

EMERGING SCHOLAR ARTICLE

**THE CHALLENGES AND POSSIBLE SOLUTIONS OF FINANCING EDUCATION IN THE
CARIBBEAN**

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Abstract: *Fiscal challenges facing governments and changes in the focus of international funding agencies away from education have combined to reduce the amount of money available for financing education. This paper examines the challenges associated with financing education, starting with a global perspective and then focussing on the Caribbean, with specific reference to St Vincent and the Grenadines. The education financing challenge is interrogated, followed by a brief review of the literature on education financing. Current sources of education financing are examined, and the paper concludes by positing possible solutions to what appears to be a major challenge for small developing states.*

Keywords: *Caribbean education, financing education, financing solutions, education challenges, developing states*

INTRODUCTION

If the poorest countries in the world are to spend all their taxes collected between now and 2020 on education, they will still have a short fall of 210 billion dollars in their education budget (Brown, 2015). This is a gloomy, but realistic picture of the monumental amounts of money needed to finance education. Brown, a former Prime Minister of Britain, posits that even if the overall rate of aid continues at the current pace and the poorest countries increase their education spending by three to five percent of the GDP, there will still be a funding deficit of 15 billion dollars.

This paper looks at the challenge that is financing education, particularly in developing states such as those in the Caribbean. Financing education is increasingly becoming a challenge for developing states such as those in the Caribbean due to reduced

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international aid for education and increasing demand for government funds from other sectors. The paper starts with a global look at education financing and some of the challenges inherit therein and narrows it down to the Caribbean with the use of examples from some countries. It draws largely on St Vincent and the Grenadines because of the author's familiarity with that state.

A brief review of a sample of the literature on education financing is presented and then the paper articulates some possible solutions to education financing. The author is cognizant of the limitations of this paper and does not purport it to be the panacea for addressing all of the issues or providing all of the solutions to this mammoth challenge. Notwithstanding that, it postulates several possibilities for consideration to finance education at different levels.

The Challenge

This section could be written in one sentence: There is not enough money to go around to finance all the needs of education in the world. This is the challenge. How do we, notwithstanding this fact, find creative means to ensure that the education needs of all are met – pre-primary to tertiary, students from the poorest nations and students from the wealthiest nations, students of all religious persuasions and social strata? Unfortunately, the issue is not as simple as the statement suggests. It is fraught with nuances and peculiarities as varied as the nations of the world.

In 2015, 58 million primary-age and 63 million secondary-age children were out of school (Brown, 2015). Figures presented at the Fourth Sustainable Development Goal (SDG)-Education 2030 Steering Committee meeting in 2018 present an even grimmer picture. Two hundred and sixty-three million children, adolescents and youth worldwide were not enrolled in school. Of this, 61 million were lower secondary age (12 to 14 years) and 139 million were youth of upper secondary age (15-17 years) (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2018). The problem is particularly acute in Sub-Saharan Africa, where more than 50 percent of 15-17 year olds are reportedly out of school (Montoya & Benavot, 2016).

While millions of children are out of school, between 2010 and 2013, international aid for basic education dropped from \$4.5 billion to \$3.5 billion, a decrease of 22 percent (Ibid). In some of the poorest countries in the world, an average of \$80.00 per child per year is spent on education and this gets as low as \$24.00 in some sub-Saharan countries. One can ask the question what can \$24.00 get for a primary or secondary school student. The answer is: not much; it would not be able to buy one secondary school text. Providing an education to children costs money, plenty of it, which most developing countries do not have. In fact, to be precise, Brown (2016) estimates that by providing

universal access to pre-primary, primary, and secondary school, developing countries will spend approximately \$210 billion by 2020.

At the regional level, most, if not all of the countries are facing economic and fiscal problems leading to a decline in the amounts of Government's funding allocated for education, to the extent that Barbados and Trinidad and Tobago which traditionally offered free tertiary education, have made changes to this policy in recent years. Barbados discontinued free tertiary education between 2014 and 2018, but reinstated the privilege following the election victory of the Barbados Labour Party in May 2018 (Rollock, 2018). The reinstated policy came with some conditions including giving back to the society. *"There will be safeguards against an explosion of enrolment and... Barbadian students must 'give back' in recognition of these services provided by the State. Full-time students will be required to 'give back' by providing 150 hours of approved community service per year, whereas, part-time students will be required to 'give back' 100 hours of approved community service per year,"* the ministerial statement from Minister of Education, Technological and Vocational Training (METVT), Santia Bradshaw said. (Rollock, 2018).

