow parents time-out without loss of income for parent-teacher conferences.
97. 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.
98. Initiate a Government of Anguilla/Community/Private Sector provision of ongoing programme of Parenting Education and Support.
99. Strengthen the mandate of Education Welfare Officers to seek out parents of students who truant regularly. There may be implications which would justify the need for remuneration.
100. Institutionalise multi-agency, child-centred, case conferences including parents to address the needs of children with challenging behaviours.
101. Parents should be held accountable for the actions of their children. Absentee, truant or parents who simply cannot control their children must be required to attend counselling sessions (both parents and child). **If counselling 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 fail.

The Way Forward – Teacher Recruitment and Marketing of Education

102. **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 Anguillan society will be a better place if children from all abilities, socio-economic backgrounds, races and faiths are educated together.

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

Commitment to, and practice in support of, the comprehensive system should be a highly weighted factor in the appraisal and evaluation of ALL teachers, both Anguillian and non-national.

105. On-going **professional development** of teachers and **dialogue amongst 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.
106. The arrangement by which the Principal of the ALHCS systematically assumes some responsibilities that should normally be undertaken by the Office of the Chief Education Officer should be reviewed as it may have legal implications, given the responsibilities prescribed for the Principal of a secondary school, and the responsibilities of the Chief Education Officer, as outlined in the ***Education Bill 2009. (Page 108)***
107. Education in Anguilla needs a spokesperson, a '**champion**' who keeps the public informed and energized about educational reform.
108. A forum should be established with the local media for 'education issues and recommendations' to be discussed weekly. It will keep education in people's minds.
109. The Education Department should be a leading voice on the education debate in the Anguillian community.
110. 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 made available to the Education Department and automatically into the curriculum at the ALHCS.

For Long Term Consideration

111. The ALHCS student population has grown considerably and is now close to 1100 students and, with the continued influx of immigrants, is likely to continue to increase. Establishment of a second secondary school is recommended, thus creating **two specialist comprehensive schools**: one specializing in Humanities, Business and Arts and Cultural Studies in the top forms, and the other specializing in Natural Sciences, Design Technology, Technical and Vocational Studies. The ALHCS (Campus A) has all the resources to specialize in Natural Sciences, Design Technology and Technical - Vocational subjects. **(Pages 105-107).**

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.

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 has been recommended. The continued development of W.I.S.E. is essential in its own right in order to ensure a truly 'comprehensive system of education'.

This Report has identified a number of 'gaps' in the system through which students may slip. Recommendations have been made to 'repair' these gaps. **(Pages 84-85)**

In many of the consultations for this Review, there was a concern raised about the poor quality of passes on CSEC examinations and on CAPE. There was much concern 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. **(Pages 109-110)**

Establishment of Coordinating Committee

Implementation of the recommendations of this Report requires a well-coordinated effort. A team of about five 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.