

Prime Minister

See the recommendation on
page 2 of the report.

Foreign and Commonwealth Office

London SW1A 2AH

May I say that you welcome
these in general and hope action
will be taken as quickly as possible?

10 May 1983

A.J.C. ^{12.}/₅

Dear John,

Falkland Islands: Education

see Pt 32
attached

Following earlier correspondence, you wrote to me on 14 February confirming that the Prime Minister would be interested to see the recommendations made by the ODA's Education Adviser before the next steps were discussed with the Falkland Islands Government.

I now attach a copy of the report. It is lengthy, but it is a readable document looking with care at a number of issues which will have been brought to the Prime Minister's attention during her visit. She was particularly concerned about camp education, and it may therefore be sufficient for her to look through the summary on page 2 and the primary/camp education section, pages 10 - 16.

The report as a whole seems to us to offer a clear and coherent analysis of the deficiencies of the present system, together with sensible proposals for realistic improvement. The financial implications will have to be considered with care, because the Shackleton report and the consequent ministerial decisions on development did not specifically allocate money for new educational capital investment, whilst Mr Francis's report makes a strong case for a new school complex.

The diagnosis of the problems is not new, but previous reports have fallen on stony ground owing to local reluctance to create expatriate posts and lack of finance for new investment. This report is made at a more propitious time, and it would be difficult for either London or Port Stanley to ignore the recommendations.

Yours ever

(J E Holmes)
Private Secretary

A J Coles Esq
10 Downing Street

ARGENTINA : Relations . Pt 34.

13 May 1983

Falkland Islands: Education

Thank you for your letter of 10 May. The Prime Minister has read with interest the summary of recommendations made by the ODA's educational adviser relating to the education system in the Falkland Islands. She hopes that the recommendations will be considered, and action taken, as quickly as possible.

JOHN COLES

John Holmes, Esq.,
Foreign and Commonwealth Office.

REPORT ON A VISIT TO THE FALKLAND ISLANDS 8-31 MARCH 1983
 BY Mr M D FRANCIS, EDUCATION ADVISER, ODA

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1. Introduction and Acknowledgements

1.1. The terms of reference for this, my first visit to the Falkland Islands, were extremely broad. I was required to familiarise myself with all the problems confronting the education authorities, assess the extent to which the war and its aftermath has damaged the system and make recommendations on a priority basis for an effective and efficient system with effect from 1984. In particular I was asked to consider (a) existing staff complements within Stanley, physical accommodation and teaching materials (b) hostel accommodation in Stanley (c) the Camp Education system (d) future training requirements in the UK, and (d) vocational training for adults.

1.2. To these ends, a very full programme of visits and meetings was arranged by the Superintendent of Education. I was able to hold detailed discussions on a collective and on an individual basis with teaching staff in Stanley in the junior and senior schools and in the Camp Education Department. I met with teachers, parents and farm managers in seven camp settlements during an eight-day camp tour, with representatives of Government, the Military and the private sector in Stanley, and with members of the Education sub-committee of LEGCO. Throughout I was greeted with the utmost consideration and wish to place on record my appreciation and gratitude for the welcome and generous hospitality I received everywhere I went. I must, however, pay particular tribute to Mr John Fowler, the Education Superintendent, for his stamina, patience and forbearance as he accompanied me, and for his advice and willingness to accede to every request. I should also like to thank HE the Civil Commissioner and the Chief Secretary for their own hospitality and for making possible my tour of the islands.

2. Summary of Main Conclusions and Recommendations

2.1. The education system has recovered remarkably well from the disruption caused by the war and in most respects is back to what it was (para 3.4). It is heavily dependent on staff from overseas and is likely to remain so for some time (para 4.9).

2.2. The primary school in Stanley is well equipped and well staffed and is offering education of a commendable standard (para 5.1).

2.3. In contrast, education for Camp children in both large settlements and isolated farms is seriously deficient (para 6 and 7). After considering a range of factors influencing educational provision in Camp I conclude that there is no single way of effecting an improvement. I recommend a multi-faceted, flexible approach with the following main provisions:

a. a new framework for Camp education, the redeployment of some staff and experiments with alternative forms of organisation (para 9.1.1-9.1.6);

b. the recruitment of qualified teachers for Camp schools (para 9.1.3 and 9.1.7);

c. attractive, extensive boarding facilities in Stanley (para 10.3);

d. extended use of radio and correspondence materials (para 10.1-10.2);

e. closer integration of Camp schools with Stanley school (para 9.1.2, 10.4-10.5);

f. the gradual incorporation of farm schools into a unified system (para 9.1.7).

2.4. The highest priority should be given to a new Hostel in Stanley. The Brewster site is acceptable for this and I recommend that Sullivan House be incorporated in it (para 11).

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2.5. The facilities at the secondary school are inadequate for the expected enrolment and for effective modern education. I recommend that the Hostel site should be planned to incorporate a full new secondary school and that its phased development should be completed in time for the 1986 school year (para 13.1-13.8). The resulting complex should be planned, staffed and run as a boarding school, with day pupils, and should be seen as a Community resource (para 13.8, 17.2, 22.4).

2.6. As a matter of priority I recommend that new science and workshop facilities should be included in phase 1 of the hostel/school building programme (para 13.6).

2.7. I recommend a full review of the secondary curriculum (para 14.1-14.3) with the following main ingredients:

- a. more attention to scientific and technical subjects (para 13.3, 16)
- b. greater consideration for the needs of less able pupils (para 15.1 and 15.5)
- c. careful attention to the place and number of external examinations (para 15)
- d. reconsideration of the organisational pattern of the school (para 15.3, 16.5)
- e. reassessment of staffing needs and equipment (para 17, 20).

2.8. The existing arrangements for Advanced Level work are satisfactory for the present (para 18).

2.9. In most cases, current demand for training places is satisfied by existing offers but I recommend that discussions should continue on ways of improving farm training (para 22). Other Adult education needs are largely unidentified (para 22.4).

SECTION A - THE BACKGROUND TO EDUCATION IN THE FALKLANDS

3. Education since the Falklands War

3.1. The Framework of the system of education which existed prior to 1982 and which has been reintroduced since the liberation of the islands has been described in earlier reports, notably those of Bell (1973), Pickard (1976) and Griffiths (1978). Briefly, Stanley, the only major centre of population, has a full primary school and, since the closure of the boarding school in Darwin, the only secondary school in the islands. Outside Stanley, in Camp, schooling is provided either in settlement schools with a full-time teacher or by travelling teachers visiting outlying areas on a regular basis. A boarding hostel in Stanley permits Camp children to take advantage of the Stanley schools and a Camp Education Department provides advice and materials to all Camp schools. The education Ordinance requires attendance at a recognised school between the ages of 5 and 15.

3.2. The whole system was seriously disrupted by the Argentine invasion. Schools were closed to pupils for about four months and were occupied by troops; and many expatriate teachers, on whom Stanley schools rely heavily, returned to UK. Inevitably property was damaged and stock was lost. In the past six months however the Education Department has taken commendable strides in recovery and in terms of premises, staffing and attendance the situation is virtually back to what it was. All Camp schools are working again and with the pending appointment of two more travelling teachers staffing for both settlements and outlying areas is up to strength.

3.3. In Stanley the last British troops had vacated teaching premises in both junior and senior schools by February 15 1983 and Stanley House was taken over once again as a temporary hostel. Boarding places were offered immediately to all who had been enrolled prior to April 2 last year, except for those who wished to remain in lodgings in town and those who had by now passed leaving age. A few children preferred to remain in Camp for the time being and some additional offers of places were made, but Stanley House will not take in its full complement of pupils - about 50 - until the new house parents arrive. The temporary hostel, including the additional mobile houses, will be able to cater for those with the greatest boarding need but even when full it is too

small to provide accommodation for all who might want to enter or who have reached the appropriate age to do so.

3.4. With the arrival in February of seven new teachers from UK, staffing for both the junior and senior schools is also up to establishment. The reoccupied school buildings have quickly taken on the appearance of busy and efficient learning areas, but the Drill Hall and town Gymnasium, which are used for a number of different school activities, are still occupied by British troops and restrict teaching, particularly in physical education. Outwardly therefore the school system has recovered remarkably well and great credit is due to the Superintendent, teaching staff and everyone else involved in this difficult exercise.

3.5. The one outstanding area of concern is teachers' housing. No suitable accommodation was available on arrival for any of the new staff, some of whom had been forced to travel without their families. Pressure to find accommodation is particularly acute in Stanley. The problem for the new teachers is not that no houses were available, for they had been warned of this, but that the intensity of the shortage makes it difficult to see when, if ever, demand will be met. Fear that the situation may continue indefinitely is affecting attitudes to the Falkland Islands in general and Stanley and school in particular. The particularly disagreeable conditions under which the new teachers live, and their concern for the future, have recently been drawn to the attention of Government officials and it is in the interests of the children's education that this unfortunate predicament should be resolved as quickly as possible.