Trinidad and Tobago, while not totally discontinuing free education, has tightened the regulation and also rationalised public funding of tertiary education based on a means test rather than carte blanche, effective 2017 (Ministry of Education, 2017).

St Vincent and the Grenadines

St Vincent and the Grenadines presents an interesting case. The country introduced universal access to secondary education in 2005/2006. This policy change immediately created greater demand for additional places in secondary schools, and expansion of existing schools to meet the increased intake. The number of secondary schools increased from 21 in the 1990s to 26 by 2014 (UNESCO, 2014).

Universal access to secondary education, naturally created a knock-on effect for increased demand for tertiary education. This is in keeping with the government's goal of one graduate per household by 2025 (Gonsalves, 2010). The government's "Education Revolution" has invested EC\$1.9 billion dollars in education over a 12-year period. The funds were invested mainly in the construction of additional schools, and the improvement of other school plants. Between 2006 and 2012, six new schools were built.

The education revolution has been financed by various approaches – grants, loans, credit from donor agencies such as European Union, World Bank, Caribbean Development Bank, and government funding. At the tertiary level, and to cater to the

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increased demands brought on by increased secondary access, tertiary education is financed by several methods and approaches. The government has been very active in seeking scholarships from friendly countries such as Austria, Australia, Cuba, Mexico, Malaysia, Morocco, Turkey, Taiwan, New Zealand, United Kingdom, United States and Venezuela. The government has expanded the student loan programme through the National Insurance Scheme and commercial banks and credit unions (UNESCO, 2014).

Table 1

Government of St. Vincent and the Grenadines expenditure on school sectors 2017 - 2019

Year	2017	2018	2019
Pre-primary + primary	\$44,869,159	\$46,021,196	\$46,705,961
Secondary	\$38,978,714	\$39,346,552	\$39,912,336
Post-secondary and Tertiary	\$19,600,000	\$19,600,000	\$19,600,000

Note. Taken from the Estimates of Revenue and Expenditure 2018.

There is increasing competition from other sectors for the decreasing pie of government funds (Woodhall, 1996; Craigwell, Bynoe & Lowe, 2012), and international financial agencies are demanding greater efficiency and management of public funds. Economic problems are compounded by high levels of unemployment, increased crime and violence, and extremely high and unsustainable debt levels. The islands in the Windward Islands group have suffered from declining fortunes of the banana industry, while Trinidad and Tobago has seen its economic fortunes dwindle as a result of mercurial drops in oil prices in recent years (Rambally, 2015).

Notwithstanding the economic malaise of countries, education policy makers attending a financing education conference in Jamaica in 1994 agreed that education is seen as social good with positive private spinoffs and therefore needed to be heavily subsidised by government (Woodhall, 1996). This consensus has been supported by governments of the region increasing their public expenditures on education. The World Bank reports that expenditure on education has risen in every country in the region and that average government spending on education rose from 3.9 percent of the regional GNP in 1980 to 4.2 percent in 1994 (World Bank, n.d.). In the case of Jamaica, it was 8.2 percent, which represents the highest in Latin America and the Caribbean. While on average there was an increase in the percentage of GDP spent on education over the medium to long term, there were fluctuations in some years as demonstrated by Table 2 for selected years in Jamaica.

Table 2

Jamaica expenditure on education, total as a percentage of GDP

Year	1988	1995	1997	2013	2017
% of GDP	3.9	3.3	4.3	6.2	5.2

In terms of actual funds spent on education, there has been a steady increase from 2017 to present. In 2017, the total education budget was just over one hundred and twenty-four and a half million dollars. This rose to almost 127 million dollars in 2018, and is projected to be over 128 million dollars in 2019 (Gonsalves, 2019).

Sources of Finance

Traditionally, the sources for financing education were mainly government budget, grants from donor agencies, contributions from Parent Teacher Associations, tuition fees in the case of tertiary education, and fees paid by parents in the case of pre-primary education. This is clearly not sufficient, and the case of The University of the West Indies demonstrates this. Eighty percent of revenue come from government contributions; grants and endowments comprise 14 percent of income; and tuition fees account for only two percent of other income (Woodhall, 1996). With the current economic situation facing regional governments, funding for UWI needs to be diversified to reduce such substantial reliance on government.

