

**EDUCATION**

**IN**

**BARBADOS**

**INFORMATION HANDBOOK**

*Prepared by:*

*The Planning & Research Section  
Ministry of Education, Youth Affairs & Culture  
Barbados  
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#### **PREAMBLE**

Under the constitution of Barbados, the Minister of Education is charged with responsibility for all matters pertaining to education. The Minister is assisted in the execution of the government's educational policy by a team of administrative and technical officers. The Education Act Cap. 41 and the Education Regulations, 1982 provide the legal framework within which the Minister's responsibilities lie.

In order that the constitutional position of the Minister be understood, it is necessary to outline briefly the system of parliamentary democracy under which the country is governed. The leader of the political party which wins a majority of seats in the House of Assembly in a General Election (held every 5 years) becomes the Prime Minister after selection by his parliamentary colleagues. He then appoints members of his party as Ministers with responsibility for various aspects of the business of the nation.

Ministers are usually elected members of the House of Assembly but some of them may be selected from the Senate whose members are appointed. The Senate or Upper House of Parliament is a non-elected body. Its members are nominated by the Prime Minister, the Leader of the Opposition and the Governor-General on a formula which assures a majority in the Senate for the ruling party.

All Ministers are appointed to the Cabinet, the supreme policy making body of the legislative process of the island. Each Minister is responsible for piloting through Parliament all business relating to the ministry for which the Minister has responsibility. In cases where Ministers are not members of the House of Assembly, all business relating to their Ministries are piloted through the House by fellow Ministers who are duly elected members. After legislation has been passed by both Houses of Parliament, the Minister, along with his/her technical team is responsible for executing the

approved policy through the agency of his Ministry.

**MESSAGE FROM THE CHIEF EDUCATION OFFICER**

Over the years there has been much interest in the educational system of Barbados, locally, regionally and internationally. Our success as a developing country is demonstrated in the fact that during the 1970s and 1980s Barbados boasted a literacy rate of over 95%. The factors responsible for this have been:-(a) the development of a comprehensive network of primary schools during the twentieth century;(b) after the 1950s greater access to post-primary education, resulting in a secondary place for every child in the 1990s;(c) a professionally trained cadre of teachers; and (d) at least 18% or more of Government annual budget earmarked for the education sector.

There is always great public interest in our story of education in Barbados and I hope that this booklet will help you to understand the history, organisation and achievements of our system of education.

**WENDY GRIFFITH-WATSON**

## CHAPTER I

### HISTORICAL BACKGROUND

#### a) Early Colonial Education

Barbados, a country of one hundred and sixty-six square miles and a population of 260 000 thousand people, was first settled by the English in 1627. The earliest attempts at  
**1686** formal Education were introduced in Barbados about 1686 when two St. George planters, John Elliot and Rowland Bulkeley donated land and £1000 for the venture. This first charity school was established for the education of poor white children.

It was customary during the early days of colonisation for planters and well-to-do merchants to send their children to England to be educated while the poorer folk attended private schools kept mainly by the clergy.

In those early days it was illegal to operate a school unless a licence was granted by the governor after the oath of "allegiance and supremacy" had been taken. This restriction was aimed at the Quakers, a group of Protestant Non-Conformists, who were established in the island in 1671. Several other philanthropic efforts by private individuals were responsible for furthering the cause of education of the children of poor whites.

These efforts included the building of a second charity school at Constitution Road from funds provided by the estate of Colonel Drax. The present Foundation School was established as a charity school for the white children of Christ Church by Capt. Francis Williams in 1709.

The greatest benefactor to education during this time was Christopher Codrington who bequeathed his two plantations in St. John to the Society for the Propagation of the Christian Religion in Foreign Parts to establish a college for the training of missionaries.

In contrast, no provision was made for the education of the slaves and their children who had been transported from various parts of Africa and who spoke different languages.

The planters considered it dangerous to teach the slaves a common language as this could lead to subversion aimed at destroying their property."

The first school for coloured boys was built near  
**1818** St. Mary's Church, Bridgetown in 1818. The cost was met by public subscription and the Church Missionary Society provided a master at the cost of £100 per annum. A year later, a Barbados branch of the Society for the Propagation of Christian Knowledge was founded under the patronage of Lord Combermere. Its first task was to establish a Central School in Bridgetown. This school was required to provide clothing, board and elementary education for 2 boys from each parish, 2 nominated by the Freemasons and 2 by the English Charitable Society.

The imminent emancipation of slaves, along with the result of contemporary developments in England, began to stir public interest in elementary education. William Hart Coleridge, first Bishop of Barbados, who was very keen about the development of education in Barbados found sympathetic support for his  
**1825** ideas. Soon after Coleridge arrived in the island in 1825, he moved the Codrington Foundation School to its present site as the Lodge School. Five years later Codrington College was established as a Seminary. An elementary school for coloured  
**1827** girls was founded close to St. Mary's Church in 1827. In the same year a Girls' Central School was completed in Bridgetown on a site adjacent to Lord Combermere's Central school for boys.

#### **b) POST EMANCIPATION PERIOD**

A meaningful step was made towards education of slaves when the Act for the Abolition of Slavery was

approved by the  
**1834** Local Legislature in 1834. The slaves were not entirely free  
as they were apprenticed to their "masters" for a further  
four  
years. Estate schools were set up to provide for the  
education of some 3,057 pupils. Other elementary schools  
supervised by the clergy catered to the needs of another  
4,372. It is recorded that in addition to the above  
there  
were Saturday Schools, Sunday Schools and Evening Schools  
with  
aid coming from both clergy and laity.

**1842** By the time Bishop Coleridge's episcopate ended in  
1842, there were approximately 200 schools in the island.

**1844** The records of 1844 show that there were 58 Anglican  
Schools with 3,932 pupils, 4 Moravian Schools with 359  
pupils, 4 Wesleyan Schools with 416 and 149 private  
schools with 2,745 pupils in attendance.

The first grant by the Legislature for popular  
education

**1846** was made in 1846. The sum of £750 annually was entrusted  
to the Bishop to be spent "on the moral and religious  
education of the people." During the same year the Rev.  
Richard Rawle was appointed Principal of Codrington  
College. It was during his term of office that the first  
attempt was made to train some elementary teachers at  
that institution.

**1850** In 1850 the first Education Act was passed. It  
provided for the establishment of an Education Committee  
with a part-time school Inspector as its Executive  
Officer and Head of the Central School for boys. The  
committee was charged with the responsibility for  
educational policy and the administering of an annual  
grant of £3,000 to be distributed to schools in  
proportion to the average attendance of pupils and the  
amount raised by school fees.

**1858** In 1858 a second Education Act was passed. The  
Inspector became a full-time officer and the subjects of  
the curriculum determined. The pupil-teacher system was  
introduced and "payment by results" was initiated.  
Elementary education developed rapidly during this period  
and government grants were increased annually to £9,200  
by 1874.

The emphasis in the immediate post emancipation years was to provide the children of emancipated slaves with the "elements" of education which were basically the three Rs." Because of this concentration on the "elements" very little was done to advance the cause of higher education.

### **c) DEVELOPMENT OF HIGHER EDUCATION**

- The first serious attempt to organise higher education
- 1870** came in the early 1870's. The curriculum at the Central School for Boys was improved and legislation was passed for the school founded by Thomas Harrison to be reorganised as Harrison College and provided with a staff of 3 masters.
- 1874** During 1874-75 two important events occurred in education. The first was the affiliation of Codrington College to Durham University and the establishment of a Classical Facility. The second was the appointment of a Commission, headed by Bishop Mitchinson, to study the system of education in the island and make recommendations for its improvement.

- The Report of the Mitchinson Commission was completed in
- 1876** 1876. It found favour with the authorities who embodied the recommendations in the 1890 Education Act which was the principal Education Act until 1983. This Act resulted in many far-reaching consequences for the education system. An Education Board, consisting of 4 members of the House of Assembly, 3 of the Legislative council and 2 others, all of whom were appointed by the governor, replaced the former Committee. An Inspector and an Assistant Inspector served as its officers.

The Board had general control of elementary education and could require the Vestries (local parish authorities) to provide and maintain elementary school buildings. The total cost of education was fixed at £15,000 per annum with £9,000 allocated to elementary education.

- 1978** Under the 1878 Act, Harrison College and Lodge School were designated "First Grade Schools" with Governing Bodies and received annual grants. Provision was also made for



"Second Grade Schools", (between First and Elementary) to be established. Schools granted "second grade" status were, Combermere School formerly Central Middle School, Alleyne School in St. Andrew, Coleridge in St. Peter and Parry in St. Lucy. Queen's College ( Central School for Girls) was opened as a First Grade School in 1883.

By the end of the 19th Century there were 3 First Grade Schools and 5 Second Grade Schools, (Alexandra in St. Peter was founded as a Second Grade School for girls in 1894 ) with an enrolment of 406 boys and 126 girls. There were 169 elementary schools receiving financial support from government with an enrolment of 24,145 students: 134 were Anglican, 19 Wesleyan and 16 Moravian. School fees were charged at all schools.