4. Factors Influencing Educational Provision

4.1. Education cannot be assessed or improved in isolation. Since it is part of the infrastructure of a society it influences and in turn is influenced by a wide range of factors outside its immediate environs. As background to the specific description and analysis of educational provision brief mention is made of some of these factors.

4.2. Dominating people's thoughts and conversation is, not unnaturally, the War. Many are still trying to cope with effects of the violent disruption

of their way of life and the frightening experiences under occupation. The British troops stand as visible proof of their liberation and are welcome new neighbours. Yet the presence of troops in streets, shops and homes also acts as an unavoidable symbol of a past that cannot be forgotten and of a future which is uncertain. The changes that appear so obvious and necessary to the visiting outsider may be met with understandable fear and suspicion by a resident. The war has left deep psychological wounds as well as physical ones, and these are now compounded by a sometimes grudging realisation that things cannot be the same again and by fear of what the future holds both in terms of national security and in terms of social and economic change.

4.3. So far the Government appears to have adopted two different policies in the redistribution of land. In Green Patch the subdivision of the large farm included the dismemberment of the former settlement, and although some of the farmers are planning to co-operate in certain activities, the community is now intentionally more scattered than it was. By contrast, in Fox Bay East an attempt will be made to promote the development of a new village on land specially reserved for this purpose by Government. Although some of the new owner-farmers will reside on their farms, it is expected that at least two of the new farms will be run from the settlement, and there are plans for small local industries to be established in the village and for a member of the GTU (FIARDU) to be based there. The new Development Officer, Mr John Reid, is enthusiastic about the village concept and feels that if it is successful it is likely to be tried at San Carlos, and perhaps other places. The 'Green Patch' policy accentuates the problems of providing adequate education while the 'Fox Bay' policy opened up possibilities of a large enough community to support a school on traditional lines. It is encouraging that the Development Officer is concerned to include education provision within the range of considerations about land distribution policy.

4.4. The demand for education would clearly increase if there were substantial immigration to the islands. So far there are no clear trends, either with respect to numbers or location, beyond a belief that people will come. There will soon be an increase in the number of military officers in continuity posts, which carry entitlement to take families to the Falklands, but the total is still very small and this move is not expected to substantially affect the demand for local schooling. Labour gangs on building projects will be unaccompanied, but the siting of some major developments which could affect

population distribution, like the new strategic airfield, is still undecided. At the other end of the scale, one can only guess at the rate of emigration, but so far the rate has been scarcely a trickle. With such a small overall population, fluctuation up or down can cause serious problems for educational provision. In the long term it seems wise to anticipate a small but steady increase.

4.5. Alongside this should be placed the considerable amount of mobility. The policy of encouraging owner-occupiers on small farms in place of tenants on large farms will introduce a degree of stability but the practice in the past has been for families to move regularly between farms and between Camp and Stanley, following employment prospects. In Fox Bay West for example, all 10 houses with families in them have seen a change of occupant in the last three years; at San Carlos only one of the 10 children attending the school was on the farm three years ago. A group of 8 or 9 children on one settlement, perhaps justifying a full-time teacher, can within a few months be reduced to one or two. The problems for education in such circumstances are enormous.

4.6. That communication is difficult in the Falklands is well known, but it has to be experienced to be appreciated. At present there are no roads outside Stanley and land travel is difficult and time-consuming at the best of times. The new road to Darwin will open up a small part of the islands and lead to a slight redistribution of population; and movement between Fox Bay East and Fox Bay West would be eased by an all-weather track. For most settlements the only realistic method of travel is by air. Services will improve when the two "Islander" aircraft become operational but visits by the "Beaver" are often infrequent and the fares are high relative to wage levels. Even a major settlement can go three weeks without seeing the "Beaver". Letters, correspondence work and teaching materials sent out by the Camp Education Department can therefore take days or even weeks to reach a destination less than 50 miles away. The Government runs a radio telephone service but receivers exist only in the farm managers' houses. Most homes have their own VHF 2 metre sets, which make possible much better contact but without repeater stations their range is limited. Without substantial improvement in all aspects of internal communication, Camp education stands little chance of improving.

4.7. Parental attitudes to education vary as they do everywhere else. With sheep-farming remaining the major industry, a few parents see formal

education as having little value or relevance to employment. Many more however look to education to offer opportunities to their children they themselves never had, and for some of these improvement in education is a key factor in determining continuing commitment to the islands. More significant than the readiness with which children are exposed to formal schooling is the general perception of what schooling is all about. The major, if not only, criterion of success has become GCE 'O' level passes. This view is particularly damaging because it sets goals that very few actually attain and consequently breeds disenchantment in pupils and parents alike. Further, the long established social hierarchy, especially in the Camp areas, has tended to discourage and stifle the very qualities of initiative, critical appraisal and free expression of opinion on which so much modern educational practice depends. Parents in the Falkland Islands have much less access to public debate about education than is taken for granted in Britain and the Education Department has a delicate task in promoting a fuller appreciation of its objectives and in seeking popular support for changes it may wish to introduce.

4.8. Education is expensive and good education is more expensive than poor education. The Education Department is already the second largest consumer of public funds, but there is scarcely an improvement that can be suggested which does not have financial implications. Further the size of the local population and its scattered nature makes it inevitable that education should have low teacher-pupil ratios and high per capita costs. Camp education cannot be as cost effective as education in Stanley without becoming totally centralised and for the secondary school to offer even a minimum education for the modern world needs specialist staff and specialist features which are expensive. There are clear signs of financial restriction in the amount and quality of the education currently offered, and it is regrettable that the updated Shackleton Report, regarded by many as providing the blueprint and framework for development expenditure, is noticeably silent on education. Yet in many respects education is the key to a development that gathers momentum from within and a considerable injection of funds will be needed if improvements are to be made.

4.9. The Education Department is heavily dependant upon OSAS staff. Excluding travelling teachers, only six out of 23 Government staff are locally appointed and one of those is the wife of a TCO. There are no local teachers in training

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at the moment and the low examination results make it unrealistic to expect anything more than a trickle of people going into education. For many years to come the majority of teachers to maintain, expand and improve the system will have to come from overseas, and the system will continue to suffer from high staff turnover, with its attendant problems, and long periods of absence on overseas leave. The Heads of the junior school and the Camp Education Department are local appointees, but the problems will continue to be particularly acute at the secondary level.

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SECTION B. PRIMARY AND CAMP EDUCATION

5. Primary Education in Stanley

5.1. The primary school in Stanley, catering for children aged 4½ to 11+ is immediately recognisable as a well organised and well managed modern school. In March 1983 it had an enrolment of 106 and a staff of seven qualified teachers including the Head, one highly experienced local teacher, and one non-teaching assistant. Four of the staff were supported by OSAS. The two infant classes that occupy a separate block in the playground are vertically grouped and the other four classes are largely year-based. There are 19 children in each infant class and an average of 16 in the other classes. The staffing is sufficiently generous for two teachers to be engaged primarily in remedial work, one of them occupying a special room. The classrooms are more than adequate for the numbers, imaginative use has been made of corridors and verandahs, and there is a hall which is also used at present by the senior school. The school is well-equipped and its teaching philosophy is a judicious mixture of class-based work and individual group work, with a strong emphasis on basic skills. I was impressed by the atmosphere in the school, and by the professionalism of all the staff.

5.2. A number of the children come from the Camp and live in the hostel, and an attempt has been made to ease the transition at 11+ by arranging for older pupils to spend one half-day each week in the senior school. Neither the junior nor the senior school have games facilities adjoining the school, and the junior playground needs resurfacing with something other than loose gravel. There are scarcely any links at present with Camp schools, Camp teachers or the Camp Education Department, apart from welcoming new travelling teachers for a two-week orientation course and this is frequently curtailed by delays in appointment.

6. Primary Education in Camp

6.1. It is customary to describe primary education as having two components, Stanley and Camp. This simple geographical distinction alerts one to the substantial differences in educational facilities between the town and the rest of the islands but it blurs some crucial distinctions within the Camp system itself which are related largely to the terms of the teachers' employment. In large settlements the farm has assumed responsibility for recruiting and

employing a teacher for the children of its employees and has provided some kind of schoolroom with Government being responsible for furniture and materials. Often the job is linked with that of book-keeper or storekeeper. Small settlements, in contrast, are no longer able to pay for their own teacher but rely on the Government-employed travelling teacher to visit as regularly as possible. As circumstances change, particular settlements slide between the categories. Within the last year, for example, Walker Creek has lost its full-time farm teacher and now relies on travelling teacher visits while San Carlos has appointed its own teacher. Goose Green, which has a full-time teacher on OSAS terms, is the exception and strictly fits neither category. For the rest, despite the fluidity, the distinction is helpful partly because it provides an immediate measure of how often a child in any settlement meets a teacher and partly because it indicates the degree of Governmental control and the hurdles to be overcome in seeking change.

