

CAMP EDUCATION REVIEW – PUBLIC CONSULTATION DOCUMENT

Introduction

The provision of Education in Camp meets key Falkland Islands Government (FIG) responsibilities set out in the Education Ordinance 1989. This unique service, part of the culture of the Falkland Islands for over 125 years, has often needed to adapt to the times and needs of the community it serves. There is absolute support for Camp communities, of which Education is a key aspect. Ensuring children are raised in Camp is vital to the long-term future of Camp. This aim aligns with the Rural Development Strategy and to the aims of the 2018-2022 Islands Plan, which promotes opportunities for individuals to live and work in Camp.

The Camp Education Review began in 2021 and aims to facilitate the improvement and development of this vital provision. The '**Camp Education Review - Information for Consultation Meetings**' document sets out the areas covered by the Review, the progress made to date, and what the next steps are.

A copy of that document is available from www.fig.gov.fk/education and we recommend that you review it before responding to the consultation. However, this consultation document presents a summary of the challenges and opportunities for Camp Education and seeks the views of families and the community on the key issues under five themes:

1. Education infrastructure and equity
2. Teaching resources and education support equity
3. Stanley House
4. Communication and access to information
5. Student wellbeing

The main outcome of the Camp Education Review will be the presentation of options and recommendations to MLAs, School Governors and the Stakeholder Group, which will be informed by the findings of this consultation process.

How to take part in the consultation

The consultation period will run from Friday 21 January to Sunday 20 February 2022 and there are two ways you can take part in this consultation:

1. Sharing your views at one of the in-person consultation events which will take place from late January until early February 2022 as per the schedule below:
 - **Fox Bay:** Friday 21 January 2022 from 3pm to 4:30pm in the Southern Cross Social Club
 - **Goose Green:** Saturday 22 January 2022 from 3pm to 4:30pm in the Social Club
 - **Stanley:** Wednesday 26 January 2022 from 5pm to 6.30pm in the Chamber of Commerce
 - **Port Howard:** Friday 4 February 2022 from 3pm to 4.30pm in the Social Club

2. Completing this consultation paper which will be available at each of the consultation events, or you can download a copy from www.fig.gov.fk/education or request a paper copy from the Education Department at the contact details below.

Completed consultation papers can be returned at any of the consultation events or returned to the Education Department at the contact details below.

For more information or if you have any queries in relation to this consultation, please don't hesitate to contact:

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Role: PA to Director of Education

Address: Education Office, Stanley

Phone: 27289

Email: lmcmullen@education.ac.fk

INITIAL QUESTIONS

What do you feel are the top 3 strengths of Camp Education?

Please indicate what you think are the top 3 strengths, with number 1 going to Camp Education's greatest strength.

1.

2.

3.

What do you feel are the top 3 areas for improvement of Camp Education?

Please indicate what you think are the top 3 areas for improvement, with number 1 going to the area needing the greatest improvement.

1.

2.

3.

Please select the statement(s) below that apply to you, you can select more than one statement:

I have one or more children attending a settlement school

I have one or more children educated at home by a travelling teacher and/or telephone teacher

I have one or more children boarding at Stanley House

I don't have any school-aged children but I may do, or will do, in the future

I don't have any school-aged children, but I still have an interest in Camp Education

Please tell us where you live in the Islands

Stanley

An Outer Island

East Falkland

MPC

West Falkland

Other, please specify: _____

TOPIC 1: EDUCATION INFRASTRUCTURE AND EQUITY

Overview of key issues

Early work has identified infrastructure equity as an issue in Camp Education. There is evidence that Education infrastructure is a concern – both school rooms and teacher accommodation.

Camp Education is delivered across a varied range of settings, each tailored to the needs of children living in the settlement or farm it serves. This has resulted in a complex situation around ownership, maintenance, and operational costs – as a result, there is a lack of clarity regarding who funds what and the quality standards for accommodation.

Question 1

	Yes	No	Unsure
Should the Review establish a clear policy on who is eligible for Camp Education?			