Although education was provided from public funds there was no distinction between Government Elementary Schools and Church Schools. The Education Board with the Bishop as President made the rules and regulations for elementary schools. Teachers were appointed by the local Board of Managers and approved by the Education Board. Buildings were maintained by the Vestries.

Many private schools were in existence at the time but there was "no inspection or notice taken of them." The number of children being educated in these schools at that time was  
**1906** in excess of 10,000. By 1906 Christ Church Boys' Foundation was accorded Second Grade Status.

During the first 25 years of the twentieth Century the education system came in for severe criticism: Despite two (2) commissions in 1894 and 1907 respectively few changes were made to improve the system. It was reported that the Board lacked a 'definite policy' and had lost control through decentralisation. Elementary school buildings were unsuitable for educational purposes and grossly overcrowded. Elementary Education was described as removed from the needs of the children and "rendered them unemployable" to a large degree. Education in the First Grade Schools was described as "being severely academic and having little contact with reality. The Second Grade Schools were also described as "unsatisfactory." Without adequate facilities they tried to imitate the First Grade Schools and as a result they provided neither culture nor technical skill.

d) MODERN EDUCATION

**1932** The Marriott - Mayhew Commission was appointed in 1932 " to make a comprehensive investigation into the educational services of the colony." The report published in 1933 drew attention to the need for the appointment of a Director of Education, and the necessity of improving the facilities for teacher-training at the Rawle Training Institute attached to Codrington College. The Commission also advocated a reorganisation of the schools and a review of the curriculum to bring education into closer touch with the needs of the students and the times. An important recommendation was the introduction of the "modern" Secondary School. Very few of the recommendations could be implemented during the years following the report because of social unrest in the region and the outbreak of the Second World War.

**1943** In 1943 the first recommendations of the Marriot-Mayhew Report came into force. A Director of Education was appointed and the Education Board became an Advisory Body. Several changes were immediately put into effect in the teaching service. Teachers in elementary schools became civil servants; the regulations for the award of certificates of competency were revised in relation to a new salary scale; Secondary teachers' salaries were also improved but they were not granted civil servant status.

The Rawle Training Institute, opened in 1912, was closed

**1945** in 1945 with plans to open a new institution nearer to Bridgetown. Other changes taking place were the introduction of age-grouping in elementary Schools, strengthening of the administration and inspectorate by creating the posts of Assistant Director, Inspector and Assistant Inspector of schools, three specialists posts of Handicraft, Domestic Science and Infant Methods. A new Housecraft Centre was opened for training women in Domestic Science in 1945.

**1947** A Visual Aids Section in the Ministry was officially established to provide films, filmstrips and other visual materials for use in schools. The section not only serviced the schools but provided the community with adult and general education through the medium of the Mobile Cinema.

**1948** In January 1948 Erdiston Teachers' Training College

was opened and provision was made for the introduction of adult education by establishing the Barbados Evening Institute.

Further developments and reorganisation took place during the late 1940s and early 1950s which led to improvement of the system.

These changes included:-

- (a) reorganisation into Infant, Junior and Primary Schools feeding one or more Senior (or Secondary Modern) Schools in each area.
- (b) increased accommodation for the first and second grade secondary schools.
- (c) improvement in the quality of Infant Teaching from rote learning to activity methods with homemade equipment.
- (d) the introduction of a Core of 10 subjects at all levels for all children between age 11 and 13 with provision for practical subjects for the less academic.

As a step towards re-organisation of the system Intelligence Tests were introduced at age 7+, 9+, 11+ and 13+ as a means of measuring the ability and potential of students.

In the area of secondary education, Science Laboratories were provided for the three first grade schools. In addition Queen's College was equipped with a Domestic Science Room and two Second Grade Schools: Coleridge and Parry were amalgamated on a new site in St. Peter.

**1952** The first secondary modern school was opened in 1952 at Richmond in St. Michael. In addition to general education, provision was made for practical courses in Domestic Science, Book Binding, Woodwork and Metalwork.

One of the features of this period was the new emphasis on the training of women. Students of the House Craft Centre were entered for the examination in House Craft at the City and Guilds Institute of London. Help was received from the Food and Agricultural Organisation

and the Development and Welfare Organisation to improve and expand training and devise syllabuses for elementary and secondary schools and training colleges in Home Economics.

The Technical Institute was opened to provide training

**1953** for apprentices on a Day-Release system, evening students and secondary pupils taking a course leading to the Associated Examining Board Certification. Codrington College was reorganised as a Theological Seminary and the Classical course for teachers was discontinued.

Ministerial Government was introduced in 1954 and for the

**1954** first time a Minister of Education was appointed . Further developments continued in education. For the first time loans were made for Higher Education. Training Courses at Erdiston College were extended from one to two years and the College was expanded to accommodate teachers from the Leeward and Winward Islands.

In 1955 two new secondary modern schools were opened,

**1955** Princess Margaret in St. Philip and West St. Joseph (now Grantley Adams) in St. Joseph to provide more comprehensive education for students seeking secondary education.

Under the Development Plan 1955-1960, funds were provided for the erection and extension of schools. A larger building was erected for the Foundation Boys' and Girls' Schools in Christ Church. Combermere was moved to its present site at Waterford because of unsafe buildings at the old site. Lodge school was given additional classrooms and a library and the new Bay Primary School was built.

Residential accommodation was provided for all students at Erdiston College and special classes were conducted by officers of the Department at 6 centres across the island for young teachers. Successful completion led to the award of Certificate B, the Department's first professional examination. Scholarships were made available for the training of secondary teachers in Mathematics and Science, and classes conducted in West Indian History for teachers in secondary schools.

During the mid 1950s the demand for secondary education was so great that many individuals opened Private Schools to meet the demand of the public. Some of these schools were St. Winifred's School (Girls), Codrington High School (Girls), The Ursaline Convent (Girls) The Gabriel's School (Co-educational), Modern High School (Co-educational), Lynch's Secondary School (Co-educational), Community High School (Co-educational), Washington High School (Co-educational), Seventh Day Adventist School (Co-educational) and the Barbados Academy (Boys).

Facilities for Home Economics were provided at several primary schools around the island for training in Domestic Science. Some of the rural centres provided training for adults.

**1958** A new milestone in education history was reached with the creation of a separate Ministry of Education in 1958. The Minister's responsibility for policy and development of education was more clearly recognised. The establishment for the teaching staff in primary and secondary modern schools was increased and provisions made for more temporary teachers.

Further developments in the late 1950s were the construction and extension of both primary and secondary schools to provide additional places. Emergency one year courses were started at Erdiston College in order to speed up the training programme for teachers already in the service. An induction course was instituted for recruits to the Service and a special professional course was organised for mature unqualified teachers.

A common examination was given to applicants competing for places in Grant Aided Secondary Schools. Those successful were allowed to proceed to the school of their choice to take Part II of the Examination. A new Act consolidating the existing Barbados Scholarships and Exhibitions and Regulations governing the awards came into force. A series of Education broadcasts were provided to the public through the services of Barbados Rediffusion Service Ltd.

**e) INDEPENDENCE ERA**

The most significant step in the field of education was

**1962** made in 1962 when school fees were abolished in all Government Secondary Schools. This meant that all persons of ability would have free access to secondary education. The Secondary Modern Schools were renamed Comprehensive Schools and the curriculum of secondary schools further expanded.

Industrial Arts wings were built at six Grammar Schools and the Comprehensive Schools and facilities for the training of teachers in Metal Work and Wood Work were made available through aid from the United States Government.

Government Bursaries were made available at the University of the West Indies to students, with additional Exhibitions in Agriculture and Engineering with one specifically for girls.

Under the Commonwealth Scholarship and Fellowship Plan awards were made for teachers to be trained in Britain in various disciplines.

In 1962, the Department of Education was integrated with the Ministry of Education and the post of Director of Education was redesignated Chief Education Officer.

In 1963 a School Meals Pilot Scheme was introduced in **1963** three primary schools. During the same year, the College of Arts and Science of the University of the West Indies was opened. Erdiston College re-introduced the two year programme while the one year course was continued for experienced unqualified teachers.

Since Government could not provide enough places for students seeking secondary education a scheme of aid to private secondary schools was launched in 1965 to assist some students attending these institutions.

**1967** In 1967 the University was moved to its permanent site at Cave Hill .

**1969** In 1969 the Barbados Community College was opened at a temporary site at Sherbourne Two Mile Hill, with divisions in Arts, Sciences, Agriculture and Fine Arts.

In 1970 the St. Michael Studios of the Audio Visual Aids **1970** Department was opened to provide Educational Television

programmes for the school system.