6.2. Settlement Teachers

6.2.1. In March 1983 the settlements at North Arm, Pebble Island, Hill Cove, Goose Green, Fitzroy, San Carlos and Port Stephens employed their own teacher. Port Howard was awaiting the arrival of a newly appointed teacher and a young soldier was teaching mornings only at Fox Bay East. The size of these settlement schools varied from 4 to 15 and there were 76 children altogether. Their ages ranged from 4 to 15 but only 11 of them had reached senior school age.

6.2.2. With the exception of Mr Clarke at Goose Green the teachers at large settlements were either wives of farm employees or members of the farm staff in their own right. They were paid by the farm, lived in a farm house and shared in the common farm supplies. Two were certificated teachers, four had substantial teaching experience and two were young and unqualified but, as I saw for myself, technically quite capable. The teacher awaited at Fox Bay West is also qualified and there were some hopes of arranging things so that she could work at Fox Bay East as well. I visited the school on six of these farms. All comprised one room, in varying states of untidiness and dilapidation, furniture was often broken and materials and books were old and scarce. Reports suggest that one or two other settlements are better than this and the accommodation at Goose Green is admittedly temporary until the new Darwin school is built.

6.3. Travelling Teachers

6.3.1. Apart from the large settlements, another 14 farms and isolated residences with a total of 33 children aged between 5 and 13 were being looked after by five travelling teachers. The five were all very young, usually having just left school, and were untrained for teaching. Four of them were local and all had been appointed since July 1982. I was unable to discuss their position with any of them, nor did I see the circumstances under which they work. I can therefore only report the theory of the plan behind their work; that they reside with the family for up to two weeks while teaching the children, leave work to be done and then move away to another farm. The schedule provided by the Camp Education Department indicated that each travelling teacher had three stops in his/her beat but none taught more than 11 children altogether.

6.4. Camp Education Department

6.4.1. The Camp Education Department (confusingly called a Department rather than a Unit or a Section) is inadequately housed in two buildings in the playground of the senior school. One is a Portakabin which they expect to lose at any time. The Department consists of the five travelling teachers plus four qualified staff, three of them OSAS, who operate from the Stanley office. The materials and advisory service supplied to all Camp schools includes individually prepared worksheets, correspondence materials, project boxes and a radio/telephone link each weekday evening from 5-5.30pm. In recent months the Department has been absorbed in getting the Camp system working again, and staff members have made only infrequent field visits themselves. During my stay, the four advisory members were allocated geographical areas in an attempt to increase contact between Camp schools and a particular adviser. This is a welcome arrangement which should bring some considerable improvement but it is regrettable that the qualified teachers do not have more opportunity to teach in Camp schools.

7. Contrast Between Stanley and Camp Education

7.1. The contrast between Camp education and the junior school in Stanley could hardly be more marked. One has experienced, qualified teachers, working with a range of modern materials and equipment, in attractive stimulating classrooms, in year-based classes and with special facilities and staff

available for remedial teaching. The other has largely unqualified staff, often extremely young and inexperienced, working with old and limited resources and dependent upon unreliable transport for replacements, frequently in depressing unattractive settings, attempting to cover the whole range of ages and abilities in one group and cut off from other teachers and other children except for the occasional radio contact or visitor. The physical, emotional and mental strain experienced by travelling teachers makes it an extremely difficult and arduous task, but under present arrangements it is entrusted for largely financial reasons to those least likely to be able to cope with it. No-one survives the course for long.

7.2. The contrast is made especially poignant when seen through the eyes of a child in an isolated outhouse or of a travelling teacher. The child has the company and attention of a teacher for two weeks in eight if he is lucky, 10 or 12 if he is unlucky. He is then left with work to get on with, but, deprived of immediate reinforcement by an ever-present teacher and the rivalry and stimulation from other children of his age, he quickly loses interest, and lacking motivation or encouragement makes little progress. The teacher is unlikely to be sensitive to his problems and lacking knowledge and experience finds it difficult to provide what is wanted. The travelling teacher, for her part, has no real home and no base of her own to retreat to for relaxation and mental refreshment. She lives close to the family and children she teaches, moves away just as she begins to get settled and is unlikely to find any companions of her own age for her leisure hours. She has to try to remember details about a number of children in quite different circumstances, cope with learning difficulties over at least six years of schooling that she scarcely understands herself, has few reference materials to turn to and no sage to consult unless she dares to expose herself to the whole population of the islands on the radio-telephone which in any case is in the 'big house' and not where she is living. There is no future in her job.

7.3. The feeling is growing that the injustices of Camp education are doing irrevocable harm to the Colony. Camp gets less than its due share of services, particularly when related to income generation and level of taxes and those who complain about the neglect of Camp education, and who call for Government to accept and fulfil its responsibilities, have much on their side. In fairness however, it must be emphasised that the dissatisfaction with Camp education

has been voiced for many years and is apparent both in earlier reports and in Education Sub-Committee minutes. The problem, even given the will-power, is to know what kinds of action are both possible and acceptable.

8. The Improvement of Primary Education

8.1. Given the situation that has been described, there is no one acceptable remedy for Camp education. In theory the problem could be solved in one of three ways: by posting a teacher permanently to each settlement or outhouse with school-age children; or by requiring all children of school-age to board somewhere in order to attend a school with a full-time teacher; or by decreeing that all children unable to attend a regular day school will be taught only by radio and correspondence. The first is unrealistic, the second and third are unacceptable socially and educationally. In any case they are not solutions at all because the security of the environment and direct contact with a teacher are crucial elements in a child's education.

8.2. Consequently, the problems can only be tackled by a multi-faceted exploratory approach, using a variety of methods as dictated by the particular circumstances of each settlement and each child. In the tension created by constantly changing demands, and possibly by failures, the support of the administration is crucial. Similarly, the Education Department must seek to gain the approval of the population by every means at its disposal - FIBS radio programmes, letters and direct contact between staff and parents. What is needed for Camp education - and for secondary education also - is a new impetus and a new framework within which to operate and I recommend the deliberate cultivation of popular support, without which the best of intentions will perish.

9. A New Framework for Primary Education

9.1. First, and fundamentally, I recommend a reform of the organisation and deployment of all those engaged in primary education in order to blur the current rather rigid distinctions between Camp teachers and Stanley School teachers, and between Camp advisers and travelling teachers. In detail, I make the following recommendations:-

9.1.1. All those employed by Government in primary education should be regarded as belonging to the Primary Division within the Education Department. As soon as space becomes available the present Camp Education Unit's office, store,

workshop and studio should be relocated on the same site as the Stanley School, and certain items of equipment and the staffroom should be held in common.

9.1.2. Within the Division, staff should be allocated to the Stanley school or to the Camp Education Unit, but this allocation should be neither rigid nor permanent. Interchange of staff and pupils should be not only possible but a common occurrence. Staff from the primary school might spend a term in Camp and pupils from Camp might spend a week or two in Stanley. All members of the Division should visit Camp schools at regular intervals.

9.1.3. The Camp Education Unit should consist not of four qualified advisers at the centre and five unqualified travelling teachers at the periphery but of a single professional team of nine who plan and execute a systematic programme for Camp children, using the whole range of teaching media. If possible, all should be qualified teachers, but as a minimum six should be qualified and three should be regarded as teachers' assistants (not assistant teachers).

9.1.4. Within the team, some but not necessarily all should take on a modified form of the travelling teachers' role. Others might be based out of Stanley running a school or a group of schools; another might be responsible for setting up stimulating learning environments; another for correspondence work, and so on. The teachers' assistants should work with and for the teachers. For example they might undertake administrative duties such as duplicating correspondence materials, checking and making-up project boxes to agreed specifications; they might supervise pupils working on correspondence sheets and broadcast lessons or organise non-academic activities. It might be possible to establish constellations of remote schools round a settlement school staffed perhaps by a qualified couple and a teachers' assistant, eg in Fox Bay East village, and I urge that this be explored.

9.1.5. All members of the Camp Education Unit should have a base which they regard as home, but not all these bases should be in Stanley.

9.1.6. Since the Stanley school is very generously staffed I recommend that the established post held by Mr Ian Townsend should be retained on his departure in May but reallocated to the Camp Education Unit and that a sixth qualified and experienced teacher also be recruited. The recent success in recruiting travelling teachers suggests it may be possible to fill the remaining positions

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with newly qualified personnel working on basically 'volunteer' terms and this should be vigorously followed up. With teachers working on contract and with a reduction in the social strain of constantly being visitors in someone's house, it is hoped staff will stay longer and therefore introduce some much-needed continuity. This redistribution of positions and personnel should make scarcely any difference to the overall salary bill, but is potentially extremely advantageous to Camp education. If the twin aims of linking each child with a small team of teachers and considerably shortening the intervals between meeting a teacher face to face are to be realised, there will however be increased travelling costs.