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Table 3

Current Financing Model of Education Levels in the Caribbean

Education Level	Pre-primary	Primary	Secondary	Tertiary
Ownership	Mostly privately-owned Few government-owned	Mostly government-owned Few faith-based ownership	Mostly government owned Few faith-based owned	Inter-governmental Government owned Privately-owned
Sources of financing	Parents pay tuition fees at the private schools Government schools are free	Government-run schools are free Tuition paid for private schools Parents pay for books and transportation and contribute to lunch. No school means available in some states	Government schools are free Tuition paid for private school Limited scholarships Parents in most countries pay for external exams, except in Barbados, Trinidad, Cayman Islands and St Kitts Parents contribute to book loan schemes in some islands. In others, parents pay for books. School meals operate in some islands but not others, so parents pay for lunch Transportation is free on government buses in Barbados, but not in the other islands	Tuition-based – paid for by parents/family/loans Free to students in some countries, e.g. Trinidad and Barbados Limited scholarships and bursaries available Financing mechanism such as student loans and Accommodation, books and meals are paid for by students except those on full scholarships

Table 3 demonstrates the variety of approaches to current payment methods for education in the Caribbean. These differences in payment approaches are just the start of the diversity of issues that affect education in the region and therefore represent challenges to a common Caribbean approach to financing education. Demographics, economics and traditions add to the mix. Jamaica, for example, has a population of over 2.6 million people while St Kitts/Nevis has 55,000; unemployment is about 18 percent in the Bahamas and only five percent in St Kitts/Nevis; some countries have high debt levels while others have manageable debts; some have a tradition of national and other types of scholarships, while others have no such structures in place; schools have significant autonomy in some countries while in others authority is centralised in ministries of education.

There is therefore no one-size-fits-all panacea for financing education in the Caribbean. Solutions must take into consideration the local and national imperatives, and be sufficiently creative to negotiate these circumstances. Some of the suggested solutions in the solutions section will be applicable to some countries and institutions, while others will not be applicable, but each institution and ministry will find at least two of the solutions applicable.

The challenge of financing education in the Caribbean is gigantic, and while governments have played a key role in the past, aid has also been important in subsidising education financing. In the current era, one fraught with fiscal constraints on government and declining aid or shifting of the aid to other “priorities”, the region still has children to educate and therefore must find ways to provide the financing needed for this most basic of social needs.

LITERATURE REVIEW

The challenges posed by financing education are not new, if anything, they have been intensified by several factors acting at the same time, but not necessarily in concert with each other. These factors include increasing disparity between rich countries and poor countries and the funding gap that is wrought as a result (World Bank, n.d.), universal access to pre-primary, primary and secondary education being pursued by various developing states, and competing interests vying for a share of the national budget or donor dollars.

This section seeks to review a small sample of the voluminous literature on financing education. One of the major uncontested facts about this topic is that there is no question as to if there is a need for financing education, the only question is *how* education is to be financed (Woodhall, 1996). Traditionally, governments financed education. However, there is increasing demands on government by other sectors for

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government funds and a consensus that government alone should not stand the cost of education (Woodhall, 1996). Similarly, Russell (2016) opines that while governments recognise the power of education to build human resource capacity, the reality is that there is a pressure to cut the budget for education in the developing world due to competing sectors for government funds.

The World Bank report on education change in Latin America and the Caribbean supports Woodhall's view. Noting the changing role of the state in the region, the report acknowledges the private sector as having an increasingly important role in the finance and provision of education, especially at the university level. An OECD report cited in Woodhall (1994) notes the trend towards financial diversification and the fact that most OECD states were pursuing an increasingly "pluralism of funding mechanisms" to support the expansion of the education sector (p.23).

The argument for government to be relieved of some of the education financing burden while the private sector increases its share is buttressed by the notion that many of the benefits of higher education in particular are enjoyed by graduates and private sector employees (Woodhall, 1994). Russell (2016) takes this argument further; while agreeing that there is a need for beneficiaries – that is, students and employers – to pay a greater share for education, her reason is different. She contends that the region does not receive the benefit of educating a large percentage of graduates since they migrate after graduation.