Other developments in the education system were an experimental teacher training project between Erdiston and the Community College for teachers of Vocational Subjects in secondary schools; the establishment of the School Meals Service as a separate department and the School Attendance Service as a unit of the Ministry of Education.

**1982** The Samuel Jackman Prescod Polytechnic was officially opened and bursaries to Private Schools were increased from five hundred (500) to twenty-nine hundred (2900).

During the first half of the 1970s a secondary schools was opened in St. Lucy and St. George respectively. A Division of Technology was opened at the Community College and the Hotel School became a Department of the Ministry of Education.

A National Curriculum Development Council was launched and a Curriculum Division was established within the Ministry. A post graduate In-Service Diploma in education for secondary teachers commenced at the School of Education, Cave Hill and a

**1973** Preliminary In-Service Training Course for teachers of approved private schools also began at Erdiston College. A Textbook Loan Scheme was instituted in all secondary schools to ensure that all students had access to textbooks.

A Committee was set up to review the Barbados Secondary Schools Entrance Examination and the recommendation to have a

**1974** one-stage examination was implemented in 1976.

Innovations continued during the latter half of the 1970s and into the 1980s. These involved a full programme of co-education by amalgamating some primary and secondary schools and incorporating students of the opposite sex into single sex schools.

The Community College and the Samuel Jackman Prescod Polytechnic were moved to larger and more permanent sites. The Hotel School and the Nursing School became divisions of the Community College and the House Craft Centre became a division of the Samuel Jackman Prescod

Polytechnic.

A new Education Act was proclaimed in 1983. Its  
main  
**1983** objective has been the democratisation of education and  
the regularising of the management and operation of all  
secondary schools. Under this Act all teachers have  
become  
members of the civil service.

The Act is comprehensive and covers all aspects of  
education from school attendance, registration of private  
institutions, duties of teachers to management of primary  
and composite schools and provision of Special Education.

The most significant undertaking during this time  
was the First Education Development Project financed by  
the Government and the World Bank.

The project consisted of two main elements. The  
first consisted of institutional building in the primary  
and secondary school sector and was complimented by  
measures designed to improve the quality of education.  
This comprised augmenting facilities at Erdiston College,  
the Audio Visual Aids Centre and establishing a Teacher  
Resource Centre with a teaching equipment production  
unit.

The second element was in the field of occupational  
training which consisted of assisting the further  
development of industrial in-plant training.

A second was negotiated to continue the work of the  
first and there were plans for a third project. The  
second project also included a Human Resource Development  
Component and it is hoped that the third project will  
involve the reorganisation of the Ministry's  
Headquarters' into a more productive and efficient unit.

The late 1980s and early 1990s saw renewed interest  
in  
remedial education at both the primary and secondary  
level.  
As a result, in 1990 the Ministry, in collaboration with  
the  
OAS participated in a Basic Education Project for seventy  
teachers in diagnosing problems in the learning of  
reading and



mathematics. As a consequence almost every school had on its roll a teacher who had some experience in remediation. At the secondary level studies were done to see how best to share the resources and enhance the teaching of technical and vocational education.

In 1995, the Ministry published the WHITE PAPER ON **1995** EDUCATION REFORM - EACH ONE MATTERS. This document spelt out the Ministry's policy in relation to the following - the teaching profession; curriculum reform; special education; sixth form education; tertiary education; audio visual education; institutional strengthening and legislative amendments.

As a consequence, a secondary school, offering an alternative secondary programme for students who performed poorly in the Barbados Secondary School Entrance Examination (BSSEE) was established in 1995. This was followed in 1996 by Flexible Transfer which allowed a child at the primary level to sit the examination between the ages of nine plus and eleven plus. Children are also allowed to defer sitting the examination at eleven plus for one year. The regulation re-introduced the policy of Partial Zoning which allows a student to choose a maximum of two schools from anywhere in the island as open choices and seven schools from within the zone in which the school resides. In addition, Committees of management were established in primary schools.

The Parent Volunteer Support Programme, a project conceived by the National Parent Teacher Association and supported by the Ministry, has enabled parents to volunteer their services in the classroom of nursery classes.

In 1997 the Ministry officially opened its headquarters at Constitution River. This move facilitated all sections of **1997** Ministry's activities. The Lester Vaughn Secondary School

was also opened in St. Thomas.

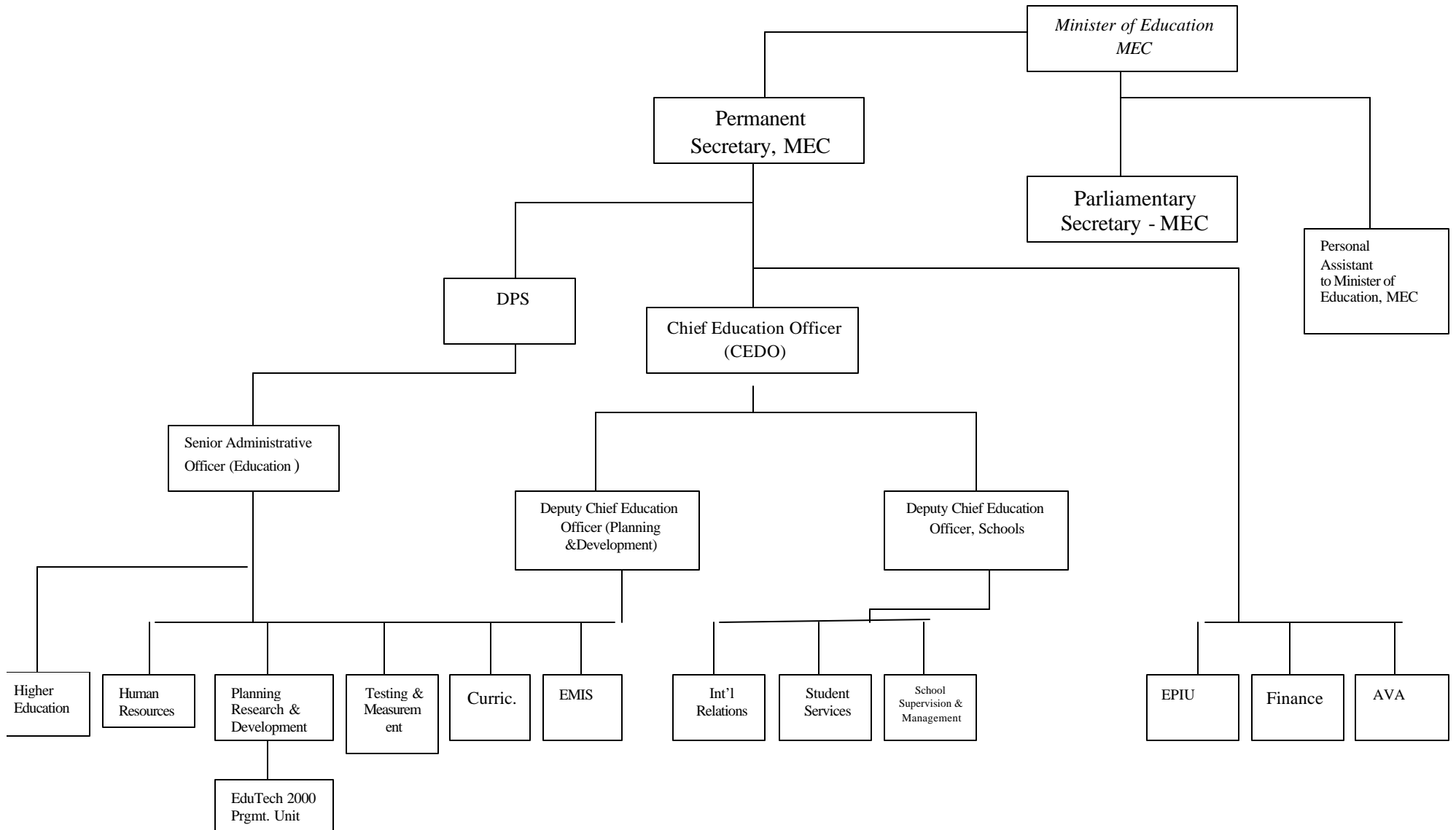
As regards curriculum reform, a pilot project, using St. Mary's as a demonstration school for the introduction of Information Technology (IT) was commenced. It is envisaged that IT will eventually be available to every student attending schools in Barbados. In addition, children at Infants B and Class 2 are now tested to ensure that early corrective measures are put in place to assist pupils in their areas of weakness.

With the increasing behavioural problems being experienced by secondary students, the Ministry established the Edna Nicholls Centre to cater to such children. The institution is used as a last resort, particularly for pupils who are constantly suspended. On the other hand, at the Samuel Jackman Prescod Polytechnic students are being exposed to the latest in motor mechanics technology with the opening of the Autotronics Laboratory.

Basic education has been achieved by the Barbados education system at the primary and secondary level. Every effort is therefore being made to increase access at the tertiary level which includes a policy of greater articulation between our tertiary institutions. There is too, a continuing determination to reform the curriculum to cater to the varying intellegences of the school population. This strategy is supported by a refurbishment and information technology programme of approximately \$319.6 million to further enhance the teaching - learning process.

