The Ministry on Education, Technological and Vocational Training

A Bright FUTURE FOR EVERY CHILD

MODERN SCHOOL INFRASTRUCTURE

Design Competition


Combermere School - Barbados

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FOREWORD

A Brighter Future for Every Child

Kay McConney

Hon. Ms. Kay McConney
Minister of Education, Technological and Vocational Training

Barbados is well regarded among its peers in regional and international communities. Despite our classification as a small island developing state, we have been known to punch above our weight, holding our own with the brightest minds, standing toe-to-toe with "giants" in the global arena. Our "fearlessness" can be attributed in part to our education system, a beacon within the region, which has nurtured, shaped, and produced individuals who have made an indelible mark in their various fields of endeavor.

Our education system has served us well but for more success stories to be written, the time has come to undertake a transformation of the system that would not only serve the needs of current users but would also provide a bright future for all students. Education Transformation should therefore be seen as an investment in our most valuable resource, our people. It is driven by love of country and love for our children and the underpinning philosophy that every child deserves the chance to achieve their fullest potential.

In the post-independence history of Barbados, our education system has undergone several reforms. This Education Transformation agenda goes deeper and will bring about a paradigm shift in the way that we view and deliver education services. Yes, it is an ambitious agenda, but one that is fair to all and can position our country and people to take advantage of the vast opportunities that abound in the global marketplace. To achieve success, we must all play our part by working together to bring about the transformation that meets the needs of every citizen.

The transformation agenda will not only focus on pedagogical aspects but also on the built environment in which teaching and learning takes place. Each school must become an oasis where people's spirits, from teachers to students to parents can be refreshed. Through the built environment, we want to create an ambience that supports learning, promotes excitement among students about learning and encourages a sense of ownership in their education journey and motivates teachers to give of their best to our children. We are looking therefore to create modern indoor and outdoor learning spaces, to allow for the shift from the teacher-centred model for education, to the student-centred approach, and to incorporate project-based learning and play-based learning in the curriculum. Whatever we build must be relevant and resilient for years to come.

This design competition will provide us with creative and innovative designs/concepts for modern Nursery, Primary, Secondary and Special Needs school infrastructure and ultimately enable us to attain our objectives under Education Transformation. I am excited about this journey and look forward to seeing your ideas. Education Transformation concerns us all!





Background

The institutional arrangements and continual investments in education throughout the years have realized significant meaningful benefits to the Barbadian society. Over time, the changing dynamics of the economic, social, technological, and organizational environments, both locally and internationally, have necessitated reviews of the performance of established educational policies to determine the strategic action which must be implemented to meet the developmental needs of all students and in the long term, build the resilience for a positive sustainable social and economic future.

The Government has therefore embarked on Comprehensive Education Transformation which will enhance the enabling framework for the delivery of Nursery, Primary and Secondary and Special Needs education and ultimately, support the optimization of every student's academic, social, emotional and physical capabilities. The revision of existing policies relating to traditional factors including *inter alia* curriculum, pedagogy and teachers' professional development, infrastructure, legislation, and administration, as well as the establishment of new policies to better embrace economic efficiency and social security are critical objectives towards a successful outcome.

At the personal level, the enhancement of the education system is seeking to transform the lives of individuals by ensuring access to a fair, inclusive, relevant and modern structure for the delivery of education. In context therefore, inputs must reflect key standards for guaranteeing accreditation of the system, upward social mobility allowing for meaningful contribution to national development, climate resilience and disaster preparedness.





The Heritage of Barbados' Infrastructure

Barbados' architecture displays the rich cultural elements of our economic and social development through the years. School infrastructure, Nursery, Primary, Secondary and Special Needs also reflects our chapters of national development, featuring traditional building materials such as coral stone, rubble wall or red brick structures through to more modern methods of construction using reinforced concrete blockwork.

