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SCHOOL OF EDUCATION  
THE UNIVERSITY OF THE WEST INDIES  
ST. AUGUSTINE**

**EDUCATION AND TRAINING IN ST. VINCENT AND THE GRENADINES  
A PARTIALLY ANNOTATED BIBLIOGRAPHY**

**Compiled by**

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## LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
CANA	Caribbean News Agency
CARCAE	Caribbean Regional Council for Adult Education
CARICOM	Caribbean Community
CARNEID	Caribbean Network of Educational Innovation for Development
CBF	Caribbean Baptist Fellowship
CBU	Caribbean Broadcasting Union
CCDESP	Canada Caribbean Distance Education Scholarship Programme
CDB	Caribbean Development Bank
CDCC	Caribbean Development and Cooperation Committee
CIDA	Canadian International Development Agency
CEE	Common Entrance Examination
COL	Commonwealth of Learning
CRC	Convention on the Rights of the Child
CSFP	Commonwealth Scholarship and Fellowship Plan
CTTP	Comprehensive Teacher Training Programme
CXC	Caribbean Examinations Council
DFAIT	Department of Foreign Affairs and International Trade, Canada
DFID	Department for International Development
EC	Eastern Caribbean
EFA	Education for All
ESDP	Education Sector Development Plan
FAO	Food and Agriculture Organization
GCE	General Certificate of Education
HRD	Human Resource Development
IBE	International Bureau of Education
ICAE	International Council for Adult Education
ICSTI	International Council for Scientific and Technical Information
ILO	International Labour Organization
ISER	Institute of Social and Economic Research
ITU	International Telecommunication Union
NAM	New Artists' Movement
NEAPS	National Environmental Action Plans
NFE	Nonformal Education
NGO	Non-Governmental Organization
NRDF	National Research and Development Foundation
OCOD	Organization for Cooperation in Overseas Development
OECS	Organisation of Eastern Caribbean States
PAHO	Pan-American Health Organization
RUPET	Rural People's Theatre

SDA	Seventh-day Adventist
SVG	St. Vincent and the Grenadines
SVGTTU	St. Vincent and the Grenadines Teachers' Union
TRC	Teachers' Resource Centre
TVE	Technical and Vocational Education
TVETT	Technical and Vocational Education Teacher Training
UAT	Unqualified Assistant Teachers
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNECLAC	United Nations Economic Commission for Latin America. Caribbean Office
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America
USAID	United States Agency for International Development
UWI	The University of the West Indies
WISCIP	West Indian Science Curriculum Innovation Project

## INTRODUCTION

This bibliography on “Education and Training in St. Vincent and the Grenadines” has been specifically prepared for the UWI School of Continuing Studies’ St. Vincent and the Grenadines Conference. An attempt has been made to be as comprehensive as possible, but the compiler recognizes that because of the weak bibliographical coverage of the literature of the region, important items may have been omitted. This is especially true for policy documents emanating from official sources, since many of these do not reach library and documentation centres. In this respect, I would appreciate indications of any omissions or corrections, since amendments can be made to the computerized database being developed by the Caribbean Educational Research Information Service (CERIS) at the School of Education, UWI, St. Augustine. It is hoped that this database will be available on-line in the near future for the benefit of all researchers, planners, policy makers, and practitioners in the field of education in the English-speaking Caribbean. A few websites available on the Internet has been included in the bibliography.

### **Arrangement of Entries**

The entries in the bibliography are arranged alphabetically by broad subject areas, then by author and title under each subject area. Each entry has a unique item number, and it will be observed that some entries occur under more than one subject heading. In the interest of space, the abstract is only printed under the first occurrence of an entry, with a reference made to the entry containing the abstract in subsequent occurrences. There are 273 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 202 records.

In order to facilitate retrieval of entries through different approaches, the bibliography has been provided with three indexes: a Personal Name Index, an Index of Corporate Authors and Sponsors, and a Supplementary Subject index. The Contents List is the primary tool for retrieving entries by subject, but the subject index is intended as a valuable supplement to this subject arrangement. The subject terms in the Contents List are not repeated in the subject index. Instead, the index seeks to highlight subjects other than the main subjects covered by the studies, which are likely to be of interest to potential users. Numbers under each entry in the indexes refer to the unique item number assigned in the main text.