Russell (2016) is certainly on the right track when he argues like Griffith (2005) that developed countries are always interested in increasing their pool of knowledge-based workers, and since UWI produces more knowledge-based than skilled-based graduates, an estimated 1600 graduates emigrate annually.

Another major issue in financing education is the contradiction between the declining aid for education from the internal community (Brown, 2015; Steer & Smith, 2015) and the increasing spending on education by governments (UNESCO, 2014; World Bank, n.d). One of the contradictions in this debate is that even though the percentage of governments' budget for education is reducing as noted above, the amount spent on education has actually increased.

In developing countries, domestic public spending on education has been rising during the past decade. This increase has been driven by significantly improved domestic resource mobilization. On average, tax revenues have risen from 14 percent to 16 percent of gross domestic product (GDP) (Steer & Smith, 2015).

The case of St Vincent and the Grenadines is again instructive in this regard. The total budget allocated to education between the years 2000 to 2013 has steadily increased

and has almost doubled in the 14-year period, from 73 million dollars in 2000 to 139 million in 2013 (Gonsalves, 2019). Interestingly, while the actual amounts have increased, the percentage of the budget allocated to education while remaining relatively steady for most years, has fluctuated from a low of 14.2 percent to a high of 19.2 percent (UNESCO, 2014).

These levels of spending on education are comparable to those of OECD countries (Craigwell, Bynoe & Lowe 2012; Woodhall, 1996). Craigwell, Bynoe and Lowe (2012) report that during the period 1980 to 2009, on average Caribbean countries spent 15 percent of their budget on education, compared to Canada which spent 14 percent and the United Kingdom which spent 11 percent in the same period. Jamaica was above the regional average spending 20 percent of its budget on education (Woodhall, 1996).

At the international level, Steer and Smith (2015) observe that while aid to other social sectors in developing countries continued to increase between 2010 and 2013, aid to education fell by nine percent. Primary education appears to have been one of the most severely affected by the decline in education aid. Donors such as the Netherlands have significantly cut their support to primary education (Steer & Smith, 2015). In fact, over an 11-year period, 2002-2013, the percentage of aid in primary education fell from 40 percent to 27 percent (Steer & Smith, 2015). This is cause for concern, since it is acknowledged that basic education is of prime importance since it provides the foundation for students to build on as they progress through the education system.

This decline in education funding is also reflected at the corporate level; a review of donations from Fortune 500 companies revealed that fewer than 10 percent of their donations are given to education (World Bank, n.d.). The trend is also evident in donations from US foundations to the United Nations for Millennium Development Goals (MDGs). A mere one percent is donated to basic education (Ibid).

This contradiction becomes even more stark when one considers that there is an international goal to ensure every child has access to pre-primary, primary, and secondary education by 2030 (Brown, 2015). Worldwide it is estimated that 58 million primary-age and 63 million secondary-age children remain out of school (Ibid). How will the world accomplish this target when the very sector that needs the funds to make it happen is being affected by funding cuts?

Brown (2015) describes the current situation as “an intensifying funding crisis within the aid community”. His figures support the sensational claim: Between 2010 and 2013, aid for basic education fell by 22 percent, from \$4.5 billion to \$3.5 billion; in so-called non-fragile, low-income countries such as Democratic Republic of the Congo (DRC), Togo, Guinea; Central African Republic, Madagascar, Nigeria and Chad, average aid for

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primary education is US\$23.00 per child annually; and the average spent on a child's education is US\$80.00. This is a sharp contrast to countries in the OECD where the average spent on a child in primary education US\$8, 000.

A failed education system, some warned, could promulgate the current vicious cycle, so starkly evident in some states, of poverty, violence, inequality, disease and environmental degradation. This caution appears to have fallen on deaf ears internationally (Steer & Smith, 2015). Caribbean governments and policy makers do not have such luxury however; they need to find solutions to financing education.

Solutions

The importance of education is widely acknowledged worldwide. Two global surveys underscore this: two thirds of the 7.5 million people who voted in the My World Survey, said education was a top development priority; and 40 percent of respondents in the World Bank client surveys list education as the top development priority. Given this importance, there are major ambitious international initiatives to finance education. The establishment of a Global Commission on Education and Financing to make a compelling case for investment in education using evidence and high-level leadership (Steer & Smith, 2015) is one such recommendation.