## CHAPTER I I

### ORGANISATION CHART OF THE MINISTRY OF EDUCATION, YOUTH AFFAIRS AND CULTURE



## ORGANISATION OF HEADQUARTERS

### a) ADMINISTRATION OF MINISTRY

The Ministry of Education was established in 1954 under the portfolio of the Premier. In 1958 a separate Ministry was established with its own staff of administrative and technical officers to assist the Minister in the execution of government's policy.

The Ministry is divided into two (2) main sections, technical and administrative. The Chief Education Officer who heads the technical staff is the Chief Professional Advisor on pedagogic matters while the Permanent Secretary is the Chief Administrative Officer with responsibility for finance.

The administrative section has responsibility for personnel, financial and general administrative matters while the technical section has responsibility for specific educational matters.

For administrative purposes Ministry is subdivided into four (4) sections namely:-

1. The Schools Section
2. The Planning and Development Section
3. The Personnel Management and Services Section
4. The Finance Section

In 1997 there was a restructuring of the Administrative and Technical sections in an effort to address more adequately the changing role of a Ministry in the midst of a comprehensive reform programme.

The sections have now been renamed as follows:-

1. Schools Supervision and Management
2. Planning, Research and Development
3. Human Resource
4. Education Management Information System

5. Finance
6. Student Services
7. Curriculum
8. Testing and Measurement
9. International Relations
10. Higher Education Awards
11. Office Management

i) **The Technical Section**

The Technical Division is headed by the Chief Education Officer with two Deputy Chiefs supervising the work of the Schools and Planning and Development Divisions respectively.

ii) **The Schools Section**

The schools division is made up of two (2) sub-units and is supervised by a Deputy Chief Education Officer. Each section in the Schools Division has administrative personnel to assist the technical teams in the conduct of their duties. These administrative persons include Administrative Officers I&II, Senior Clerk and Clerical Officers. The sub-units are (1) School Supervision and Management, and (2) Student Services.

**(1) The Schools Supervision and Management Unit,** embracing the Primary and Secondary Schools, is now managed by a Senior Education Officer. The main functions of this sub-unit include the supervision of public and private assisted schools, registration, selection of teachers for appointments (at Primary Level) and advising schools on educational and administrative matters. The public primary and private assisted secondary schools are divided into five districts, each district being supervised by an Education Officer.

**Primary Education** is provided for children between the ages of 3-plus and 11-plus and includes nursery (under 5 years), infants (5-7), and juniors (7-11+). With the

introduction of Flexible Transfer, children as early as 9+ can sit the Barbados Secondary School Entrance Examination (BSSEE) to gain admission to secondary schools if they are ready. Conversely, those who reach age 11+ and have not fully covered the primary syllabus can postpone sitting the BSSEE for one year.

At present, there are eighty-three (83) public primary schools and a large number of private schools in this category. The subjects taught at the primary level include:

- ◆ English Language, English Literature, Spanish
- ◆ Religious and Moral Education,
- ◆ Computer Education,
- ◆ Mathematics, Science ,
- ◆ Art and Craft, Music ,
- ◆ History, Geography, Social Studies,
- ◆ Health and Family Life Education, Physical Education,
- ◆ Agriculture

Secondary Education is provided for students between the ages of 10+ and 16+ at twenty-three (23) public secondary schools. Four of these schools, Lodge, Harrison College, Combermere and Queen's College, provide Sixth Form education. In addition, there are also eight Assisted Private Secondary Schools providing secondary education to students.

Admission to secondary schools is on the basis of performance in the Barbados Secondary Schools' Entrance Examination and parental choice in this regard.

The curriculum being followed in secondary schools includes:-

- ◆ English Language, English Literature, Foreign Languages
- ◆ Art and Craft, Music
- ◆ Religious and Moral Education, Health and Physical Education
- ◆ History, Geography, Social Studies
- ◆ Mathematics, The Sciences, Agriculture
- ◆ Technical and Vocational Education , Industrial Arts
- ◆ Home Economics, Clothing and Textiles, and Business Education.

Students write the examinations of the Caribbean Examination Council (CXC) at the Basic and or General

Proficiency levels between the ages of 15 and 17 years. Most students write 4 or more subjects and those whose performance is deemed to be excellent may write the Advanced Level Examination of the Cambridge Syndicate of Great Britain two years later at 17-19 years old. Students at most of the newer Secondary schools still sit the Barbados Secondary School Leaving Certificate, Stage 1.

Excellent performance in Advanced Level examinations may result in the award of either a scholarship or exhibition to pursue studies at colleges or universities locally and/or overseas.

**(2) Student Services Section** is headed by a Senior Education Officer and six other officers comprising, two education officers providing psychological services, one education officer with responsibility for special education, one counsellor and a social worker. The function of this section is to ensure that every child has equitable access to quality education, thereby guaranteeing that children who have special challenges (physical or cognitive) will receive educational instruction that is appropriate to their needs.

Primary special needs education is provided at the Charles F Broome Special Unit, the Erdiston Primary Special Unit, the Eagle Hall Primary Special Unit, the Ellerton Primary Special Unit, the All Saints Primary School which is all-inclusive, and the Pre-Vocational Centre which caters to children from ages 13 - 18.

In an effort to meet the needs of all students, the Ministry established the Edna Nicholls Centre in St. Peter. This Centre provides the necessary support for students who have been suspended from school.

**School Attendance Unit.** This unit forms part of the Student Services section. It is headed by a Senior Attendance Officer and three other school attendance officers. This Unit aims to:-

- (1) ensure that all children between the ages of 5-16 attend school regularly; and
- (2) enforce the provisions of the Education Act Cap.#41 pertaining to the attendance of all children at school.

Some of the significant features of this Section include visits to the schools and homes to verify the reasons for students' absence; daily patrols of the bus terminal in

conjunction with members of the Royal Barbados Police Force; and close collaboration with social welfare agencies.

**(b) THE PLANNING RESEARCH AND DEVELOPMENT DIVISION**

This Division, which is headed by a Deputy Chief Education officer, comprises five (5) Sections each manned by a Senior Education Officer assisted by other technical officers and administrative personnel as in the Schools' Division.

(i) **The Planning, Research and Development Section** has responsibility for Research, Statistics and Educational Planning, Economic Planning, Administration and External Affairs. In addition to the support staff mentioned earlier this unit also has the services of an Economist and a Statistical Assistant.

The functions of this unit include, short, medium, and long term planning, collecting of education data and statistics, preparation of project briefs and proposals for funding, feasibility studies, along with project implementation and evaluation preparation of Cabinet Papers and servicing external agencies, e.g. UNESCO, OAS.

(ii) **The Education Sector Enhancement Programme** is headed by a Programme Director who is assisted by two programme officers (1 technical, 1 for schools, one Administrative Officer, one Senior Projects Analyst, one Research Officer, one Clerical Officer and one School Liaison Officer. The Unit is responsible for implementing the Education Sector Enhancement Programme which is a major undertaking for Barbados that will transform the way in which our children are educated in terms of both methodology and content. This Programme will facilitate changes within the education system, which will be effected through a paradigm shift in the teaching/learning process from didactic to child-centred. This comprehensive reform seven year programme will ensure that all citizens are provided with a sound education that will make them readily retrainable at any stage of their development. It is composed four closely inter-related components:

- (1) School rehabilitation and repair
- (2) Institutional strengthening, human resource development and training
- (3) Curriculum reform and evaluation
- (4) Technological Infrastructure



The technological infrastructure component will involve a phased deployment of information and communication technologies and related equipment in all primary and secondary schools and will include the provision of the necessary networking infrastructure. Approximately 8 000 computers and other information technology equipment will be placed in computer labs, classrooms, subject rooms, Learning Resource Centres (libraries) and offices in public and private schools island-wide.

(iii) The Curriculum Development Unit is primarily a technical unit headed by a Senior Education Officer, who is assisted by a team of specialist Officers with responsibility for the different subject disciplines of the school curriculum. The main responsibilities of this unit are the development, implementation and supervision of curriculum; assisting and planning of workshops/seminars for teachers; planning and servicing projects and in-service training courses; and assisting in the preparation of tests and examinations.

(vi) The Testing and Measurement Unit deals mainly with the administration and supervision of both internal and external examinations, and the preparations of those assessments which are most likely to improve achievements, and provide clear indications of the performance of the system. A Senior Education Officer heads the technical core of this unit and he is assisted by two Education Officers. An Administrative Officer has responsibility for the administrative aspects of the unit and is assisted by staff of an Executive Officer, Senior Clerk and Clerical Officers.