The infrastructure also illustrates a physical footprint which has been expanded to meet capacity requirements caused by the increasing school aged population. Approximately 75% of our schools were established in the 1900s. In addition, the expansion supported the requirements of continuous systemic change given the importance of education as a driver for positive national development.

Harrison College, 1733 to Present

St. Albans Primary , 1975 to Present

Blackman and Gollop Primary, 2011 to Present





Sustainable Development

The 2030 Agenda for Sustainable Development targets the protection of planet earth, alleviation of poverty, ensuring equitable access and the freedom "to enjoy health, justice and prosperity" as influential factors for global transformation. These factors are indeed critical for the development of small island states such as Barbados and are aligned with the two main considerations for systemic change within the education system. Modern pedagogical approaches and building climate resilience will facilitate the provision of effective education processes which can equip Barbadian citizens with the knowledge and skills to compete in a rapidly changing world economy.

Sustainable School Infrastructure

As we embark on comprehensive transformation of the system to ensure greater efficiency and effectiveness of inputs to maximize every student's learning capability, the construction of new schools as well as the rehabilitation of existing infrastructure must consider six (6) critical elements for sustainable infrastructure.

Key Considerations

1. ***Purpose and Function*** - Modern learning spaces in the indoor environment should reflect flexibility to accommodate the pedagogical and administrative goals of the system. Every learning space must facilitate student engagement and full participation. There should also be ramped access appropriately located, and space for assistive devices/equipment for students with Special Educational Needs. Accommodation for resource persons to support students with special educational needs





should also be provided. A critical part of the construction of efficient schools will be to consider the integration of Information and Communication Technologies into teaching and learning activities given the rapid pace of technological advancements.

2. ***Health and Safety and Site Security*** – To ensure a comfortable, healthy and safe school environment, a well-designed layout, good construction practices and effective facilities management can support the health and safety of school users. The layout should be hazard free, ensuring good ventilation leading to optimal indoor air quality, reduced impacts from other environmental pollutants, and the optimal use of natural lighting for greater energy efficiency.

To ensure the holistic development of the student, greening of the natural environment is important where the student can develop positive social and emotional traits.

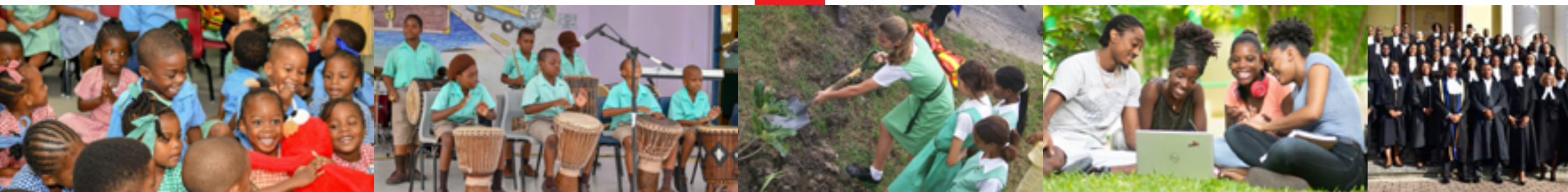
An integrated approach to site security will be required to protect school users and school property. In designs, the location of entrances and exits, identification of the muster points, transition spaces from external area to the school, provision for security officers and security camera systems must be reflected in the modern design as much as practical given the peculiarities of the selected site.

3. ***Climate Resilience*** – Designs must reflect the standards that will assist in the attainment of the national and international goals for sustainable development. Some primary climate resilience matters relate to:

i. Energy efficiency through the incorporation of energy efficient systems (solar, wind, etc.), and the fittings and fixtures which reduce the consumption of fossil fuels.

ii. Water conservation systems such as rainwater harvesting for secondary uses such as the watering of the agricultural projects, and the inclusion of water saving devices for taps, etc., given the classification as a water scarce country.

iii. Food security has always been on the public policy agenda. Events within the last three (3) years, including the



COVID-19 pandemic and the extensive interruptions in the supply chain have hastened the need for more concrete action to establish plans for food security. All schools are required to have spaces for agricultural projects.