9.1.7. The existing cooperation between Government and farms with large settlements should be recognised as a genuine partnership in education and be developed so that within the partnership settlement schools can be fully incorporated into the system. The existence of farm schools is a welcome initiative and benefits both sides; the farms because it is believed the existence of a full-time teacher helps to attract and retain farm workers, the Government because it eases the financial burden. Similarly, it is in the interests of both constantly to review the terms of the partnership. The recent legislative proposal to raise the Government subsidy to recognised schools to £2,000 irrespective of the numbers of pupils should be viewed as cementing a system of shared responsibility rather than as Government baling out farm schools, but it does nevertheless ease farm worries and increases Government's commitment. Farms should be encouraged to release teachers from extra duties to concentrate on their teaching and to seek the active assistance of the Education Department in recruiting qualified staff as vacancies arise. The increased salary bill resulting from this will require Government to increase its subsidy until it takes over salaries altogether on a common scale, leaving farms to continue to provide school buildings and housing. A dramatic increase in the salary paid to a settlement teacher would upset the long established hierarchy of employees' wages, but discussions on this matter suggested this obstacle was not insuperable.

10. Teaching Methods

The redeployment of staff engaged in primary education should be undertaken in conjunction with a number of other developments and recommendations as follows:-

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10.1. Use of Radio

10.1.1. The proposal to introduce a 2-metre service for education is commended. The deficiencies of the R/T which is heavily used during the day by farms, the air service and the medical department have already been noted. A request has been made to the Falkland Islands Appeal for one Repeater Station to be placed on Mt. Maria and for a receiving set comprising beam aerial, transceiver, 12v battery and battery charger to be supplied to each recognised school, and it is expected the request will meet with a favourable response. Maintenance and replacement costs will be included either in the Appeal request or in the Education Department estimates. The 2 metre system would be available on an agreed band all day and transmitting capabilities would hopefully extend throughout the islands. Communication would be possible not just between teacher and adviser, but also between teacher and teacher, pupil and teacher and pupil and pupil. Radio programmes, presently rare because of reception difficulties on FIBS, would also become possible. Although there are certain operational difficulties, particularly where there is no resident teacher, the system has enormous potential not just for education but also for Camp life in general.

10.2. Correspondence Materials

10.2.1. There is a long and unfortunate history in the production of distance learning materials for the Falklands and the Camp Education Department has recently been endeavouring to write new materials of its own. The task is specialised and very time-consuming and I make two recommendations. First, a specialist in correspondence education for young children should be recruited to join the Camp team for a period of two years to develop correspondence materials on a selective basis. Secondly, every assistance should be given to the attempt to acquire correspondence materials from New Zealand. If suitable materials from another country can be adapted for the Falklands - and islanders feel a natural cultural, geographical and economic affinity with New Zealand - the chances of progress in this area are far greater than having to start from scratch. Since Camp schools already possess and make use of audio cassette recorders, the extended use of tapes should be considered in addition to printed material.

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10.3. Boarding Opportunities for Primary Pupils

10.3.1. The saga of the Stanley Hostel has clearly had a detrimental effect on parental attitudes to boarding education and the significance for Camp education of a large and attractive school hostel cannot be overstressed. Given that development it should be possible to persuade parents to send their children to Stanley by secondary age at the latest, and the age-range and the numbers for which the Camp Education Department has to cater will be considerably reduced.

10.3.2. I further recommend that a number of experiments be undertaken with different patterns of boarding. A strong case can be made for Camp children to begin boarding before they are 11 on the grounds that the longer they are out the less equipped they will be to take advantage of what the school has to offer. There have been cases of children from Camp finding it difficult to adjust to the crowded school, the ordered routine and the whole social order. Further, the Stanley schools offer greater opportunity for remedial attention. For this reason, the planning of the hostel should include provision for children from 8 or 9 onwards; and opportunities should also be offered for occasional boarding of a few weeks at a time. There have been a few instances already and the junior school staff see no great difficulty in accepting children on this basis. Out of Stanley, it may be possible in some areas, eg Green Patch, to try out a system of weekly boarding and in others for children to join a settlement school for a period while staying with friends or relatives. The aims throughout are partly educational, to assist their learning, and partly social, to offer the opportunity to benefit from the company of a wider circle of children.

10.4. Common Curriculum

10.4.1. Implied in the recommendations about structure is a recommendation for closer cooperation on curriculum matters. In practice farms have always accepted a degree of central direction and the Education Department has attempted to exercise some control over standards by the supply of materials and in-service training for teachers. However, to raise the quality of Camp education a greater degree of curriculum advice is required and closer liaison between the Stanley school and Camp schools.

10.5. In-Service Training

10.5.1. I recommend that efforts continue to try to raise the calibre of those presently recruited as travelling teachers and to involve local prospects in the teacher assistant programme. The Camp Education Department could, for example, offer valuable experience and temporary employment to pupils waiting to go to Rye for sixth form study. Some valuable in-service courses have been run in the past with help from UK staff, but regrettably such intensive courses have had less effect on Camp education because of high staff turnover. I agree with the Education Superintendent's argument that for the moment it is not the advice of outside consultants that is most needed but a regular programme of in-service education and exposure to modern approaches that can best be obtained by spending a period of time in Stanley school. The staggering of Camp and Stanley terms which exists already and the exchange possibilities permit this kind of in-service education. In the circumstances I recommend that neither the Brighton Link nor anything like it be resuscitated on a formal basis, but that informal links with schools and colleges in Britain be established and maintained for specific purposes as circumstances demand and personal contacts permit.

10.6. Use of Videos and Computers

10.6.1. There has been a lot of interest recently in the use of videos in education as their general popularity has increased, and requests have been received for substantial pieces of video and Closed-Circuit Television (CCTV) equipment. The Camp Education Department already possesses facilities for making simple films - I viewed one on camp education - and an arrangement has been negotiated with Bulmershe College, Reading and the Independent Television Companies Association (ITCA) for certain off-air recordings of educational programmes. There is no doubt that a growing library of tapes would do much to ameliorate the disadvantages which Falkland Islanders must inevitably experience because of their limited environmental and cultural background. However, despite these attractions, the use of video and CCTV is still extremely limited within the general context of the Falklands. The Bulmershe link should be developed but I do not regard the use of videos as having high priority and do not recommend any further investment in this area for the moment. The same applies also to the use of computers in education. A few sets have been purchased and others have been received as gifts but there is no immediate demand for further investment and the sets are only now

coming into use as an extra-curricular activity.

10.7. Pre-School Education

10.7.1. It is becoming a commonplace that to raise the standards in education you must start at the pre-school stage, and the ambitions of the Camp Education Department in this area are very laudable. However, for the moment I recommend that they should not engage in pre-school education activities until education through the compulsory years is on a firmer footing.

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SECTION C. BOARDING ACCOMMODATION

11. The Stanley Hostel

11.1. For children from the Camp area, the boarding hostel in Stanley is both the means whereby attendance at secondary school is possible and the bridge between primary and secondary schooling. I have already recommended (in paragraphs 10.3.1 and 10.3.2) that all children of secondary school age should be expected to attend school in Stanley and that boarding places should be available also for younger children from about the age of 8 or 9. On this basis, in November 1982, 87 children would have qualified for entry, and to allow for expansion and some occasional boarding I agree with the Superintendent's recommendation that accommodation needs to be provided for up to 100 children.

11.2. The present temporary hostel - Stanley House - even with mobile homes cannot accommodate this number, and the controversial buildings previously put up as a hostel are now used by BFFI. A school hostel is more than a place where children eat and sleep; it is a place where children live for up to 14 weeks at a time. It must therefore incorporate not only the standard functional buildings but also accommodation for supervisory staff and facilities for study and leisure inside and for play outside. It is imperative for Camp education in the long term that a hostel be provided which is adequate in size and attractive enough in design, facilities and life to make children want to enter.

11.3. The site now being considered for the Hostel - a large area of land bounded by Sullivan House to the north and the racecourse to the south - offers considerable potential in this respect and the two contractor's buildings currently on site provide an acceptable nucleus. Provided Mr Shelley, the Architectural Adviser, considers these buildings sufficiently robust to serve as a home for children, I recommend that the hostel be built on this site incorporating the Brewster buildings, and Mr Fowler has submitted a detailed schedule for it. Mr Broderick (Head of PWD), has confirmed that the road originally planned to go through the site can be rerouted.

11.4. The one outstanding matter on which a decision is required in principle concerns Sullivan House, the present home of the Chief Secretary. Sullivan House

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is a large attractive residence, with a magnificent view over the harbour and sizeable grounds. It stands between the Brewster buildings and the harbour road, and the debate is whether it should be included in the Hostel plans. By courtesy of Mrs Baker, the present occupant, and in the company of Mr Fowler and Mr Shelley, whose visit to the Falklands happily coincided with mine, I was able to look over Stanley House and to consider its suitability.

11.5. There are three major arguments in favour of including Sullivan House and its grounds:

a. With only slight adaption, the house immediately provides a three-bedroomed flat upstairs for staff, and leisure and study spaces downstairs for children.

b. The grounds and gardens offer immediate scope for certain extra-curricular activities desirable in the full boarding situation and also ready-made facilities for incorporation into a new workshop and rural science laboratory which are also desperately needed.

c. Space that would otherwise have to be used for (a) and (b) would be left on the Brewster site for other developments and for sports and games. To provide the same facilities without Sullivan House would probably require land currently taken up by the racecourse.