(v) Education Management Information System Unit is supervised by a Manager who is assisted by a System Analyst, an equipment operator and a hardware technician. The function of the EMIS is to promote, co-ordinate and integrate the use of Information Technology throughout the entire Ministry so as to reduce time and effort in the processing of data. This will assist in providing managers and officers with a continuous flow of accurate, relevant and timely information. In addition, the Unit will use its data base in the unloading of school based data to the Ministry' headquarters. Under ESEP this unit will have a Help Desk to assist schools with troubleshooting problems related to the technological infrastructure.

An EMIS is an integral part of the ESEP. This will allow schools and the Ministry to keep track of student's grades and other relevant information efficiently. The use of an EMIS

simplifies the otherwise tedious tasks of data entry (for grades and personal information), updating of records and producing reports.

The EMIS the Ministry hopes to use under the ESEP will focus on the following modules:

- query
- School setup
- Attendance
- class scheduler
- grades
- report module
- Data transfer
- library

(c) **THE ADMINISTRATIVE DIVISION** is headed by the Permanent Secretary who has overall administrative responsibility for the Ministry and is assisted by a Deputy Permanent Secretary and a Senior Administrative Officer.

The Human Resource Section: This section comprises the following sub-units:- (1) The Human Resource Unit; (2) The Records Management Unit;(3) The Customer Service Unit. The Human Resource Section is supervised by the Senior Personnel Officer.

(i) **Human Resource Unit**

The Senior Personnel Officer is assisted by two (2) Personnel Officers and three (3) persons at the Senior Clerk level. This Unit handles all aspects of personnel matters such as appointments and promotion, succession planning, transfers, leave in general, training and disciplinary matters in respect of Ministry's staff, including the Youth Affairs and Culture Division and the institutions falling under the responsibility of the Ministry.

(ii) **Customer Service Unit**

The Unit is staffed by two (2) Telephone

Operators/Receptionists with support from a clerical officer. The Unit interacts with the public on a daily basis and is first point of contact between the public and the Ministry. The Unit works closely with other Sections in terms of the provisions of routine information to the public.

(iii) **Records Management Unit**

The Unit is headed by a Senior Clerk who is assisted by a team of clerical officers. The Unit deals with all incoming mail, filing, indexing and generally the recording the movement of all non-confidential files within the Ministry and also those being sent to other government agencies.

(iv) **Office Management Unit**

This Unit is supervised by a Senior Executive Officer. This unit is responsible for receiving stationery, furniture and other materials and distributing them to various Sections and departments of the Ministry including Primary Schools. Other responsibilities of this section are maintaining and cleaning the Ministry's Headquarters.

(v) **The Finance Unit**

This Unit is supervised by the Financial Controller. He has overall responsibility for the preparation, control and management of the Ministry's budget. This includes involvement in policy formulation and the decision-making process in relation to the finances of the Ministry. The Section has three (3) sub-units as follows:-

(i) **Paysheets Unit** which handles the preparation of salaries.

(ii) **Payable Orders Unit** which handles the release of money from the Treasury and preparation of vouchers etc.

(iii) **General Accounting Unit** which administers the issuing of Expenditure Vouchers, receiving and paying bills and reconciling the Payable Order lists against the Vote Book. It is the responsibility of the Financial Controller to ensure that financial systems are in place in all units and departments under the Ministry and ensuring that they employ comply with Government's regulations.

(vi) **The Higher Education Awards Unit** deals specifically with the processing of:

(a) Barbados Scholarships and Exhibitions;

- (b) National Development Scholarships and other Scholarships;
- (c) Enabling Grants and Ad Hoc Awards;
- (d) sponsorship of post-graduate students at U.W.I;
- (e) identifying priority areas for training in order to satisfy the human resource needs of the country; and
- (f) provide Career Counselling to students who wish to pursue tertiary education.

Under the Ministry of Education, there are four tertiary level institutions:

- (a) Barbados Community College (BCC),
- (b) Samuel Jackman Prescod Polytechnic (SJPP),
- (c) The University of the West Indies (UWI); and
- (d) Erdiston Teachers' Training College.

The Higher Education Unit is also responsible for the waiver of fees at the Samuel Jackman Prescod Polytechnic and the Barbados Community College. These waivers are granted to Barbadian students, experiencing financial difficulties and unable to finance the cost of their programmes.

Government's commitment to encouraging and promoting the growth and development of higher education is set out in the Education Act Cap 41 and the Education Regulations, 1982. Funds for this purpose are provided in the education budget and every year scholarships and exhibitions are awarded to those students whose performance in examinations at the end of the sixth form programme is outstanding.

#### Barbados Scholarships And Exhibitions

A number of Barbados Scholarships and Exhibitions are awarded annually on the basis of the results of the Advanced Level Examination of the University of Cambridge Local Examination Syndicate.

All eligible students registered to write this examination in three (3) subjects of their choice and the General Paper are considered. In addition to obtaining a pass in the General Paper candidates must achieve the following pass standards in subject combination in order to receive an award - Scholarships - 2 passes at Grade "A" and 1 at Grade "B".

Exhibitions - 2 passes not lower than Grade "B" and 1 at Grade "C".

A Barbados Scholar may pursue studies in the country of his/her choice as long as the course of study has been

approved by the Minister. An Exhibitioner on the other hand, must attend the University of the West Indies. Permission may, however, be granted for the Exhibitioner to pursue studies at another university if the desired course of study is not available at the University of the West Indies.

There is no distinction between the level of allowances paid to scholars and exhibitioners. The full cost of tuition, related course costs and a proportionate part of the maintenance costs are paid by Government.

#### Scholarships/Exhibitions/Awards to Barbados Community College

From the year 2001, students sitting the Associate Degree at the Barbados Community College will be able to qualify for scholarships, exhibitions and awards. As a result, there will be the discontinuation of the daytime advanced Level programme at this institution.

The academic criteria specify that students who gain a Grade Point Average of 3.8 or above should be awarded Barbados Scholarships, while students with Grade Point Averages between 3.66 and 3.79 should be awarded Barbados Exhibitions. Awardees should be under 21 years of age at the time he/she completes the requirement for the associate degree.

Furthermore, students gaining the Associate Degree with a Grade Point Average of 3.75 will be granted the Award for Outstanding Achievement. Approximately four Fellowships will be awarded annually at the cost of \$120,000. per annually to students who are over 21 years but under the age of 30.

#### Exhibitions To the University of the West Indies

Provision is made for the award of five (5) Exhibitions tenable at the University of the West on an annual basis. These awards or open scholarships are based on the results of examinations set by the University. In addition, candidates must have attained a minimum Grade "C" pass in the University of Cambridge "A" Level examinations in the subjects specified by the University for admission to the programme of studies which they wish to pursue. These awards carry the same value as the exhibitions based on performance in the "A" Level examinations.

National Development Scholarships: Provision is made for the award of a number of scholarships to candidates pursuing courses considered critical for national development. These scholarships are given to provide training in scarce specialist areas and in areas identified as priorities in the socio-economic development of

the county. Section is made through a process of interviews by the National Scholarship Committee. These awards were reintroduced in 1987.

Bursaries: A number of Bursaries are awarded to candidates pursuing studies at the University of the West Indies in areas regarded as necessary for national development. The value of these awards are as follows:

Bahamas	-	\$2 500 Bds
Mona, Jamaica	-	\$2 500 Bds
St. Augustine, Trinidad	-	\$2 900 "
Cave Hill, Barbados	-	\$1 800 "

(d) **INTERNATIONAL RELATIONS DIVISION**: The unit's mission is to (a) liaise with regional and international organisations including - UNESCO OAS, CARICOM, Commonwealth Secretariat, Association of Caribbean States, Commonwealth of Learning; (b) ensure that projects sponsored by these organisations, especially UNESCO, are implemented and funds expended according to their requirements; and (c) co-ordinate bi-lateral agreements and educational exchanges between Barbados and other countries.

The aims and objectives of the International Relations Section are as follows:

- (a) to advise the Minister on matters relating to international education agencies;
- (b) to liaise with UNESCO and other international organisations and countries as they relate to projects and bi-lateral agreements.

The section also has responsibility for the day-to-day operations of the Barbados National Commission for UNESCO. In addition, the Ministry submits projects to UNESCO for funding in the following subjects areas (a) Education and the Future; (b) Science for Progress and the Environment; (c) Culture: Past, Present and Future; (d) Communication, Information, and the Informatics in the Service of Humanity; and (e) Social and Human Sciences: Contribution to Development, Peace, and Democracy.

**(e) PARENT VOLUNTEER SUPPORT DIVISION**

The Parent Volunteer Support Programme is a special project under guidance of the Deputy Chief Education Officer (PRD) which commenced on 3<sup>rd</sup> September, 1996. The programme is administered by a Special Projects Officer, with the assistance of a clerk/typist. The programme started with twelve volunteers who were given an honorarium. It is anticipated that there will be at least 1 PSV in each public primary school.

The general goal of the Parent Support Programme is to enable Primary School Principals, teachers and Parents to work in partnership in order to use all available resources which would empower each child to develop his or her early potential to become a lifelong learner.