4. ***Disaster Preparedness*** – As climate change continues to affect weather patterns, disaster preparedness is also at the forefront of school designs. Schools are used as both Category 1 and Category 2 Shelters in cases of natural or manmade emergencies, hence the structural capacity and associated amenities must be included in designs where schools have been identified as an emergency shelter.

5. ***Sustainability*** – The management of the facility over its life cycle will require that attention be paid to resource and cost efficiency from construction through to upgrades/replacement.

6. ***Community Engagement*** – The Ministry has embraced the concept of the school as a community space. As such, it is envisioned that school plants will be used by the community for sporting activities and evening classes. There are several benefits to be derived from school facilities as a community space, especially the critical support from community partnerships for building stronger communities and shared responsibility as it relates to the upkeep of the property. The pursuit of stronger communities also creates a meaningful opportunity for lifelong learning for all citizens.

It is against this background that we are challenging the creative minds of our Architects to imagine the organization space and the fabric of the which will facilitate the creative minds of our teachers and students. We anticipate that you will collaborate where necessary and provide the Government of Barbados with options which will challenge out thinking and therefore assist in the transformation of the delivery of quality education at the Nursery, Primary and Secondary and Special Needs level.





Nursery

Teacher Student Ratio	1:15
Acreage:	**2 Acres**
Space per student:	24 sq. ft.
Maximum Capacity:	90
General Spatial Requirements	
Reception/ Principal's Office, Office for Secretary Staff Room/ Lounge	Spaces to accommodate the administrative function of the school (Meetings/Planning sessions/Consultations with visitors and other stakeholders). Lounge area for teachers' lunch. The Administrative area should be ideally located and should include a welcoming reception area with separate visitor bathroom facilities
Family	Informal space for family consultations with school personnel. Should be soundproof and facilitate privacy.
Custodian Services	The accommodation for the Janitor(s)/Groundsman should have basic amenities (lunch/bathroom with shower).
Accommodation for Security Officer	The accommodation for the Security Officer(s) must be appropriately located to ensure site security. There should be access to internet and communication services, and basic amenities (lunch/bathroom areas).
Bathroom (Staff)	1:12 WCs for male and female. Fixtures should durable and vandal resistant.
Bathroom (Students)	1:12 WCs for male and female Fixtures should durable and vandal resistant.
Nutrition	Designed to National Standards (EPD, SMD). Accessible for deliveries and garbage disposal.
Sick Bay	Minimum of two sick bays with bathroom facilities to accommodate sick children. Accommodation for a minimum of two (2) beds. Easily accessible.
Storage: Instructional Resources/ Resources for Custodian	Separate storage areas for office stationery and instructional resources, cleaning agents and resources for the provision of services by the custodian.
Special Requirements	
Indoor learning Spaces	The indoor areas for teaching and learning must allow for the flexibility to accommodate large or small groups, student-centred learning, and better teacher supervision. Key characteristics of the spaces must include adequate natural ventilation, lighting, and good noise control. Locker spaces should be considered. Learning spaces must be capable of facilitating advanced ICTs.
Outdoor learning spaces	Secure, age-appropriate, well-designed natural or built environments to accommodate learning activities to support the schools' curriculum. Adequate shade trees, shrubbery/foliage must be integrated in the design. Outdoor seating, e.g. amphitheatres and gazebos can be provided where appropriate to accommodate students for learning activities, at lunchtime or as a calming mechanism. Appropriate areas for physical education and motor skills development.
Multipurpose	Multipurpose indoor space for play based activities, drama, and small school presentations
Resource	Storage of equipment to include bicycles, tricycles, other play resources, etc.
Document preparation	To adhere to good health and safety practices a dedicated area for printing/copiers and scanning equipment