11.6. There are also three major arguments against incorporating Sullivan House:

a. Its value as a property for investment in this way is questioned by those who point to the need for substantial renovation and maintenance now, and the likely increase in both in the near future.

b. There is no suitable alternative accommodation available for the Chief Secretary.

c. There are landscaping difficulties in satisfactorily linking Sullivan House with the existing Brewster buildings.

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11.7. From an educational point of view the arguments in favour of including Sullivan House are by far the stronger. The immediacy of the provision together with the potential for education of the grounds and gardens far outweigh the landscaping problems which presumably can be overcome. Others must assess the strength of the first objection, and although the second reflects the acute shortage of quality housing in Stanley I consider it preferable in the long run to build a new house for the Chief Secretary than to impair the existing possibilities for the Hostel. In any case, with the prospect of a boarding hostel for up to 100 children right outside its windows, Sullivan House ceases to be the attractive residential property it was. I therefore recommend that Sullivan House should become an integral part of the Stanley Hostel and that decisions to this effect be taken quickly to allow planning and building to commence in time for opening before the next school year. I also recommend that the detailed planning should take into account the possibility of a whole new senior building being built on this site, the case for which is argued in paragraphs 13.1 to 13.7.

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SECTION D. SECONDARY EDUCATION

12. Stanley and Camp

12.1. For a variety of reasons, a few parents have always retained their children in Camp throughout their years of compulsory education, and have not allowed them to go to Stanley. This practice has imposed an enormous strain on the Camp Education Department and inevitably has resulted in an impoverished education for those children. I have already recommended in paragraph 9.3.1. that this practice should be strongly discouraged and further recommend that if parents persist their children should be taught through radio and correspondence only. The remaining discussion of secondary education is concerned with the school in Stanley.

13. Secondary School Buildings

13.1. The present secondary school buildings leave a great deal to be desired. The large wooden construction which forms the main part of the school has serious deficiencies. All four general purpose classrooms have a central supporting pillar, which is an irritation now and with larger numbers could seriously obstruct learning and lead to substantial discipline problems. There is only one entrance point, access to two of the classrooms can only be obtained through other rooms and the uncovered wooden floors are extremely noisy. Because rooms and classes vary considerably in size it is impossible to designate any of the rooms as specialist areas and such equipment as the school possesses cannot be used efficiently. A small area has to be squeezed out of the room housing the school library to serve as a fifth classroom.

13.2. In addition there are three smaller buildings. One, which in fact was the original school, comprises a small uncomfortable staffroom, an inadequate store and a rather bare art room. The second consists of the science laboratory and craft workshop, both of which are totally inadequate. The science laboratory is very small and cramped, and for practical work should take no more than 12 pupils with safety. Yet one class has 27 pupils. It lacks storage space, has no preparation room and is sparsely equipped. Time alone would seriously impair the science programme possible in a school with only one laboratory, even if it were up to standard. The craft workshop is also far too small. In neither area is there an alternative exit. The third building, little

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more than a garden shed, serves as the Headmaster's office. The school has nowhere for staff to work or prepare teaching materials. The playground is small and dangerous; it has been torn to pieces by military vehicles and is enclosed on all sides. To the east are the temporary buildings used by the Camp Education Department and to the west are the "Portashowers" used by the military who still live in the adjoining parish hall to the north. Both are within the playground boundaries and take up valuable space. No facilities exist for physical education beyond walking to a nearby field and there are no school showers or changing rooms. The overriding impression is very depressing.

13.3. The significance of the problems in relation to the teaching of science and crafts is that the school is seriously deficient in those very facilities that are most critical for the islands' long-term future, both in terms of specialist knowledge and in terms of general education. These deficiencies have been acknowledged for a number of years and the reports of successive Advisers have drawn attention to them. For a variety of reasons, nothing has been done. The most recent proposal was to take-over the ESRO buildings for workshops and to extend the science laboratory into the existing craft room, but this came to nothing when the ESRO building was burnt down at the end of the War.

13.4. The expected school enrolment and proposed organisational pattern reinforces the assessment. At the start of the 1983 academic year the school had 92 pupils arranged into six classes - one for each year 1 to 5 and an additional class in Year 3. Because many of the pupils in S3 in 1982 were too young to leave during their fourth year when pupils usually reach their 15th birthday they were retained in S3 and combined with the group coming up in two streamed classes. This in turn created a gap at Year 4 where classes have traditionally been streamed into two forms. Year 5 consists largely of pupils staying on beyond leaving age to take GCE examinations, but because of the decision about Year 3 there will be no Year 5 in 1984. The Head intends to retain streaming at Year 3 and consequently from 1985 onwards there will be seven classes. Without any allowance for immigration, the number of children expected to enter Year 1 in 1986 will be higher than in the past and may in fact require two classes, making the total eight. The present school does not have this number of suitable teaching spaces.

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13.5. It is possible to posit ways of overcoming these problems. By more imaginative and flexible time - tabling the numbers using the laboratory at any one time could be reduced and the craft programme could be broadened. When the town Gymnasium is vacated by troops the PE programme can be expanded; additional teaching spaces might be found in other buildings eg the Parish Hall or Youth Club; perhaps the Cathedral could be used for assemblies; the largest room in the school could be divided into two, and so on. But this is temporary patching and serves mainly to accentuate the general unsuitability of the existing buildings. The inadequacy of the present site even for formal teaching, the serious gaps in science and craft provision and the rising number of classes combine in my view to urge not just a few more teaching spaces or minor adjustments to existing property but plans for a completely new school.

13.6. In this regard, the site and plans for the Hostel, including Sullivan House, take on a new dimension. The first priority for secondary education is undoubtedly adequate hostel accommodation, but close to it comes the need for better science and workshop facilities, and the proposed site for the hostel could accommodate these as well. I therefore recommend that consideration be given to including the building of one science laboratory and one workshop within the plans for the hostel for the 1984 school year, especially if Sullivan House is included. As a corollary I recommend that the existing science and crafts rooms should be combined to form the second laboratory and that the Art Room be converted into a Home Economics Centre. Both proposals have been made many times. The advice of specialists in laboratory and workshop design should be sought and detailed discussions held with the Superintendent and school staff. The hostel laboratory should probably be for Biology and Rural Science making use of the gardens and hothouse at Sullivan House, leaving the other one for Physics, Chemistry and General Science.

13.7. If these recommendations were adopted, a large part of the secondary school would then be on the hostel site. Just as the concept of hostel includes study and leisure facilities and staff accommodation, so the concept of laboratory includes preparation room, staffroom and additional cloakroom facilities. Only the general purpose teaching rooms, the domestic science room and storage and administration spaces would need to be added for a whole new secondary school to have been provided, and I recommend that this final

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step be taken as soon as possible and be ready at the latest for the 1986 school year. The move divides neatly into three phases; phase 1 - hostel; phase 2 - science laboratory and workshop; phase 3 - general classrooms and administration. However the phasing should be compressed into the shortest time possible in order to avoid long periods of almost constant building and the complexities of organising a school on a split site. I recommend that outline plans be prepared immediately for the whole school to permit the site to be used to the greatest effect, and that they be registered with the town planner, if he be appointed, so that plans for the school can be included in broader plans for the whole community.

13.8. There are a number of advantages in this proposal, apart from the obvious one of meeting the physical needs of the school. First, by planning the hostel as part of the school, consideration can be taken of the broader demands of the school, reducing duplication and allowing for some elements to serve a dual role; the dining hall might double as a general assembly hall, study rooms might be used as teaching areas. Second, it would serve to further the integration of the hostel, and therefore Camp children, into the mainstream of the Stanley school. Third, hostel extra-curricular activities would become school activities and would be available for all, particularly at weekends when the need for something to do is felt by hostel and town child alike. Fourth, there would be a desirable merging of hostel and school staff duties. Fifth, games facilities would be held in common for school lessons and for hostel use. In short, I am suggesting another conceptual shift. In place of a school and a separate hostel, I recommend the concept of a boarding school that takes some day pupils, and in time logic would require that the primary education division should be seen as the school's junior department. One of the implications of such a shift would be that appointment to the teaching staff of the school would carry contractual obligations beyond classroom teaching and this would assist the merging of extra-curricular activities and boarding duties. A boarding school of this nature should also be considered a general community asset and resource, offering its specialist facilities for public use, arranging evening classes and generally encouraging both greater participation by the community and greater accessibility to education. Related developments in Stanley, eg for the Public Library and Sports Centre, should be planned in the light of the plans for the secondary school.

13.9. Ultimately the present secondary school buildings would become vacant. Although it is a premium site and might well be sought for other developments, I recommend that it might be retained for education. It is not possible at this stage to be definite about its future use, but a number of possibilities immediately come to mind. First, I have already suggested that the Camp Education Department should have permanent buildings within the primary school grounds and any rearrangement of primary facilities should take this into account. In some respects the main secondary building would be ideal for an infant school. Alternatively it may become preferable to think in terms of a middle school, particularly if numbers increase substantially, to take pressure off both the infant and secondary ends and the buildings could be suitably adapted to this end as well. Yet again, accommodation for primary education might be rearranged to make permanent space available for a nursery school.