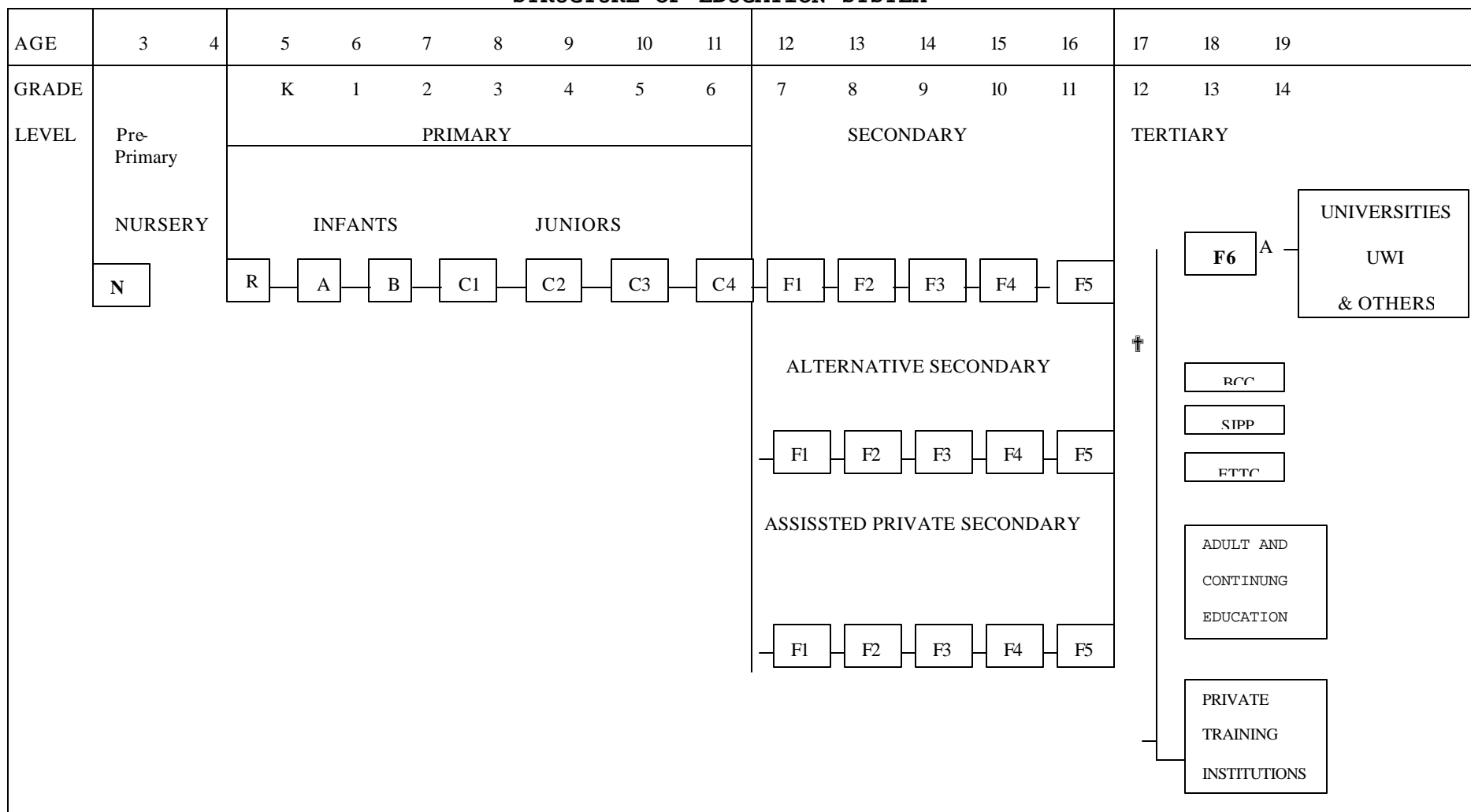
The Parent Volunteer Support Programme aims to:

1. support the early learning activities of children in multiple settings;
2. involve parents as partners in the children's care, learning and development;
3. encourage a higher level of community involvement;
4. help teachers to be more efficient and effective;
5. free the class teacher from routine tasks so that he/she readily and equitably can address special learning and developmental needs of individual children;
6. to promote parent/child/teacher joint interactions which are crucial for maximising children's learning and development in early childhood;
7. facilitate early learning experiences of children through teacher/parent involvement;
8. enhance classroom management of individual and group activities;
9. provide parent volunteers with opportunities for personal growth and self development;
10. provide parent volunteers with models of appropriate practices in early childhood education;
11. provide more equitable opportunities for teachers and parents to share beliefs, values, goals and activities for children's learning at home and at school;
12. enhance teachers' knowledge of how children think, learn and develop before school entry and in the transition from home to school;
13. focus on-going assessment and evaluation through portfolios and profiling;
14. foster a strong system of networking between the school and the community;

15. provide further opportunities for Principals and Staff to be sensitised to the value of community/parent involvement in the schools and to develop further their own school parent volunteer programme;
16. empower Principals, teachers and parents to function as School Teams, working in partnership;
17. address the need for integrated curriculum which is responsive to the social and cultural contexts of individual children's learning and development;
18. ensure a safe, healthy and nurturing environment/community for children's early development.



### STRUCTURE OF EDUCATION SYSTEM



#### KEY

- Barbados Secondary Schools Entrance Examination
- † CXC/GCE 'O' Level
- Barbados Secondary School Leaving Certificate
- A- GCE 'A' Level

- C Class
- F Form
- N Nursery
- R Reception



## CHAPTER III

### THE EDUCATION SYSTEM

#### (a) PHILOSOPHY OF EDUCATION

The philosophy underlying the Barbados education system is based on the premise that every child should have educational opportunities of a kind which would allow him to make the most of his abilities and to contribute to the social and economic growth of the country . To this end, a wide and varied range of educational opportunities are made available to students at each stage, from nursery to university level.

The education system is structured into tiers with some overlapping at each one.

1. Pre-Primary -at this level children between the ages of 3-5 are taught in nursery schools and nursery classes in some primary (5-11) and composite (5-16+) schools;

2. Primary - at this level children between the ages of 5-12+ are taught at primary and composite (5-16+) schools;

3. Secondary - at this level children between the ages of 10+-16+ are taught in secondary schools and senior schools (11-16+);

4. Tertiary - at this level young adults, who have completed secondary education, attend institutions which provide academic, technical, vocational and University education.

**Private Schools:** The educational system includes a number of private primary and secondary schools which provide general education similar to that in public schools. Most of these are secular schools with a few denominational ones accepting students of all religious persuasions. Student enrolment at these schools represents less than 5% of the total enrolment of the public schools. It is a requirement of the Education Act Cap. 41 that these schools satisfy standards set by the Minister and that they be registered as having done so. A register of all approved private educational institutions is published annually in the Official Gazette.

Assisted Private Secondary Schools receive government grants by way of subventions, salary grants and bursaries. Subventions are paid on an annual basis at the rate of \$4 000 per subject in such specialist areas as science, commercial subjects, home economics and industrial arts/crafts. Monthly salary grants are presently paid in the ratio of one teacher for every 40 pupils up to 240 pupils and one teacher for every 80 pupils thereafter. Bursaries of \$375 per annum are provided to assist with the payment of the school fees of those pupils who satisfy the criteria of eligibility for the grant of a bursary. Provision is made for 2 900 bursaries annually.

### **Special Education Institutions**

(a) The Irving Wilson School (formerly School for the Deaf and Blind): Formal education of the deaf was started in 1959 by the Association for the Blind and Deaf. By 1967, the roll of the School for the Deaf was 25. In 1968 the Lions Club of Barbados donated a school building to the Government of Barbados. The school caters to students of primary and secondary school age. In addition to catering to the needs of deaf children the school also provides for those of blind children.

(b) The Challenor School for the Mentally Retarded: This school was opened in 1964 by the Barbados Association for the Mentally Retarded. By February 1977, the roll of 63 comprised persons between the ages of 11 and 24. Over the years the Government of Barbados has provided various types of assistance to this school. In the financial year 1989-90 the Government grant to this school was \$100 000. In addition, Government provides training in two of its primary schools for the educable retarded of primary school age and at a special centre for those of secondary school age.

(c) Government Industrial School: Summervale for girls and Dodds for boys comprise the residential school for children who have been referred by Juvenile Courts for detention. Both general and vocational education is provided. The vocational subjects offered include carpentry, masonry, tailoring, shoemaking, agriculture (including animal husbandry), laundry, automechanics, handicrafts, home economics and needlecraft. The students range in age from 11 to 18 and are divided into two age groups for the purpose of receiving education and training. The 11-14 age group pursue full-time classes in general education, while the over 14 pursue vocational programmes.