Design Requirements

Primary

Teacher Student Ratio	1:24
Acreage:	**6 Acres**
Space per student:	19 sq. ft.
Maximum Capacity:	600
General Spatial requirement	
Reception/ Principal's Office, Office for Secretary Staff Room/ Lounge	Spaces to accommodate the administrative function of the school (Meetings/Planning sessions/Consultations with visitors and other stakeholders). Lounge area for teachers' lunch. The Administrative area should be ideally located and should include a welcoming reception area with separate visitor bathroom facilities
Counsellor	Formal/informal space for consultations with individual/group. Should be soundproof and facilitate privacy. Information and communications technologies to be provided.
Custodian Services	The accommodation for the Janitor(s)/Groundsman should have basic amenities (lunch/bathroom with shower).
Security	The accommodation for the Security Officer(s) must be appropriately located to ensure site security. There should be access to internet and communication services, and basic amenities (lunch/bathroom areas).
Bathroom (Staff)	1:12 WCs for male and female. Fixtures should durable and vandal resistant.
Bathroom (Students)	1:12 WCs for male and female Fixtures should durable and vandal resistant.
Nutrition	Space Designed to National Standards (EPD, SMD). Accessible for deliveries and garbage disposal.
Sick Bay	Minimum of two sick bays with bathroom facilities to accommodate sick children. Accommodation for a minimum of two (2) beds. Easily accessible.
Storage: Instructional Resources/ Custodian Resources	Separate storage areas for office stationery and instructional resources, cleaning agents and resources for custodian services.
Special Rooms	
Indoor learning Spaces	The indoor space for teaching and learning must allow for the flexibility to accommodate large or small groups, student-centred learning, and better teacher supervision. Locker spaces should be considered. Learning spaces must be capable of facilitating advanced ICTs. Key characteristics of the spaces must include adequate natural ventilation, lighting, and good noise control. Dedicated areas for Visual Arts and Music are required. Other specialist rooms should be accommodated to facilitate teaching/learning activities for modern curriculum content e.g. IT, Coding and Robotics.





Teacher's Point	For the maximum capacity, at least two (2) teachers' points to accommodate brief meeting/planning sessions, parent meetings, etc. Teachers' points to be suitably located to assist with the supervision and management
Outdoor learning spaces	Secure, age-appropriate, well-designed natural or built environments to accommodate learning activities to support the schools' curriculum. Adequate shade trees, shrubbery/foliage must be integrated in the design. Outdoor seating, e.g. amphitheatres and gazebos can be provided where appropriate to accommodate students for learning activities, at lunchtime or as a calming mechanism. Areas to include a playing field/play park for physical education and motor skills development. The playing field should be a minimum of 40m radius for primary school level cricket, Field 100m x 65m for First Division Football, Hockey. The play park should be fenced and equipped to provide a safe, secure space for infants at play.
Multipurpose Sports Facility	As required. A multipurpose sports facility with changing room facilities, storage space for equipment/gear, refreshment bar, with fixed/flexible seating solutions.
Learning Support Space	Dedicated space to facilitate individual of small group sessions for reinforcement of curricular content and other pedagogical activities.
Library/ Media Resource	Retail space (stationery) Issuance of books and other educational resources
Document preparation	To adhere to good health and safety practices a dedicated area for printing/copiers and scanning equipment
Auditorium	Multipurpose function for general assembly and other activities of school users and other stakeholders.