If you would like to comment on your response to Question 1, please do so here:

Question 2

Should the Review establish a clear and equitable framework that sets out:

	Yes	No	Unsure
Who has ownership of Education infrastructure?			

	Yes	No	Unsure
Who is responsible for the maintenance of Education infrastructure?			

	Yes	No	Unsure
Who contributes funds for the maintenance and operation of Education infrastructure?			

	Yes	No	Unsure
Who should have responsibility for new Education infrastructure builds?			

Question 3

	Yes	No	Unsure
Do you think that contribution levels should be means-tested?			

	Yes	No	Unsure
Do you think there should be a limit on the amount spent per setting?			

If you would like to comment on your responses to Questions 2 and 3, please do so here:

Question 4

If an equitable framework for Education infrastructure is set for FIG and families, what should happen if one party doesn't uphold the agreement?

Question 5

Do you think that the framework should set minimum quality standards for:

	Yes	No	Unsure
Schoolrooms			
Teacher accommodation			

If you would like to comment on your responses to Question 5, please do so here:

TOPIC 2: TEACHING RESOURCES AND EDUCATION SUPPORT EQUITY

Overview of key issues

Both the internet and allocation of teaching time in Camp have been raised as significant concerns.

The allocation of teacher time which varies across settlement schools and farms is based on historical practice and is not equitable.

The internet is a concern across the Education Directorate, including Camp Education. It impacts all learners, including those in Camp.

The Camp Education Review is an opportunity to provide MLAs with a range of equitable options regarding teacher allocation.

Question 6

Yes No Unsure

Should the Review set a clear policy on the allocation of teaching time in Camp?

If you would like to comment on your responses to Question 6, please do so here:

Question 7

Yes No Unsure

Should the Review set a clear policy and equitable framework for education support across all settings – including Special Educational Needs and/or Disability (SEND)?

If you would like to comment on your responses to Question 7, please do so here:

Question 8

Yes No Unsure

Should the Review agree a baseline for educational resources such as internet provision?

If you would like to comment on your responses to Question 8, please do so here:

TOPIC 3: STANLEY HOUSE

Overview of key issues

Stanley House has been a key element of Camp Education for many years. The cost for the provision of services at Stanley House have risen over time, as would be expected, but the annual cost per boarder have almost trebled as a result of decreasing numbers – the current cohort is less than 20 students.

Stanley House has recently received significant investment to improve its buildings and many other improvements have been secured.