(d) The Edna Nicholls Centre: The Centre administers the Ministry's Out-of-School Suspension Programme which was established in 1998 to cater to the needs of students who are at risk for a range of social and emotional problems. Many of these problems have manifested themselves in deviant behaviours as observed in some students at secondary schools.

The Centre will be run by an advisory committee which advises the Central Administration. The head of the Centre is a Programme Co-ordinator. Others persons employed are a social worker, special needs educators, classroom assistants, remedial teachers, etc.

The aims and objectives of the Centre are to:

- (1) reduce the number of repeat offenders and lessen the likelihood of expulsion from school.
- (2) provide a therapeutic environment for students suspended out-of-school.
- (3) adequately prepare students who have been expelled from particular schools for entry into the programmes of suitable alternative education institutions.
- (4) develop effective coping and conflict resolution skills.
- (5) improve self-esteem and interpersonal skills.
- (6) reduce and eliminate negative behaviours.
- (7) improve each student's behaviour and enhance his/her personal and social development and attitude toward schools such that it has a positive impact on the student's academic performance.
- (8) involve parents in the process of rehabilitation.

### **Barbados Secondary Schools' Entrance Examination**

Entry to Public Secondary Schools is based on performance on the Barbados Secondary Schools' Entrance Examination. This examination, in English and Mathematics, is for students between the ages of 9+ and 12+. All eligible students, whether attending public or private schools, are required to write the examination. Exemption may be allowed in special cases.

The BSSEE is taken sometime between May and June of each year. Students are awarded places at secondary schools on the basis of the scores they obtain and their choice of

schools. Students may select any 15 of the 23 secondary schools in order of preference.

However, the award of places at a particular school is restricted by the number of places available at that school. In addition to their choice of public secondary schools, students may opt for a bursary to an Assisted Private School. Those students whose scores fall below the range which would make them eligible for a place at a secondary school are placed in the lone senior school where remedial and vocational programmes are provided.

#### **(b) SECONDARY EDUCATION**

Secondary education is provided in 23 public secondary schools, and Assisted Private Schools. Admission to secondary schools is on the basis of the Barbados Secondary Schools' Entrance Examination described in earlier paragraphs.

The curriculum being followed in secondary schools includes Agriculture, Art and Craft, English Language, English Literature, Religious and Moral Education, Foreign Languages, History, Music, Geography, Social Studies, Mathematics, The Sciences Health and Physical Education, Technical and Vocational Education including Industrial Arts, Home Economics, Clothing and Textiles, Business Education and Information Technology.

Students write the examinations of the Caribbean Examinations Council (CXC) at the Basic and or General Proficiency Levels between the ages of 15 and 17 years. Most students write 4 or more subjects and those whose performance is deemed to be excellent may write the Advanced Level Examination of the Cambridge Syndicate of Great Britain two years later at 17-19 years old. Excellent performance in this examination may result in the award of scholarships or exhibitions to pursue studies at colleges or universities local and/or overseas.

#### **(C) TERTIARY EDUCATION**

Education at the tertiary level is provided at academic, vocational and technical colleges as well as University. Admission to these institutions vary from the possession of a Barbados Secondary School Certificate Stage I to Caribbean Examinations Council Certificate to G.C.E "A" Level qualifications. The institutions for tertiary education are the Samuel Jackman Prescod Polytechnic, Erdiston Teachers College, the Barbados Community College and the University of the West Indies.

## University of the West Indies

Qualified Barbadian students are eligible to enter the University of the West Indies - a regional institution with campuses at Mona in Jamaica, St. Augustine in Trinidad and Cave Hill in Barbados. The University of the West Indies has Faculties of Medicine, Science, Arts and General Studies, Social Sciences, Agriculture, Engineering, Education and Law.

The campus at Cave Hill was established in 1965; however, classes were started at a temporary site near the Bridgetown Harbour in 1963. Courses offered at the Cave Hill Campus lead to the Bachelor's Degree in Arts and General Studies, Law, Natural Sciences, Theology, Social Sciences and Education. In addition, a number of certificate, diploma and graduate degree programmes are offered.

## Erdiston Teachers' College

Erdiston Teachers College is a non-residential institution providing a basic two year teacher education programme for non-graduate teachers of primary and secondary schools. In addition to general teacher education courses, the College co-operates with the Samuel Jackman Prescod Polytechnic and the Barbados Community College to provide certification in Technical and Vocational areas such as Business Education, Industrial Arts and Home Economics. These courses are mainly for teachers at the secondary level. The College also offers a number of post basic and continuing education courses designed to meet the special needs of teachers and the public. Among these are one-year in-service part-time courses in the teaching of Reading and Remedial Education along with one-year full-time courses in early Childhood Education and Physical Education.

## Barbados Community College

The Barbados Community College, established in January 1969, is an institution designed to improve the facilities available to the community for training in a wide range of skills at the technical para-professional, middle-management and pre-university levels.

The College offers courses in the Divisions of Liberal Arts, Fine Arts, Health Sciences, Sciences, Commerce, Hospitality Studies, Technology, General and Continuing Education, The Language Centre, the Departments of Computer Studies and Physical Education. In addition the College offers a wide range of evening and summer courses as part of its service to the community. The courses of studies are of

two years duration and lead to the Associate Degree in Arts or Applied Arts, Sciences or Applied Sciences.

Nursing Education was transferred from the Tercentenary School of Nursing of the Ministry of Health to the Division of Health Sciences of the Barbados Community College with effect from April, 1986. The courses which were transferred are:

- (a) the three year programme in basic nursing education leading to the Registered Nursing Certificate;
- (b) a one year post basic programme in midwifery for graduate nurses leading to the Registered Midwife Certificate;
- (c) an 18 to 21 month programme for psychiatric trained nurses who may wish to complete the programme at (a);
- (d) an 18 month programme for graduate registered nurses who may wish to qualify as psychiatric nurses.

The three year psychiatric nursing programme is being phased out and an integrated curriculum for the basic nursing education programme designed to prepare graduates to function at Staff Nurse level in all areas is being offered.

#### Samuel Jackman Prescod Polytechnic

The Samuel Jackman Prescod Polytechnic, an institution offering a wide range of trade courses, was officially opened in January 1970. Craft level training which had been offered at the Barbados Technical Institute since 1953 was re-organised and expanded in scope within this new institution. Its objectives are to develop trade skills and occupational competencies up to the level of skilled craftsmen as well as to prepare students for entry into the Division of Technology of the Barbados Community College.

The Housecraft Centre formerly located at Bay Street has been incorporated into this institution as the Division of Human Ecology.

The types of training offered include -

- (a) training for students about to enter the Labour market;



(b) training for persons who wish to improve their skills; and

(c) re-training for those desirous of changing their occupations.

Courses of training are offered in the following areas -

- Construction Trades - Carpentry, Joinery, Plumbing, Masonry, Building Drawing.
- Electrical Trades - Electronics, Electrical Installation, Refridgeration and Air-Conditioning.
- Engineering Trades - Automechanics, Welding, Mechanical Engineering, Auto-Body Repairs, Engineering Drawing.
- Commercial Studies - Shorthand, Typewriting, Book-keeping, English, Arithmetic and Office Practice.
- Agriculture - Agriculture Crafts
- Human Ecology - Sewing Machine Operation, Clothing Craft, Home Economics and Cosmetology.
- Printing - Offset and Letter Press Printing.
- Shoe Repairs

The courses of training are offered either on a full-time, part-time or evening basis and may lead to either local certification or qualifications of the City and Guilds of London Institute or CXC.

**(d) STUDENT REVOLVING LOAN FUND**

In order to assist with the cost of providing scholarships, grants and awards for the pursuit of post-secondary education, a revolving loan scheme, with the assistance of funding from the Inter-American Development Bank, was established in 1977. The scheme makes repayable credits available to qualified beneficiaries to finance studies in specific professional and technical careers

identified as being of primary importance to the economic and social development of the country.

The scheme was designed principally to:

- (a) increase post-secondary technical and vocational educational opportunities to applicants of limited financial resource;
- (b) increase the internal efficiency of the participating institutions by reducing their drop-out rate;
- (d) increase the external efficiency of the post-secondary educational system by assisting students to pursue studies in areas of greatest demand in the economy;
- (e) establish a Student Revolving Loan Fund with a loan-grant mechanism in which the cost of education will be shared between the student and the government.

**(e) TEXTBOOK LOAN SCHEME**

The TextBook Loan scheme was established by government to ensure that all secondary students have easy access to the text required for the study of programmes which are offered in schools. Each student, on payment of a \$20.00 annual rental fee, is issued with the required textbooks. Provision has been made for the waiver of the rental fee when this is justifiable.

The monies collected as rental fees are used for the management of the scheme. Government provides the funds to the tune of \$1.6M per annum to replenish the stock.

**(f) SCHOOL UNIFORM GRANTS**

A scheme for the provision of uniforms for school children was introduced in 1980. The scheme provides a once-and-for-all grant of \$100.00 to each qualified student entering a secondary school, the senior department of a composite school or a senior school for the first time. In 2000, this activity was transferred to the Ministry of Social Transformation.