Design Requirements

Secondary

Teacher Student Ratio	1:24
Acreage:	**15 Acres**
Space per student:	19 sq. ft.
Maximum Capacity:	800
General Spatial Requirement	
Reception, Principal's Office, Deputy Principal's Office, Office for Secretary, Staff Room/ Lounge, Office for the CVQ Coordinator	Spaces to accommodate the administrative function of the school (Meetings/Planning sessions/Consultations with visitors and other stakeholders). Lounge area for teachers' lunch. The Administrative area should be ideally located and should include a welcoming reception area with separate visitor bathroom facilities
Secretary Treasurer's Office	Spaces to accommodate the administrative/accounting function of the school.
Executive Officer/ Clerk Typist	Space for support staff for the Secretary Treasurer
Board of Management	A Boardroom to accommodate Board meetings with separate bathroom facilities and kitchenette.
Counsellor	Formal/informal space for consultations with individual/group. Should be soundproof and facilitate privacy. Information and communications technologies to be provided.
Office for Social Worker	Formal/informal space for consultations with individual/group. Should be soundproof and facilitate privacy. Information and communications technologies to be provided.
In-house Suspension/ Calming Room	Space for calming, reflection and activities as defined by student support services.
Custodian Services	The accommodation for the Janitor(s)/Groundsman should have basic amenities (lunch/bathroom with shower).
Maintenance Workshop and Equipment Storage	Accommodation for maintenance personnel/ equipment to support the upkeep of the plant
Security	The accommodation for the Security Officer(s) must be appropriately located to ensure site security. There should be access to internet and communication services, and basic amenities (lunch/bathroom areas).
Bathroom (Staff)	1:12 WCs for male and female. Fixtures should durable and vandal resistant.
Bathroom (Students)	1:12 WCs for male and female Fixtures should durable and vandal resistant.
Cafeteria	Designed to National Standards (EPD, SMD) for a private concessionaire. Accessible for deliveries and garbage disposal.
Sick Bay	Minimum of two sick bays with bathroom facilities to accommodate sick children. Accommodation for a minimum of two (2) beds. Easily accessible.





Design Requirements

Storage: Instructional Resources/ Custodian Resources/ Chemicals	Separate storage areas for office stationery and instructional resources, cleaning agents and resources for custodian services. Special storage areas are also required for new and used chemicals from Science Labs.
Book Shop and Library	Retail space (stationery) Issuance of books and other educational resources
School Librarian	Office space for the management of library activities.
Document Preperation	To adhere to good health and safety practices a dedicated area for printing/copiers and scanning equipment. To facilitate AutoCAD Drafting, a plotter is to be accommodated.
Special Areas	
Indoor learning Spaces	The indoor areas for teaching and learning must allow for the flexibility to accommodate large or small groups, student-centred learning, and better teacher supervision. Key characteristics of the spaces must include adequate natural ventilation, lighting, and good noise control. Dedicated areas for special areas as listed below are required. Locker spaces should be considered. Learning spaces must be capable of facilitating advanced ICTs.
1. ICT/ Robotics/Maker Space	IT Labs/ Instrumentation and Control – Building student capacity to utilize and create technologies.
2. Food Science and Agriculture	Food, Nutrition and Health, Family and Resource Management, Agricultural Science, – Curricular content to support food security (plant development, animal husbandry, food preparation and preservation), the development of life skills, and skills to support various sectors including the Tourism Sector.
3. Built Environment	Design, Building (masonry) and furniture technology, electrical and electronics technology, mechanical engineering technology, Autotronics – Development of skills for design and construction of buildings and mechanical resources.
4. Sports and Arts (e-sports, media, and communications, visual and Theatre Arts	Physical education – Theory and practice for physical education. Demonstration Theatre for the development of drama and music skills and well as the instruction for visual arts.
5. Sciences/ Life Science and Biotechnology	Biology, Chemistry, Integrated Science, Physics – Lab for the development of an understanding of related science content and scientific processes. A minimum of two (2) per discipline.
Teacher's Points	Teachers' points to accommodate brief meeting/planning sessions, parent meetings, etc. by Head of Departments/Year Heads. Teachers' points to be suitably located to assist with the supervision and management
Outdoor learning spaces	Secure, well-designed natural or built environments to accommodate learning activities to support the schools' curriculum. Adequate shade trees, shrubbery/foliage must be integrated in the design. Outdoor seating, e.g. amphitheatres and gazebos can be provided where appropriate to accommodate students for learning activities, at lunchtime or as a calming mechanism. Areas to include a playing field for physical education and motor skills development. The playing field should be a minimum of 60m radius for secondary school level cricket with a 400m track around the perimeter, Field 100m x 65m for First Division Football, Hockey and 2 standard tennis courts overlaid for basketball and volleyball.
Multipurpose Sports Facility	As required. A multipurpose sports facility with changing room facilities, storage space for equipment/gear, refreshment bar, with fixed/flexible seating solutions.
Learning Support Space	Dedicated space to facilitate individual of small group sessions for reinforcement of curricular content and other pedagogical activities.
Auditorium	Accommodation for general assembly of school users, displays and other stakeholders.