Another is what Brown (2015) calls a global humanitarian platform. This he posits would fund education in the same way as food, protection, shelter, and health care are funded during emergencies. While we wait for these ambitious and long-term ideas to manifest, other short- and medium-term solutions are required. The following are some recommended financing solutions.

The Loan Scheme is an option to fund tertiary education, however, the record of loan schemes in the Caribbean has not been very successful when it comes to the recovery of loans. Several countries have found that default rates are higher in government owned and operated schemes than in private schemes. One explanation may be that if the loan scheme is operated entirely by government, it may be regarded both by students and the wider community as in reality a "grant scheme" and the obligation to repay the loan is not taken very seriously.

Perhaps the solution is to do what St Vincent and the Grenadines and Trinidad and Tobago have done. In both countries, the student loan schemes are operated and managed by private financial institutions such as credit unions and banks, however, in the case of St Vincent the funds are taken from the National Insurance Services, while in Trinidad the government guarantees the loan (Woodhall, 1996).

Another strategy for financing education is to analyse what programme areas international donors have prioritised for funding in a particular funding cycle, and write and submit proposals in those areas to fund programmes in similar areas the country may have. For example, the World Bank (1999) lists six strategic priorities it will be funding for the next decade. These six priorities are, 1) including the excluded by, whenever possible, targeting interventions to the poor; 2) Raising the quality of teaching and revitalizing the public schools that serve the poor, 3) making decentralization work, 4) improving the transition from school to the adult, 5) diversifying and reforming tertiary education, and 6) stimulating and evaluating educational innovations (p. 50). This list includes several areas in which Caribbean states have significant needs and for which financing is much needed. This approach therefore represents a viable strategy for financing education.

It has two drawbacks though, the major one being that countries may have to completely change or alter their strategic priorities in order to qualify for the funding. Another downside is that completing proposals for some donor agencies is extremely time-consuming and there is no guarantee that the proposal will be successful. Therefore, one risks investing significant time and resources in preparing proposals that may result in no funding.

Another related dimension of this strategy is to anticipate the shift in priority of funding agencies based on intelligence gathered from previous and on-going interactions with the donor community. The World Bank for example made a major shift from financing construction of schools and training in technical and vocational education in the 1980s and 1990s to focus on training of pre-school and primary school teachers in recent times. At what point in time was the region aware of this shift and how prepared was the region for it?

Donations from alumni are another possible source of income for both secondary schools and tertiary institutions in particular. In some developed countries, particularly in the United States, this is a major source of funding for universities in particular, however, in the Caribbean the idea has not taken root and alumni relations is not a strong aspect of the education culture; but it holds tremendous potential as a major source of financing. In 2016, alumni in the United States gave 10.85 billion dollars to their former schools with Harvard receiving 650 million dollars and Princeton receiving 400 million dollars (Moody, 2018).

Social media platforms, particularly Facebook could be used by schools and universities to reach and solicit donations from alumni who may be dispersed worldwide.

Consultancy Services

The various faculties, departments and schools at universities have tremendous expertise in a myriad of disciplines. This expertise should be leveraged in bidding for consultancies to provide various services to governments, companies, NGOs and donor agencies. The Department of Government and Political Science for example can compete with other private research firms to conduct political polls for various political parties around the Caribbean. This will bring much needed revenue to the university as well as expose political science students to a real-world experience of scientific polling.

Contributions from Employers

There is a recognition that higher levels of education and training represent a profitable investment for individuals and employers, and a belief that all beneficiaries should contribute to the costs of education, in order to achieve a more equitable distribution of costs and benefits of education (Woodhall, 1996). Employers therefore, as one of the major beneficiaries of an educated and trained workforce, should shoulder a heavier share of the education financing burden. This model has been used in China, where companies pay universities for contract training of specialist workers, to conduct research as well as to other consultancies. This has led to a major income generation for Chinese universities (Woodhall, 1996).

Government can implement incentive programmes that will encourage the private sector and high net worth individuals to give to education. The incentives could include significant tax write offs for donations above a particular threshold or duty-free concessions on imports that the business needs for its operation.