14. The Secondary School Curriculum

14.1. It is difficult for a small school to offer at secondary level the same range of subjects as offered by large schools or to be as cost-effective. There is a minimum below which it is not possible to go, both in the interest of pupils' general education and of their future lives and employment. Consequently, a small school must examine its aims and objectives carefully, not once but regularly, and must be clear how its subject and course offerings together relate to them. The school had no updated statement to show me, though the Headmaster did produce one while I was there, and did not appear to have considered in any depth the kind of education most appropriate to national and individual needs in the context of the Falklands. There were some extenuating circumstances. Apart from very properly concentrating on getting the school working again after the War, the school has a new Headmaster and five of the nine staff members arrived only in February. Nevertheless it is disturbing that individual staff are discussing new examinations, changes in syllabus content and different teaching arrangements without the framework provided by such a policy statement.

14.2. A variety of additional considerations increase the demand for a full curriculum review. It is likely that the law will be changed to require pupils to continue at school till the end of the academic year in which they are 15, rather than leave immediately on their 15th birthday as at present, but little

thought seems to have gone into preparing a suitable programme for them beyond an assumption about more external examinations. Further, the War and its aftermath have placed the Falkland Islands in a new developmental situation; the possibility of a new school and improved facilities offer the opportunity of overcoming constraining physical shortcomings; and the new influx of staff will bring new enthusiasms.

14.3. It is of the highest importance that dialogue be initiated about curriculum renewal in its broadest sense, embracing aims and objectives, subject and course content, teaching arrangements and examinations and I recommend that action be taken to this effect. New staff should see their brief about their own subject in this broader context and a wide range of opinion should be canvassed. Further it is distressing to find the same calls for a less academic curriculum for non-academic pupils, for more attention to technical and craft subjects, and closer relations with local employers recurring in various reports and resolutions but with little action resulting. A review of curriculum is pointless if it is not accompanied by a determination and a willingness to act.

15. Examinations

15.1. I consider examinations first because so much hangs on the approach taken to them. The Stanley school programme is orientated to examination courses, particularly 'O' level syllabuses, and the effect of this orientation permeates through to junior forms and is the prime reason for the streaming now introduced in Form 3. However, there are sound reasons for suggesting the emphasis is misplaced. Although pupils should be encouraged to attain the highest standard of which they are capable, the GCE results to date have been poor, and so few have passed in any significant way that it is questionable whether the policy of having a large GCE stream is appropriate. Roughly 50 per cent of the intake has taken GCE 'O' level English but only about half of those have obtained a grade of A, B or C. Numbers taking other subjects have been very small. In 1981 six pupils sat examinations in Geography, Human Biology and Mathematics but between them achieved only seven grades of A, B or C. In 1982 the score for the same subjects was four passes from four pupils. In 1981 the number of grades of A, B and C obtained by 15 candidates and 29 subject entries was 13; in 1982, 17 candidates obtained 16 pass grades

in 32 subject entries. It would appear that many pupils are being set unrealistic objectives.

15.2. Because of this there is a strong interest in the school in CSE examinations and some of the new staff were recruited specifically to introduce CSE courses. This is a welcome development offering both a more appropriate examination within the capabilities of more pupils and an opportunity for more locally relevant course content, and I recommend it be given every encouragement. It is likely that as negotiations proceed with CSE boards - negotiations interrupted by the War - the need will arise for a representative to travel to the Falklands to advise at first hand on procedures and examination arrangements, and I recommend that any request to meet the costs of such a visit should be viewed favourably. But even at this early stage too easy and too rigid a distinction is emerging between the GCE stream and the CSE stream. Both are single subject examinations and it is unlikely that every candidate will fit totally into GCE or CSE. I also view with some disquiet the move to commence examination work in year 3, a move embarked upon in order to permit children to take external examinations earlier than children in Britain because of the earlier leaving age in the Falklands. It reduces the time for non-examination work and magnifies the examination influence.

15.3. I recommend that in the curriculum review serious consideration be given to altering the shape of the school programme. In order to take account of pupils' varying abilities streaming as currently practised should be abolished and all should study for the CSE examinations. Remedial classes should be provided for those for whom CSE sets too high a standard and a special advanced class for the few for whom GCE is considered appropriate. In all classes a move towards more individualised instruction would be welcome. Some staff are already considering taking as much of their CSE content as possible from the GCE syllabus and this facilitates moving 'up' to GCE just as much as moving 'down' to CSE which seems currently in favour. Further, I recommend that the school should not continue in its attempts to push children at 15+ through what is basically a 16+ examination, even though the minimum age condition is likely to be withdrawn. Instead, children who wish to take external examinations should stay on into year 5 or consideration might be given to changing the school year from February-December to September-July, but with vacation periods remaining as at present. There are strong local arguments for sitting

GCE examinations in June rather than in January, provided Boards permit, and this is also the time when CSE examinations are traditionally taken. With either of these solutions no examination work would commence until year 4. The effect of these proposals for most children would be to raise the school leaving age.

15.4. The number of different examinations taken by the school is surprising. I recommend that if at all possible only one GCE Board should be used instead of the two at present (London and Cambridge) and that RSA examinations be withdrawn as CSE is introduced.

15.5. Through all the discussion about examinations the needs of the non-academic pupil should not be overlooked. It may well be that the most significant education for some Falkland Islanders does not involve formal examinations at all. Recommendations for a more adequate curriculum for such pupils have been made before and I repeat them. As with all such changes, the population needs to be sensitised to any shifts in examination policy. CSE in particular is relatively unknown.

16. The Balance of the Curriculum

16.1. Given the shape of the school's facilities, the curriculum is weighted towards those subjects that do not require specialist accommodation. All pupils take English, Mathematics, History and Geography, but only one science course is offered and technical and practical subjects for boys and girls have inadequate allocations.

16.2. The courses in English, Mathematics, History and Geography conform to a fairly similar pattern. A common course is being developed for the first two years and then separate GCE and CSE courses from year 3. RSA examinations have also been taken in English and Mathematics. A new GCE syllabus with a new Board has been adopted in History and a whole new school programme for History and Geography is being worked out. Lack of the range of reprographic facilities restricts teaching and individualised working in all these subjects.

16.3. The science programme is severely restricted by having only a single small laboratory. There are only two benches and amongst major items of equipment there are only two balances, four microscopes and an aquarium.

The Nuffield Combined Science Course is followed successfully for the first two years and the decision has been taken to transfer from Human Biology to Biology from Form 3. It is hoped the new staff member will be able to teach a little physics. No chemistry is taught as such.

16.4. The limited craft facilities have already been mentioned. The workshop has only five woodwork benches, and teaching is generally confined to simple skills and model making. No external examinations are taken in craft subjects. Two part-time teachers take a little typing and sewing.

16.5. I recommend that all period allocations be reviewed, particularly to permit greater attention to scientific and technical and craft subjects. Opinions vary on how far the school should directly be involved in agricultural education, but a good case can be made for a science course specifically related to the rural environment, once practical work becomes possible, and the present weak rural science course should be rewritten. Woodwork and technical drawing should have appropriate facilities and consideration should be given to including subjects like motor mechanics in some form. The parentcraft course is an interesting development and more thorough courses should be available in commercial studies and domestic science. I commend the attempt to forge links with the PWD and recommend that further efforts be made to link school with work. In the circumstances the Art periods and the General periods should be withdrawn but room may be found for Art and also for Music as extra-curricular activities when staffing is available. More time should be given to PE.

16.6. The one major area of the standard curriculum lacking in the Falkland Islands is study of a foreign language. In the past attempts have been made to introduce the teaching of Spanish and specialist teachers were supplied by Argentina. In the present circumstances this has become an exceedingly sensitive subject and since a decision to teach any particular language has substantial implications for staffing and for books and materials, I recommend that no decision on foreign language teaching should be taken for the moment.

17. Staffing

17.1. In March 1983 the school had nine full-time members of staff, including specialist teachers for English, Mathematics, Geography, History, Science

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and Woodwork. Eight of the nine are OSAS officers and considerable flexibility on all sides will be needed when agreeing overseas leave. An additional position is shared by the two part-time teachers. Although some teachers are asked to teach outside their main subjects, teaching loads with this kind of teacher - pupil ratio are held within manageable proportions and time is available for curriculum development.

17.2. In terms of staffing, the school has more science time available than it can use, but lacks specialist teachers for vocational, technical and commercial subjects (other than typing), home economics (other than sewing) and foreign languages. The problems will become even more apparent as the curriculum is broadened and careful manpower planning will be needed. As far as possible firm commitment to a new facility should be accompanied by the recruitment of the specialist teacher so that he can participate in the detailed planning. Within the spirit of the community school, evening classes both for general interest and for examinations could perhaps be counted as part of the teaching load.