Special Education Needs

Teacher Student Ratio	1:15
Acreage:	**5 Acres**
Space per student:	24 sq. ft.
Maximum Capacity:	150
General Spatial Requirements	
Reception/ Principal's Office, Office for Secretary Staff Room/ Lounge	Spaces to accommodate the administrative function of the school (Meetings/Planning sessions/Consultations with visitors and other stakeholders). Lounge area for teachers' lunch. The Administrative area should be ideally located and should include a welcoming reception area with separate visitor bathroom facilities
Family ~~Room~~	Informal space for family consultations with school personnel. Should be soundproof and facilitate privacy.
Custodian Services	The accommodation for the Janitor(s)/Groundsman should have basic amenities (lunch/bathroom with shower).
Accommodation for Security Officer	The accommodation for the Security Officer(s) must be appropriately located to ensure site security. There should be access to internet and communication services, and basic amenities (lunch/bathroom areas).
Bathroom (Staff)	1:12 WCs for male and female. Fixtures should durable and vandal resistant.
Bathroom (Students)	1:12 WCs for male and female Fixtures should durable and vandal resistant.
Nutrition	Space Designed to National Standards (EPD, SMD). Accessible for deliveries and garbage disposal.
Sick Bay	Minimum of two sick bays with bathroom facilities to accommodate sick children. Accommodation for a minimum of two (2) beds. Easily accessible.
Medical/ Therapy	Treatment room for severe medical cases
Storage: Instructional Resources/ Agricultural/ Resources for Custodian	Separate storage areas for office stationery and instructional resources, tools and equipment for agricultural projects, cleaning agents and resources for provision of services by the custodian.
Special Rooms	
Indoor learning Spaces	The indoor areas for teaching and learning must allow for the flexibility to accommodate large or small groups, student-centred learning and better teacher supervision. Key characteristics of the spaces must include adequate natural ventilation, lighting, and good noise control. Locker spaces should be considered. Learning spaces must be capable of facilitating advanced ICTs.
Life Skills Room	Development of life skills relating to health and hygiene, domestic chores, etc.
Sensory Room	Special therapeutic room equipped with technologies using light and water among other things for calming students.
Food Preparation	Exposure to commercial food preparation and serving.
Art and Craft/ Textiles	Building the creative capacity and development of entrepreneurship in Arts and Craft





Agriculture Science	Awareness of food security through animal husbandry and plants as food sources
Outdoor learning spaces	Secure, age-appropriate, well-designed natural or built environments to accommodate learning activities to support the schools' curriculum. Adequate shade trees, shrubbery/foliage must be integrated in the design. Outdoor seating, e.g. amphitheatres and gazebos can be provided where appropriate to accommodate students for learning activities, at lunchtime or as a calming mechanism. Appropriate areas for physical education and motor skills development for the student with special education needs.
Multipurpose	Multipurpose indoor space for play based activities, drama, and small school presentations
Resource	Special storage for ICTs
Document preparation	To adhere to good health and safety practices a dedicated area for printing/copiers and scanning equipment






ADMINISTRATION
ACCOUNTS
DIST. U CONTINUING EDUCATION





The Competition

The objective of the competition is to identify suitable concepts for modern school infrastructure in Barbados which capture the key factors for Education Transformation, Climate Resilience and Sustainable Infrastructure.