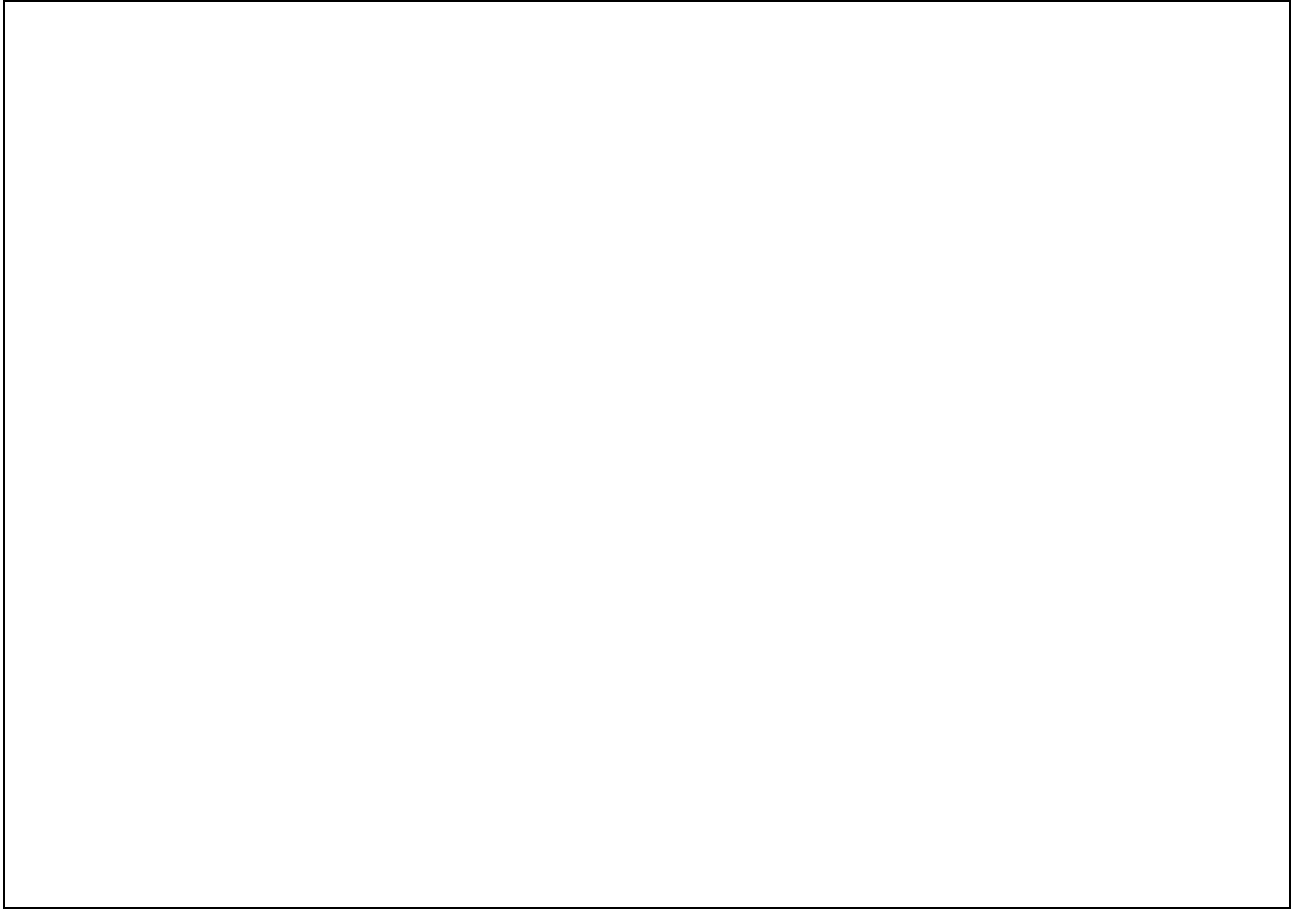
Question 9

	Yes	No	Unsure
Should the Review set a clear policy for eligibility to board at Stanley House?			
Should the Review set a clear framework for how FIGs and parent contributions to costs are split?			
Do you think that parent contributions should be means-tested?			

If you would like to comment on your responses to Question 9, please do so here:

Question 10

What are the key things you think should be considered for the future accommodation needs of Stanley House borders?



TOPIC 4: COMMUNICATION AND ACCESS TO INFORMATION

Overview of key issues

Some Camp Education families feel that they receive insufficient communication about their children's education and boarding provision. However, communication between home and school is considerably more frequent and effective across settings in Camp than sometimes perceived – Camp families may have more informal contact with their teachers than families in Town.

While there are useful publications available to support parents and teachers, there is not currently a coherent or cohesive set of documents which are updated on a regular basis.

School websites are an indispensable tool for communicating, especially with remote Camp settings, but care must be taken to ensure they are regularly updated and accessible to all users.