**(g) SCHOOL LUNCH PROGRAMME**

In 1963 a Schools Lunch Pilot Programme was introduced under which children attending primary schools were provided with a cooked lunch daily. The facility was gradually expanded until all primary, composite and senior schools became involved in the programme. In addition two private schools are benefiting from this programme. Approximately 27

900 meals at an average cost of \$0.65 per serving are prepared daily.

**(h) AUDIO VISUAL AIDS DEPARTMENT**

The Audio Visual Aids Section of the Ministry of Education is headed by a Chief Audio Visual Aids Officer who is assisted by one Assistant Chief Audio Visual Aids Officer and thirty one (31) other technical, administrative and ancillary staff members. The Department's operations involve:

- (a) developing, producing and reproducing relevant media resource materials; e.g. video, audio, graphic, photography, multimedia and interactive computer software;
- (b) training of educators in the use and production of educational media;
- (c) developing an effective resource library for the Ministry;
- (d) maintaining an Educational Media Resource Centre with hardware and software which will enhance and support the teaching/learning process in the nation's schools;
- (e) promoting and facilitating strategies for teaching which encourage student centred learning. e.g. The Project Method; and
- (f) assisting in the implementation of the Educational Sector Enhancement Programme.

**(i) EDUCATION PROJECT IMPLEMENTATION UNIT**

The Education Project Implementation Unit (EPIU) was established in 1979. It is responsible for implementing the civil works, procurement and monitoring activities of projects.

EPIU comprises 15 staff members including the Project Manager.

The Unit is responsible for the implementation of the following projects:

- (i) Education Sector Enhancement Programme (civil works, procurement and financial matters)
- (ii) IBRD Human Resources Project
- (iii) IDB Primary Education Programme
- (iv) CDB Secondary education Project

(v) Children at Risk Project

(vi) Alma Parris School Project

In addition to the above projects, the Education Project Implementation Unit is also responsible for the maintenance of all Government's Primary Schools.

**(j) EDUCATION BUDGET**

The education budget averages between 18 to 20% of the total annual budget of the Country. This reflects the government's policy of using education as an instrument of social change. Education, at all levels, is free for all Barbadian Nationals.

Appendix A

**ENROLMENT IN EDUCATION SYSTEM  
1995/96 - 1998/99**

<b>TYPE OF SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>
<b>PUBLIC</b>				
Primary & Composite	26 461	26 654	26 659	26 659
Senior	353	321	328	317
Secondary	21 279	21 387	21 289	20 947
<b>TOTAL PUBLIC</b>	<b>48 093</b>	<b>48 362</b>	<b>48 276</b>	<b>47 923</b>

<b>PRIVATE</b>				
Primary	2 710	2 794	3 418	3 547
Secondary	2 158	1 959	1 740	1 641
<b>TOTAL PRIVATE</b>	<b>4 868</b>	<b>4 753</b>	<b>5 158</b>	<b>5 188</b>
<b>TOTAL FULL-TIME</b>	<b>52 961</b>	<b>53 115</b>	<b>53 434</b>	<b>53 111</b>

Appendix B

**ENROLMENT IN THE EDUCATION SYSTEM 1995/96 - 1998/99**

<b>TYPE OF SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>
<b>TERTIARY</b>				
Samuel Jackman Prescod Polytechnic	1 768	2 148	2 295	2 313
Erdiston Teacher's College	163	175	176	130
Barbados community College	2 546	2 749	2 749	3 798
University of the West Indies Cave Hill Campus	3 116	3 233	3 442	3 641
<b>TOTAL TERTIARY</b>	<b>7 593</b>	<b>8 305</b>	<b>8 662</b>	<b>9 882</b>

APPENDIX C

SUMMARY OF EXPENDITURE ON EDUCATION IN BARBADOS

YEAR	MIN.OF EDUCATION			Educ.as %
	BUDGET (\$millions)			Of Total
	CURRENT	CAPITAL	TOTAL	Gov't Exp
	D	E	F=(D+E)	=(F/C*100)
1990/91	207.674	50.532	258.206	20.09%
1991/92	211.705	36.125	247.830	19.63%
1192/93	191.974	23.081	215.055	17.52%
1993/94	230.477	7.529	238.006	17.60%
1994/95	227.406	19.959	247.365	18.85%
1995/96	221.680	16.785	238.465	17.26%
1996/97	243.184	31.631	260.112	16.96%
1997/98	280.575	34.125	314.700	18.46%
1998/99	284.789	32.781	317.570	17.79%
1999/00	297.667	53.599	351.266	17.78%
<b>Total</b>	<b>2397.131</b>	<b>306.147</b>	<b>2688.575</b>	<b>18.14%</b>

Note: Figures for 1998/99 and 1999/2000 represents approved estimate and not actual expenditures.

Actual expenditures or 1998/99 have not been published by the Auditor General office as yet.

## **PUBLIC PRIMARY SCHOOLS OF BARBADOS**

### **CHRIST CHURCH**

Arthur Smith Primary  
Christ Church Boys`  
Christ Church Girls`  
St. Bartholomew's Primary  
St. Christopher's Primary  
St. David's Primary  
St. Lawrence Composite  
St. Patrick's Primary  
Vauxhall Primary

### **ST. ANDREW**

Chalky Mount Primary  
St. Andrew's Primary  
St. Saviour's/St. Simon's Primary

### **ST. GEORGE**

Cuthbert Moore Primary  
St. George's Primary  
St. Jude's Primary  
St. Luke's Brighton Primary  
Ellerton Primary  
Ellerton Primary Annex  
South District Primary  
Workman's Primary

### **ST. JAMES**

Good Shepherd Primary  
St. Albans's Junior  
St. Alban's Infants`  
St. James' Primary  
West Terrace Primary  
St. Silas Primary

### **ST. JOHN**

Mount Tabor Primary  
St. John's Primary  
Society's Primary  
St. Margaret's Primary



**ST. JOSEPH**

St. Bernard's Primary  
St. Elizabeth Primary  
St. Joseph Primary

**ST. LUCY**

Half Moon Fort Primary  
St. Lucy's Primary  
Selah Primary  
Ignatius Byer Primary

**ST. MICHAEL**

Bay Primary  
Belmont Primary  
Carrington's Primary  
Charles F. Broome Memorial Primary  
Charles F. Broome memorial Primary Annex  
Deacon's Primary  
Eagle Hall Primary  
Eagle Hall Primary Annex  
Eden Lodge Nursery  
Eden Lodge Primary  
Erdiston Nursery  
Erdiston Primary  
Erdiston Primary Annex  
Government Hill Nursery  
Grazettes Primary  
Hindsbury Primary  
Lawrence T. Gay Primary  
Luther Thorne Memorial  
Pine Primary  
St. Ambrose Primary  
St. Giles' Primary  
St. Giles Senior  
St. Mary's Primary  
St. Matthew's Primary  
St. Paul's Primary  
St. Stephen's Nursery  
St. Stephen's Primary  
The Ann Hill School  
The Irving Wilson School  
Wilkie Cumberbatch Primary

**ST. MICHAEL cont'd**

Wesley Hall Infants

Wesley Hall Junior

Westbury Primary

**ST. PETER**

All Saint's Primary

Boscobel Primary

Roland Edwards Primary

Roland Edwards Primary

Gordon Greenidge Primary

**ST. PHILIP**

Bayley's Primary

St Catherine's primary

St. Mark's Primary

St. Martin's Mangrove Primary

St. Martin's Four Roads Primary

St. Philip Primary

Hilda Skeene Primary

**ST. THOMAS**

Hillaby/Turner's Hall Primary

Holy Innocent's Primary

Sharon Primary

Welches' Primary

## **PUBLIC SECONDARY SCHOOLS OF BARBADOS**

### **CHRIST CHURCH**

Christ Church Foundation  
Deighton Griffith Memorial

### **ST. ANDREW**

Alleyne

### **ST. GEORGE**

St. George

### **ST. JAMES**

St. James  
Queen's College

### **ST. JOHN**

The Lodge

### **ST. JOSEPH**

Grantley Adams Memorial

### **ST. LUCY**

St. Lucy Secondary

### **ST. MICHAEL**

Combermere  
Ellerslie  
Garrison  
Harrison College  
Parkinson Memorial  
St. Leonard's Boys'  
Springer Memorial  
The Louis Lynch  
The St. Michael

### **ST. PETER**

Alexandra  
Coleridge and Parry  
The Alma Parris Memorial

**ST. PHILIP**

Princess Margaret

**ST. THOMAS**

The Lester Vaughn

## **TERTIARY INSTITUTIONS OF BARBADOS**

University of the West Indies - Cave Hill Campus  
Erdiston Teachers' Training College  
Barbados Community College  
Samuel Jackman Prescod Polytechnic