Rules and Guidelines

The competition is open to all Architects Registered to practice in Barbados. Group or Individuals may submit entries. Where there is a group submission it must be led by an Architect registered to practice in Barbados, except for committee members/Assessors of their immediate family.

Participants may make submissions for Nursery, Primary or Secondary and Special Needs school, or for all four types.

All work must be original and created by the Designer. Copies of other work utilised for the specific purpose of the design may not be reproduced without the written permission from the designer, and the designer must agree to the waving of all royalties. The Government of Barbados will not be responsible for any copyright infringement that may occur because of any unauthorised submission.

All entries become the exclusive property of the Government of Barbados and will be retained for the purpose of exhibition with due credit to the Designers.

Each must comprise a maximum of Five A1 Sheets (841mmx 594mm") (23.39"x33.11") on robust paper of card, inclusive of:

- One Landscape Site Plan (ground floor),
- One ground floor plan
- Two longitudinal sections
- Three-dimensional presentation
- All other drawings/sketches necessary to convey the submission.

A completed registration form must accompany **each entry, and each piece of the submission must** have the leader of the entry/ registration number affixed.

No name, motif or distinguishing mark may appear on the submissions.





All entries should be submitted no later than:

4:00 PM on 10 May 2024

to:

Educational Transformational Design Competition
The Permanent Secretary
Ministry of Education, Technological and Vocational Training
Elsie Payne Complex
Constitution Road
St. Michael
(email: ps@mes.gov.bb)

All queries and requests for clarification should be submitted by **22nd March 2024** to the above address.

Evaluation Criteria

Each Submission must be accompanied by an abstract of not more than 250-word Creative Statement which explains, but is not limited to, the design idea/concept and the strategy for educational transformation. Reference should also be made to climate resilience and sustainability.

The weighting of the assessment will be as follows:

■ Spatial arrangements across the entire site, the transition and relationship of spaces, indoors and outdoors.	40%
■ Landscape, Planning and design of the external spaces and the relationship to the indoor spaces.	20%
■ The strategy for Transformation, how the proposal will facilitate this transformation in the built environment.	10%
■ Climate, weather, and their associated impacts on our daily lives have become so much more noticeable, proposals should therefore include resilience to these impacts.	10%
■ Sustainability, the application of systems and processes and the identification of the same contributes to the efficiency and viability of buildings, while calculations are not required, they may be first principles which can be identified at this stage.	10%
■ The spatial requirements are expected to be following established standards.	10%





Evaluation Team

The evaluation team will be constituted to include the following:

Chairperson and Architect - Mr. Steve Devonish

Civil Engineer - Mr. Daniel Best

Town Planner - Dr. Yolanda Alleyne

Pedagogical Representative (METVT) - Dr. Paul Murphy

Technical Representative (METVT) - Mr. Andrew Parris

President or nominee, Barbados Secondary Teachers Union (BSTU)

President or nominee, Barbados Union of Teachers (BUT)

President or nominee, Barbados Association of Principals of Public Secondary Schools

President or nominee, Association of Principals of Public Primary Schools

President or nominee of the National Council of Parent Teachers Association

President or nominee of the National Students' Council

President or nominee of the National Council for the Disabled

Prizes and Timelines

Prizes will be awarded to the top three (3) finalists in each of the 4 categories (Nursery, Primary, Secondary, Special Needs).

Each of the top 3 finalists will be awarded **$20,000**.

Proposed timeline for the various stages of the competition

Media Launch	March 7th, 2024
Deadline for Queries	March 22nd, 2024
Response to Queries	March 29th, 2024
Final Submission	May 10th, 2024


DESIGN PROJECT
CONCEPT : CHAOS
SITE ANALYSIS
CONCEPT
Linear Traffic Jams
Traffic Coming From Different Directions





REGISTRATION / ENTRY FORM

A Copy of this form must be completed and enclosed with each entry. Read carefully and complete in BLOCK CAPITALS.