Question 11

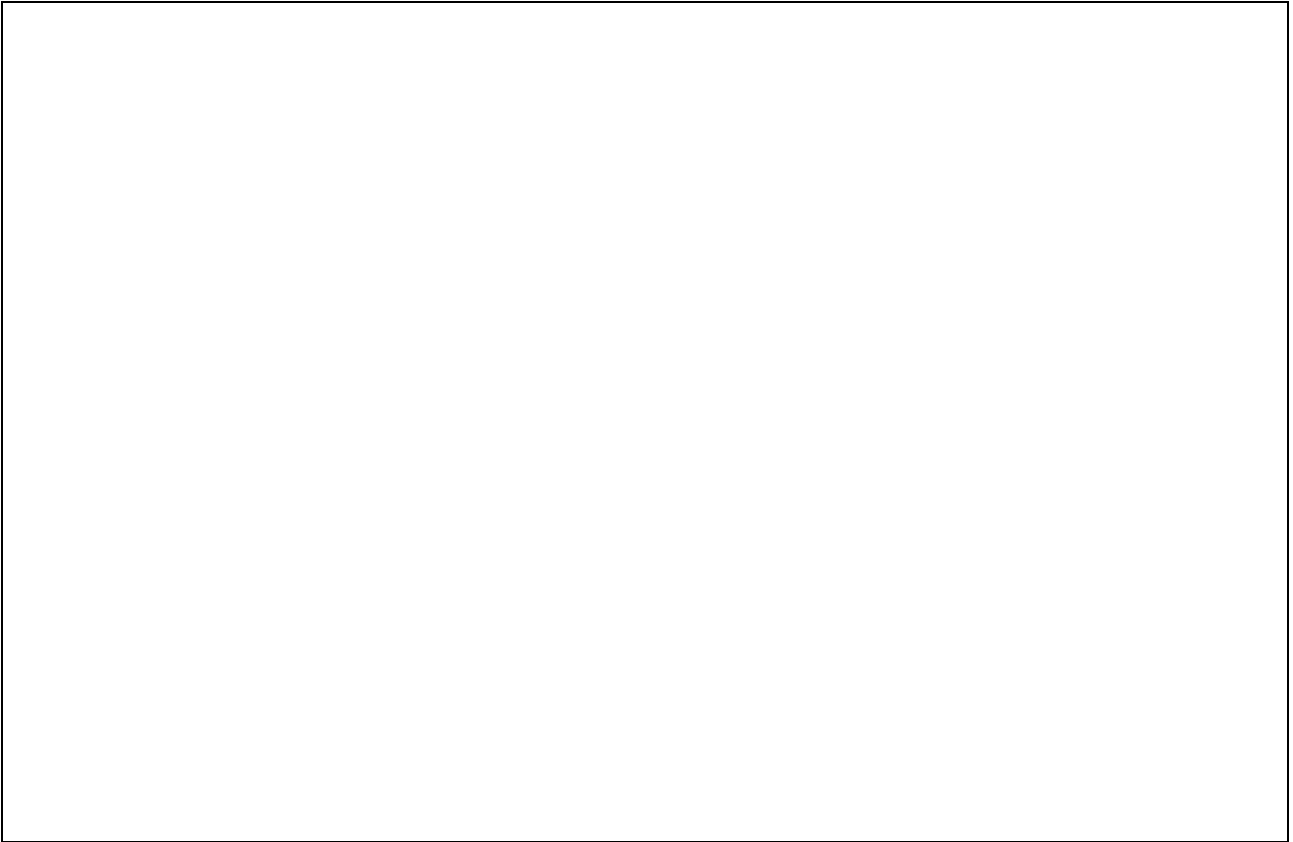
	Yes	No	Unsure
Should the Review set a clear and equitable framework which clarifies FIGs role and responsibilities for communicating and engaging with parents?			

	Yes	No	Unsure
Should the Review set a clear and equitable framework which clarifies families' roles and responsibilities for communicating and engaging with FIG?			

If you would like to comment on your responses to Question 11, please do so here:

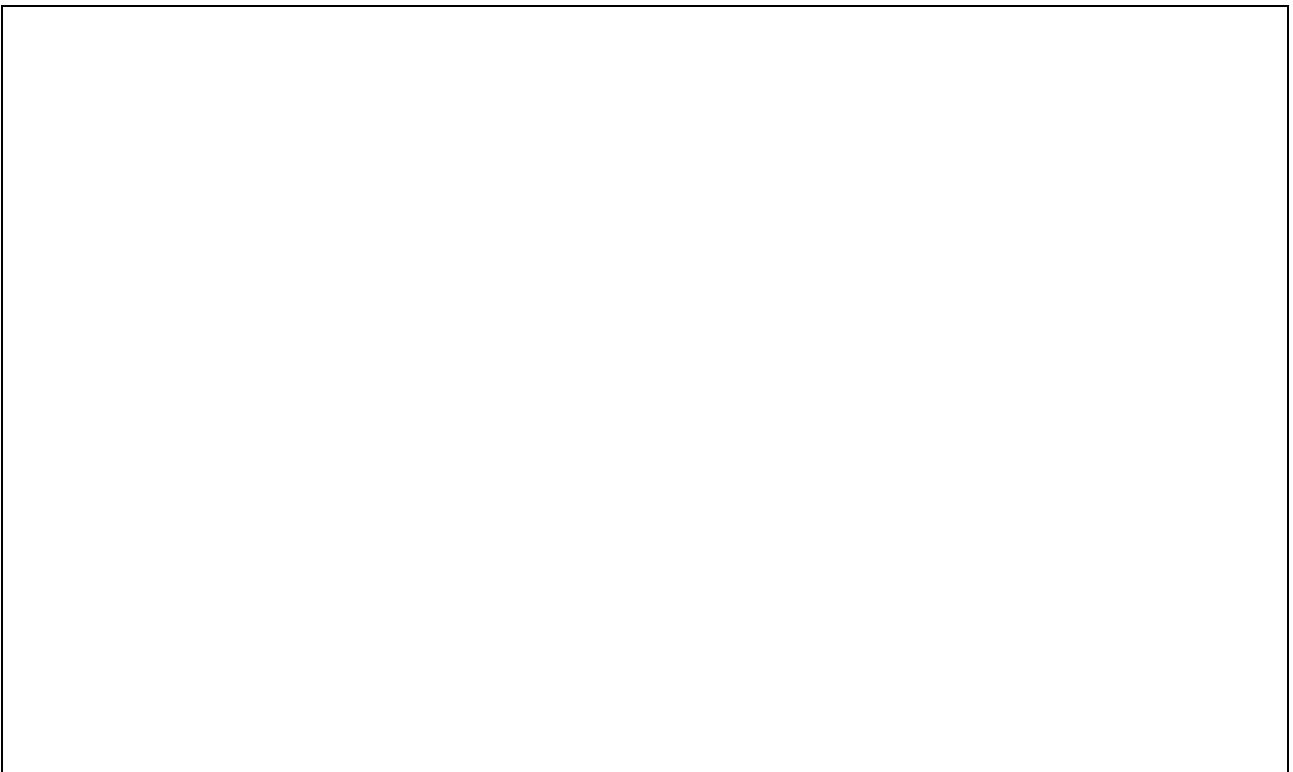
Question 12

What frequency and what sort of written communication from FIG would be of most value?



Question 13

What frequency and what sort of verbal communication from FIG would be of most value?



TOPIC 5: STUDENT WELLBEING

Overview of key issues

Some Camp Education families are concerned that Education does not address the issue of isolation in their children's education experience.

FIG ensures that all Camp children are welcome to attend school in Stanley whenever they are in Town and that all students have access to a peg and drawer.

However the Education Directorate does not currently assess social and emotional development in the way it assesses academic progress. If these assessments were carried out, it could enable academic outcomes measured via standardised assessment and testing to be reviewed in tandem with the wellbeing measurements. It is known that the two are interconnected and that outcomes are not purely related to teacher skill or the pupil's aptitude and ability.

Question 14

Yes

No

Unsure

Should the Review recommend the Education Directorate adopts an approach to measuring children's emotional health and wellbeing for all children?

If you would like to comment on your responses to Question 14, please do so here:

**Thank you for your responses and for contributing to Camp Education Review consultation process.
The results of this consultation will be made available to the public as soon as possible.**

If you are happy to be contacted in relation to your responses, please provide your contact details here:

Name: _____

Email: _____

Phone: _____

NEXT STEPS

Once the consultation process is complete and the findings have been collated, they will be used to inform the set of options and recommendations presented to MLAs, School Governors, and the Stakeholder Group.

If you have any queries about any aspect of the Review or the consultation process, please do not hesitate to get in touch by contacting:

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