17.3. With a largely new staff there is no immediate need for in-service courses taken by outside consultants but advice may well be sought on curriculum planning. In view of the composition of the school and the suggested boarding school concept it is important that all secondary school staff should make regular visits to Camp.

18. Advanced Level Courses

18.1. I see no strong arguments for departing from current practice over 'A' level courses. The school will not be in a position to offer such courses for some time and although I heard some rumours about the Thomas Peacocke School at Rye no alternatives were suggested. On the contrary, the Superintendent was highly influenced on his visit there by the care with which Falkland Islanders had been looked after and the way the school had made every effort to make up for deficiencies in their knowledge. Unfortunately, 'A' level results have generally been poor but the reasons are complex and probably have as much to do with teaching received in Stanley as they do with teaching in Rye. The scheme allows for two pupils per year but four girls have been nominated to go this year to make up for missing last year.

SECTION E. ADULT EDUCATION AND GENERAL MATTERS

19. Administration of Education

19.1. The Education Department may appear top heavy with so few pupils - three Heads plus a Superintendent - but since all the Heads teach the situation is not what it appears. The activities of the Department are sufficiently far-reaching for overall direction to be needed in policy, finance and administration; yet each section also requires someone with specific responsibility. My recommendations for the Primary Division and for the boarding school do not necessarily imply a new hierarchy but changes may become desirable in the future.

19.2. Currently, secretarial assistance for the whole Department rests with one typist/secretary in the Superintendent's office and the establishment allows for an additional half-time assistant. The work load in the Superintendent's office varies and the secretary is well able at present to take on work from the schools. But the remoteness and inevitable delays have an inhibiting effect on teachers' output and what they ask to be done, and the position will need to be reviewed if the new hostel/secondary school complex develops.

20. Books and Equipment

20.1. I recommend that the present Book Presentation Programme (BPP) allocation of £5,000 should be maintained. In the past the money has been well used and it will take a little time to identify major needs from the War and the implications of any new directions. Major investment in equipment will be needed for any new science laboratory or workshop and should be included in the initial costing of those buildings, and reprographic facilities need to be reviewed. I recommend that books and equipment be included in the proposed curriculum review.

21. The Education Ordinance

21.1. The brief but helpful discussion I held with the Attorney General about compulsory schooling in Camp revealed a number of deficiencies in the law as it stands and some places where closer definition and some tightening up are desirable. It appears, for example, that neither the Civil Commissioner

nor the Education Department has any formal power to impose standards in settlement schools, other than the bargaining power of the increased subsidy. It is in the interests of a unified education system that these matters be tidied up, and I recommend that as time permits the Education Ordinance be reviewed.

22. Vocation Training and Adult Education

22.1. I was asked to make some preliminary enquiries about vocational training and adult education needs, which are of obvious significance also to considerations about the secondary curriculum and to the use that might be made of educational facilities. Unfortunately I was unable to get very far. The tables from the 1980 census showing distribution of population by occupation demonstrate how small the numbers are in any particular field and the relatively small number of jobs for which formal training is possible. This impression was confirmed in visits to representatives of Government and the major employers, and by the list of occupations of recent leavers which was supplied by the secondary school. The result on the whole appears to be that most needs are satisfactorily met by current scholarship offers. The mechanical superintendent of the Plant and Transport Authority (PATA) has followed up the offer from Redhill Technical College by enquiring about mechanical engineering courses but his organisation can take only one new apprentice each year. In addition there are a few students in Britain on technical and agricultural courses and Pitmans have recently offered up to three secretarial scholarships per year. It is also expected that the Development Agency when established will have the power to establish training programmes and will take the initiative in doing so.

22.2. The one area where there was any agreement about training courses was in farming. Considerable concern was expressed by farm managers about shortage of labour in certain areas and about the need for all new entrants to be better qualified; this was confirmed by the representative of the Sheep Owners Association. Although the number of entrants taken each year is still small, there would probably be enough to justify some kind of training programme. Something less ambitious than a full Farm Institute or model farm seems to be possible, in which students acquire the range of skills for sheep farming and perhaps for other kinds of farming also, eg dairy, by learning under guided practice on the job. One attractive idea is to try to build this sort of activity into the new village at Fox Bay East with an instructor/manager working in association with the various enterprises and the

Development Agency. Although the Grasslands Trials Unit (GTU) is about to take on a stronger advisory role, the Director was reluctant to extend this to training, feeling it was too far away from his research brief, but perhaps an official attachment might still be the best way forward. I recommend that the Education Superintendent, and farm managers and the Development Agency continue to explore the possibilities. They concern a matter of some significance for the future of the Falklands but the training required is scarcely at a level to be sought abroad, at least initially.

22.3. As far as most school leavers are concerned, my enquiries were unsuccessful largely because the major employers of labour appeared to have no future plans worked out. The proposed change in the school leaving arrangements will however require firms and departments to identify their needs on a six-month or annual basis, and this will give both employers and pupils greater choice and stimulate more organised induction programmes.

22.4 Adult Education in the Falklands could take one of two forms: some kind of updating or retraining, and leisure. The former remains more a dream in the eyes of visitors than an upsurge of demand, but clearly courses could, if needed, be provided in the secondary school or in the farm 'institute'. On the leisure side similarly the school could participate eg in computers. The popularity of videos links the two forms, and a circulating library of tapes would be warmly welcomed, preferably organised through the Public library. In short, adult education remains an area of great potential but few needs have focused as yet. At some later date it might be wise to seek the specialist advice of experts in technical and vocational training, and in adult education.

APPENDIX A:

SCHOOL TERMS 1983 (BASED ON DEPARTMENTAL CIRCULAR)

Stanley Schools

1st Term 28 February - 18 May (Start delayed because of 150th Celebrations)
2nd Term 9 June - 31 August
3rd Term 22 September - 21 December

There are no half-term holidays.

Settlement Schools

Settlement schools may make alterations to the above dates to suit the farm's convenience, in consultation with the Superintendent of Education, provided there is no change in the total number of days worked.

Recognised Camp Teachers

Tuition shall take place except during the following periods:

- (a) 19 December 1983 - 6 January 1984
- (b) 150th Celebrations Week: 21 - 25 February
- (c) Good Friday: 1 April
- (d) One week to coincide with Traditional May Ball week
- (e) Liberation Day: 14 June
- (f) 15 - 19 August
- (g) Battle of the Falklands Day: 8 December

APPENDIX B:

ENROLMENT PROJECTIONS FOR STANLEY

The figures below are substantially those produced by the Education Department in November 1982, amended to take account of the new arrangements at Form 4(S4). Internal changes in the schools and family mobility combine to make these figures differ slightly from the actual position in March 1983, and because of the fluidity they should be regarded as general indications only. The analysis is based on actual numbers of children in the Islands at the time, and no allowance has been made for possible population changes.

		<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	
Senior	Form S5	10	-	(20)	(22)	(30)	
	S4	6	26	25	33	27	
	S3	26	25	33	27	27	
	S2	25	33	27	27	37	
	S1	33	27	27	37	18	
Junior	J4	27	27	37	18	27	
	J3	27	37	18	27	31	
	J2	17	10	14	9	10	Hostel entry point
Infant	J1	10	14	9	10	5	
	IE	14	9	10	5	15	
	I2	9	10	5	15	9	
	I1	10	5	15	9	12	

- Notes.
1. The figures assume entry to Stanley schools when each Camp child reaches the age to enter Junior 3 and that each child will take up the place available.
 2. The figures for S5 are tentative depending on how many stay at school beyond leaving age to take examinations. In line with recommendations in the text, it is assumed that by 1986 most children will enter Form 5.
 3. The empty year at S5 in 1984 arises from the rearrangement of classes at the beginning of the 1983 academic year.

APPENDIX C:

CHILDREN IN CAMP SCHOOLS SITUATION AT 3 MARCH 1983

<u>Settlement</u>	<u>Taught in camp</u>	<u>Resident or Travelling Teacher</u>	<u>In Stanley</u>
Fitzroy	4	R	3
Goose Green	16	R	6
Walker Creek	3	T	-
North Arm	7	R	2
Murrel Farm	1	T	-
Long Island	1	T	1
Green Patch	2	T	5
Teal Inlet	2	T	1
Douglas Station	-	-	1
Newhouse	-	-	1
Salvador	3	T	1
Rincon Grande	1	T	-
Hope Cottage	2	T	-
Speedwell Island	1	T	-
Port Louis	3	T	-
Sea Lion Island	1	T	-
Port San Carlos	2	T	3
San Carlos	10	R	-
Port Howard	13	R	-
Fox Bay East	4	Military	1
Fox Bay West	7	T	1
Port Stephens	8	R	-
Chartres	-	-	2
Dunnose Head	2	T	-
Roy Cove	-	-	1
Hill Cove	8	R	3
Main Point	-	-	1
Golding Island	2	T	-
Pebble Island	7	R	1
Dunbar	-	-	1
Carcass Island	-	-	2

APPENDIX D:

