

CONCLUSION

In the 1970s considerable advances in science education, nationally and regionally, were made. Given that the populations of the countries of the region of approximately five million people vary from 11,000 upwards to only two million, and given a regional university, it was appropriate and not too difficult to put together a regional force of science-educators. This force, commonly respected, is now the most valuable resource of the region and is ready for more ambitious projects. The current major task is to identify the means by which those individuals and groups with insight and talent may be utilised to further those involved in science education, science and society in the next century.

There is nothing really unique about science education in the Commonwealth Caribbean. Conditions, problems and solutions are broadly similar to those found elsewhere, not only in the Third World. Indeed, some countries might consider the Caribbean problems to be minor compared with their own - there is a common language, for example. The most serious problem, familiar everywhere, is that teachers are not very good at using whatever resources exist, and teacher-educators have yet to find ways of developing suitable attitudes towards resource-based learning of science.