School as an Income-Generator

There are some ideas that are not yet explored that have the potential to earn money for schools, both primary and secondary. One such idea is for the school itself to use its available resources – land space, water, and the expertise that the human resource possesses– to generate income. These can range from several products and services depending on the type of school, resources and physical facilities. A school that has a strong Agricultural Science programme can sell its produce on a weekly basis. If a school has a strong animal husbandry programme, it can sell the animals when they reach a certain age, slaughter them and sell the meat, sell animal products such as milk and eggs. The school can also integrate the agricultural science programme with the science and Food and Nutrition programme and produce value-added products such as flavoured milk, cheeses, yogurt, preservatives, sausages (Teach A Man to Fish, 2006).

This is an excellent model for schools in the Caribbean to seriously consider for generating income. The region needs to take full advantage of its strengths such as relatively fertile soil in most countries, rainfall, and the climate conditions. All schools have resources available to them which could be used to generate income. By thinking what these resources are they will be able to build up a picture of what is their competitive advantage. The Caribbean has sunshine all year round and this could become a source of income. Schools can invest in photovoltaic panels for their entire roof space to power the school and sell the excess to the power grid. This will cut electricity cost in the short to medium-term and earn revenue at the same time.

School plants are only used for about five to eight hours in a given day and for the rest of the day the plant is idle. In effect, the school is used for less than one third of any given year, taking into account vacation days and weekends. This idle capacity could be transformed into income-generating potential by utilising the school plant after school hours and during the vacation. Schools can offer a variety of short courses targeting specific demographics in their community or country-wide who may have specific needs. These courses could be offered after school, on weekends and during vacation.

In addition, schools can also offer their facilities for events such as weddings, receptions, seminars and workshops, church services and other community events at a cost. As an added value, the Home Economics division of secondary schools can provide catering services for these events at competitive rates.

Parents are constantly looking for activities to occupy their children during the vacation, especially during the long summer break. Schools can develop summer programmes catering to various age groups and offer to parents in their towns and parishes. These will be offered at a cost and can include a lunch and snack option for parents who do not want the hassle of waking up to prepare lunch for their charges.

Organisations, particular uniformed organisations such as Scouts, Girls Guides and other youth groups host camps at various times during the year, normally during the summer vacation. Schools can develop packages to offer these groups to use their facilities to attract regular camping groups. An added income stream with the camping package can include catering, and rental of sleeping bags or mattresses.

Special Events

Well planned and executed special events are attractive to past students and their families as well as sponsors who want their brands to be associated with successful ventures. A school can plan and execute one or two major special events each with certain revenue targets. This idea is not new but has not been embraced widely by some

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Caribbean schools, apart from the school fair which takes a lot of resources but has small margins of returns. However, some schools have done a successful job at larger major special events. Harrison College in Barbados, for example, has created the Mosaic concert as a virtual brand on the Barbados entertainment calendar. The top-of-the line entertainment event features some of the best entertainers in Barbados who are old scholars of Harrison College, in addition to other top-class Barbadian entertainers (Tull, 2018). The two-night event's tickets are now hot items as soon as they go on sale.

Establishment of Charitable Arms in the Diaspora.

Schools, colleges and universities can establish charitable arms in major cities in the Diaspora where substantial numbers of alumni reside and where tax incentives for donations are significant. Such charitable arms will host high-profile events to raise funds for the respective institutions such as black-tie dinners, auctions and other special events. The University of the West Indies is the only institution in the region which has taken advantage of this avenue to date. In 2016, the American Foundation for The University of West Indies (AFUWI) annual fundraiser dinner in New York costs US\$500.00 per person (University of the West Indies [UWI], 2016). Since its establishment in 1956, the AFUWI has raised millions of dollars for UWI.

Catering service is another income stream that schools with adequate kitchen facilities for Food and Nutrition as a subject can offer to the public to maximise the use of the facilities. Schools can offer specialty items such as cakes for special occasions; cross buns/Easter Buns at Easter, "conkies" (Barbados), "doukona" (Antigua and St Vincent) at independence and supply meals for various events such as sports, weddings and seminars.

CONCLUSION

Financing education globally is problematic, but in developing states such as those in the Caribbean, it is even more challenging due to severe economic constraints, a tradition of overreliance on donor funding, but also due to the lack of vision and creativity on the part of some policy makers and administrators. In proposing some of the solutions above, I am confident some are feasible, but will not be entertained due to their non-traditional nature or simply because an administrator thinks it's not a good idea. Education leaders need to lead and the concept of only wanting to adapt a model when it was created "far and away" in a different context, must give way to creative solutions that are more suited for our Caribbean realities and imperative.

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