EDUCATION STAFF: MARCH 1983

	<u>Post/Subject</u>	<u>Date 1st Appointment</u>	<u>Contract/Permanent</u>	<u>Leave End/mid</u>	<u>Comments</u>
<u>Administration</u>					
J A T Fowler	Superintendent	12. 8.76	C	Nov 83	EC
<u>Secondary School</u>					
J P Baylis	Headmaster/Craft	24. 1.78	C	April 84	EC
Mrs P D Felton	Science	23. 7.80	C	Feb 84	EC
J Mahoney	Maths	7. 7.81	C	July 83	EC
Mrs J E Cheek	English	26. 7.82	P	July 87	
S R de Prato	Geography	5. 1.83	C	July 84	MT Assuming 3 year tour
Miss P A Hands	Science	5. 1.83	C	July 84	MT Assuming 3 year tour
M R Laing	English	5. 1.83	C	July 84	MT Assuming 3 year tour
Miss G M E Bennett	General subjects	5. 1.83	C	July 84	MT Assuming 3 year tour
J P Sherwood	History	5. 1.83	C	July 84	MT Assuming 3 year tour
<u>Primary School</u>					
D S Evans	Headmaster	12.11.80	P	Nov 83	
Mrs J Stewart	Junior	8.11.78	P		leave depends on husband
Mrs J Mahoney	Infant	7. 7.81	C	July 83	EC
I Townsend	Junior	29. 8.79	C	May 83	EC
Mrs T H Davies	Junior	28. 2.83	P prob	July 83	dependant on husband's leave
Mrs N J Capron	Infant	5. 1.83	C	July 84	MT Assuming 3 year tour
N J Capron	Junior	5. 1.83	C	July 84	MT Assuming 3 year tour
Mrs M Rendell	Junior	11.10.82	P	Oct 87	but may accompany husband April 84
<u>Camp Education</u>					
Mrs A Chater	Head	(5. 1.81 (31. 1.64	P	Jan 84	
P D Felton		23. 7.80	C	Feb 84	EC
C G Davies		11.10.82	C	April 84	MT Three year tour
Mrs P Clasper		11.10.82	C	Nov 84	EC
A Clarke	Goose Green	8. 9.81	C	May 83	MT Three year tour
<u>Travelling Teachers</u>					
S T Buckett	Very young, untrained, local.				
Miss K Patric	Young, untrained, local.				
Miss A Smith	Very young, untrained, local.				
G Felton	Young, untrained, local.				
S Eagle	Recruited from Britain. Available only till August. Very young.				
<u>Other Posts on Establishment</u>					
Miss M Betts	Non-teaching assistant; taking up one assistant teacher post.				
Two part-time teachers for needlework and typing, taking up one assistant teacher post					
Two remaining assistant teacher posts; recommended merged for 1 additional staff in Camp Education.					

/Resident.....

Resident Teachers, Employed by Farms

San Carlos: Mr Tom Melchionne. Young American. Soon to leave.
Port Howard: Miss Suzanne McCormick, Young local. Soon to leave.
Hill Cove: Mr Eddie Chandler. Experienced.
Fitzroy: Mrs T Simpson. Qualified teacher, Wife of FIC employee
North Arm: Mr Philip Hatton. Very experienced. Many years in Islands.
Pebble Island: Mrs Rosemary Wilkinson. Unqualified but with some college
education. Family moved to P.I to run farm after liberation.
Port Stephens: Mr Tony Alazia. Local, fairly inexperienced.
Fox Bay West: Miss Julie Carroll. Qualified expat. (awaiting arrival).
Fox Bay East: Military
(Goose Green: OSAS post, see above).

PROGRAMME

Wednesday	9 March		Arrived Stanley 19.30.
Thursday	10 March	am))) pm)	Discussions with Mr J Fowler, Superintendent of Education, and introductory meetings with Heads of Junior School, Secondary School and Camp Education.
		EVENING	Attended public meeting addressed by Mr Terry Peck, LEGCO member.
Friday	11 March	am	Meeting with Mrs A Chater, Head of Camp Education Department. Call on HM Civil Commissioner, Sir Rex Hunt. Call on the Chief Secretary, Mr F E Baker.
		pm	Meeting with members of Camp Education Dept.
Saturday	12 March	am	Meeting with Mr J Baylis, Headmaster, Secondary School.
		EVENING	Dinner with Mr & Mrs Chater
Sunday	13 March		Day spent with Mr & Mrs Fowler.
Monday	14 March	am am-pm	Depart on Camp Tour accompanied by Mr J Fowler. Flight to Green Patch. Rest of day spent in discussions with farmers in Green Patch Mr & Mrs T Philips, Mr N Watson, Mr R Newman
		EVENING	Dinner with Mr & Mrs Philips.
Tuesday	15 March	am	Flight to San Carlos. Toured settlement and school, met settlement teacher.
		pm	Flight to Port Howard. Toured settlement and school, met settlement teacher. Discussions and dinner with Mr & Mrs R Lee.
		EVENING	
Wednesday	16 March	am	Flight to Hill Cove. Day spent in the school and in discussions with farm workers, and with Mr & Mrs T Blake.
		EVENING	Dinner with Mr & Mrs Blake.
Thursday	17 March	am	Flight to Fox Bay East, via Chartres. Visit school and held discussions with Mrs Cockwell, former teacher.
		pm	By courtesy of the army, taken to Fox Bay East. Discussions with families.
		EVENING	Dinner with Mr & Mrs Cockwell.
Friday	18 March	am	Flight to Goose Green.
		pm	Visit school and met settlement teacher, Mr A Clarke. Discussions with farm families.
		EVENING	Dinner with Mr & Mrs B Hardcastle.

/Saturday

Saturday	19 March	am	Discussions with Mr Brooke Hardcastle in Darwin.
		pm	Further discussions with Goose Green families. Lunch with Mr & Mrs E Goss.
		EVENING	Dinner with Mr & Mrs Finlaysan in Darwin.
Sunday	20 March		Lunch as guest of 1st Hampshire Battalion
		pm	Further meetings in Goose Green.
		EVENING	Dinner with Mr & Mrs Hardcastle.
Monday	21 March	am	Delayed flight to Stanley, including unscheduled 1 hour stop at Fitzroy.
		pm	Arranging Stanley programme.
		EVENING	Meeting with Mr J Fowler and Mr J Shelley - ODA Architectural Adviser - about Stanley Hostel.
Tuesday	22 March	am	Inspected secondary school buildings with Mr Shelley and Mr Baylis. Meeting with Mr J Reid, Development Officer. Meeting with Major I Jones RAEC.
		pm	Looked round Brewster site, including existing buildings. Meeting with Dr J Ferguson, GTU. Tour of Sullivan House with Mrs Baker, Mr Shelley and Mr Fowler.
		EVENING	Social evening with secondary school staff at home of Mr & Mrs Baylis.
Wednesday	23 March	am	Visited Stanley Junior School, meeting with Head and staff. Meeting with Mr J Brodrick Head PWD.
		pm	Brief further visit to secondary school. Accompanied Mrs Chater on her Camp Education R/T session.
		EVENING	Supper in Stanley Hostel, met many of the children.
Thursday	24 March	am	Meeting with Mr M Gaiger, Attorney General. Meeting with Secretary, Sheep Owners Association. Meeting with Manager FIC. Meeting with Major Weld and Col. J Black at BFFI
		pm	Visit to Stanley Public Library.
		EVENING	Further discussions with Mr Shelley and Mr Fowler about hostel and secondary school.
Friday	25 March	am	Brief call to Law Secretariat for information. Brief meeting with Mr P Summers, Establishments officer. Meeting with Mr R Buckett, PATA

		pm	Rounding-up discussions with Mr Fowler on Camp and Primary Education.
		EVENING	Meeting with members of Education Sub-Committee (at Mr Fowler's house). The Hon Messrs J E Cheek, A T Blake, T J Peck, R E Binnie.
Saturday	26 March	am	Further meeting with Sec. School staff at their request. Interviewed Miss Janet Robertson, on behalf of Atlantic College. Meeting with Dr Alison Bleaney, SMO.
		pm	Free
Sunday	27 March		Lunch with Mr & Mrs F E Baker.
		EVENING	Rounding-up discussions with Mr Fowler on secondary education.
Monday	28 March	am	Discussions with individual members of Sec. School staff.
		pm	Reporting session with Civil Commissioner.
Tuesday	29 March	am	Further discussions with Sec. School staff and headmaster. Lunch with the Civil Commissioner
		pm	15.30 Depart for Stanley Airport.

DISTRIBUTION

Mr R A Browning	1
Mr M A Pattison	1
Mr D Lawless	2
Mr N D Bailey	1
Mr W D Maniece	4
Mr R G Pettitt	1
Mr D J Church	1
Mrs V E Beckett Sutherland (Perm.Rep.UNESCO)	1
Mr W A Dodd	1
Mr P G Scopes	1
Mr R S Newberry (British Council)	5
Mr B Vale (British Council-STED)	2
H E Civil Commissioner, Falkland Islands	3
File LCP 59/570/03	1
ODA Library	1

10 MAY 1983

