



“We need more classrooms. We also need properly-trained teachers. We need teachers who know and understand the different ways in which different children learn, who are able to identify barriers to learning for each child. We need teachers who know exactly how to intervene should they identify learning barriers”  
—Parent Focus Group

“For example, if we want someone who graduated from education or a citizen in a participative and critical democracy, but we keep on dictating courses and telling people what they need to do and know, in a sense this contradicts, this student is not learning what he needs to be a good citizen, if we give a course on participation or a course on citizenship, but this means to memorize things about the country and about what has to be done or there's not any active participation involved in this course, in its own education of that of the community, what's the point?”  
—Nongovernmental Organization Representative



“The curriculum, [in many ways] if you look at the outcomes that are outlined in all of the subjects, all these big words that are used, are all there. To collaborate, to connect, to innovate, be critical, communicate. All of these words are there. So yes, they are in paper, but the problem is with the teachers not knowing how to teach the skills.”

—Teachers' Union Representative



And I find the way we approach teaching and learning at the moment, is very much what I was taught in the sixties. The way we view the learners, if we look at the children we have at the moment in this country. I don't think we know what the children are capable of in ten years' time. We don't know. So, because we are so archaic ourselves, as adults, we put these archaic ideas onto children. And I think that we are not really preparing children. Their pockets are big. You know, pockets of excellence and so on, but as a system, we are not really geared up for this.”

—Government Representative

“When you talk of using ICT and all this, do we have those gadgets? Do we have infrastructure? When you tell a teacher I need to give you assignment do they have those facilities? Are they living where they have electricity? So those are a number of challenges. The methods are good we are all embracing them but we have challenges. Do we have the facility and infrastructure and capacity to embrace and make this come together?”

—Teacher Trainers Focus Group



“For me, a child is successful when they can adapt to political, economic, and cultural circumstances. Successful because they have identified and empowered their talents. And having an educational profile competing with profiles from all over the world: that is for me a successful child.”

—Government Representative.



“The Educational Reform has good intentions, but it’s a pity that the diagnosis was not complete. Why was it not complete?”  
—School Administrators Focus Group



“When it comes to schools, there are a lot of challenges in terms of facilities especially those schools who are just starting. We don’t have laboratory, library, these can affect the development of students. The equipment are not totally complete in terms of Science equipment, so how can the student conduct experiments, and the application of learning if they don’t have equipment?”  
—School Administrators Focus Group