NAME(S) _____

_____

_____

_____

DATE OF BIRTH _____

_____

POSTAL ADDRESS _____

_____

_____

EMAIL _____

TEL. # _____

NATIONAL REGISTRATION NUMBER

_____

_____

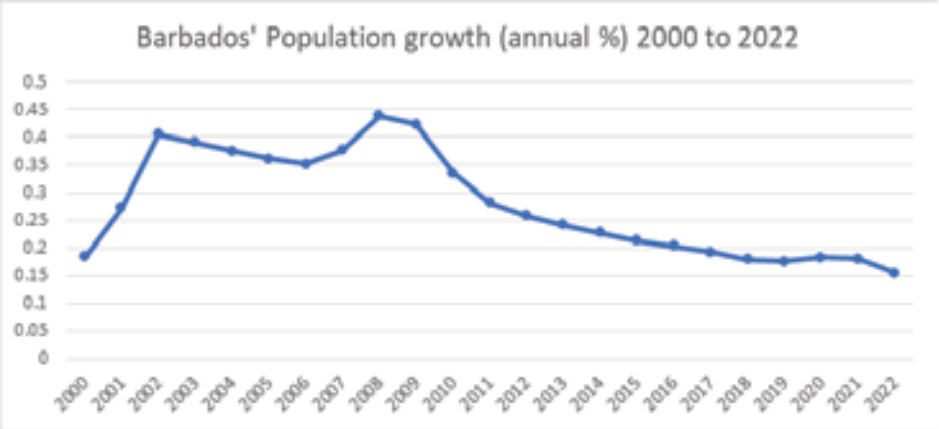




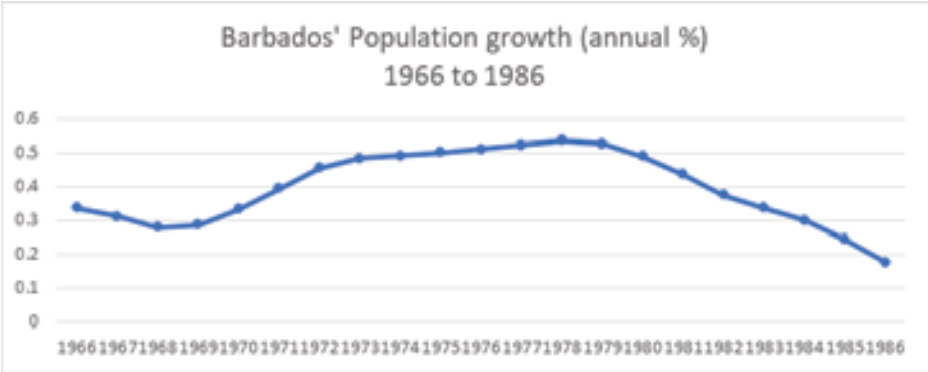
Appendix 1

Table 1: Expansion of School Stock prior to 1800 until 2000s

	Before 1800s	1800s	1900s	2000s
Nursery		1	6	5
Primary		11	53	4
Secondary	3	3	15	
Special			5	



Charts 1-2: Population Annual Growth Rate



Appendix 2

Regulatory Considerations

1. Barbados National Building Code
2. Planning and Development Department Standards
3. Physical Development Plan
4. Government Electrical Engineering Department Codes
5. Environmental Protection Department Standards
6. UNESCO (Education/School Infrastructure)
7. UNICEF (Education/School Infrastructure)
8. CDB Safe Schools Policy
9. IADB (Education/School Infrastructure)
10. School Meals Department
11. Early Childhood Development Good Practice Guide
12. Barbados Council for the Disabled
13. School Meals Department
14. CDB Early Childhood Development Good Practice Guide

Examining Boards

Caribbean Secondary Education Certificate

Caribbean Advanced Proficiency Examinations

Caribbean Vocational Qualifications

Caribbean Competency for Secondary School Learning

Examinations

City and Guilds

Associated Board of the Royal School of Music

London College of Music

Trinity Guildhall College