### **Abstracting**

The items for which abstracts have not been supplied represent items that the compiler was not able to consult, either to verify the entries or to prepare an abstract. Unfortunately, there are about 46 such records in the bibliography, representing some 23% of the total entries. Therefore, it was decided to have the title reflect the fact that the bibliography is only partially annotated. Where a copy of the document was not obtained, an attempt was made to supply as much bibliographical information as possible. Certain abbreviations have been used to indicate omissions in the bibliographical information supplied:

n.p. no pagination  
S.l. no place of publication  
s.n. no publisher name  
n.d. no date of publication

## BIBLIOGRAPHIES

### 001

*Bibliography of material relating to St. Vincent and the Grenadines.* Kingstown: St. Vincent Public Library, 1982. 32 p.

This bibliography was compiled by two undergraduates of the Department of Library Studies, The University of the West Indies (UWI), Mona, Jamaica. It was the first attempt to document Vincentian material held at the Public Library, and includes a cross-section of published and unpublished material, including novels, essays, poems, plays, newspapers, periodicals, and historical and government documents.

### 002

*A list of Vincentian material held by the Public Library: no. 2.* Kingstown: Free Public Library, 1983. [24] p.

### 003

*A list of Vincentian material held by the Department of Libraries.* Kingstown: Free Public Library, 1990. 8 p.

### 004

Potter, Robert B.

*St. Vincent and the Grenadines.* Oxford: Clio Press, 1992. xxiii, 212 p. (World Bibliographical Series; v. 143)

This comprehensive annotated bibliography covers a wide range of subjects, with particular attention paid to history, geography, geology and volcanism, flora and fauna, social conditions, economics, agriculture, environment, settlements, housing, and architecture. There is also a section on education. The bibliography places prime emphasis on items published in English, but omits most government serials and occasional publications. Book items are preferred to articles, but for many topics, the latter is seen as vital given the small size of the country.

## ACADEMIC ACHIEVEMENT

### 005

Broomes, Desmond R.

*A study of the mathematics performance of students at teachers' colleges in Antigua, Barbados, Grenada, St. Lucia and St. Vincent during 1966.* Cave Hill: Institute of Education, UWI, 1967. [n.p.].



**006**

Durbrow, Eric Hunt; Schaefer, Barbara A.; Jimerson, Shane R.

Diverging academic paths in rural Caribbean village children: Predicting secondary school entrance from the St. Vincent Child Study. *School Psychology International*, vol. 23, no. 2, May 2002, pp. 155-168.

Village children in St. Vincent and the Grenadines (SVG) are more likely to fail the Common Entrance Examination (CEE) than urban children. This study analyzed longitudinal data from village children (aged 5-12 years) to identify accurate and early predictors of CEE passes. The sample included 66 children (35 boys and 31 girls). Academic performance was assessed by academic scores and achievement test scores. The Raven Coloured Progressive Matrices assessed abstract reasoning. A modified version of the Revised Behaviour - Problem Checklist, completed by teachers, assessed behaviour problems. A modified version of the HOME Inventory and other measures assessed home environment. Data analysis indicated that children's achievement, academic performance, behaviour problems, and cognitive ability could predict later examination success or failure as early as age 8. Of these variables, achievement and academic performance were the most significant contributors. The results suggest that children's academic paths are established by at least age 8 (Standard 3), and that children diverge academically and cognitively over the primary school years.

**007**

Durbrow, Eric Hunt; Schaefer, Barbara A.; Jimerson, Shane R.

Learning behaviours, attention and anxiety in Caribbean children: Beyond the 'usual suspects' in explaining academic performance. *School Psychology International*, vol. 21, no. 3, Aug. 2000, pp. 242-251.

This study investigated the contributions of learning behaviours, anxiety, attention problems, cognitive ability, and home background to the academic performance of 61 Vincentian village children (aged 6-12 years). Teachers provided academic scores and rated students using the Learning Behaviours Scale and a modified version of the Revised Behaviour Problem Checklist. Students' cognitive ability was assessed using the Raven Coloured Progressive Matrices, and their academic skills were assessed using a locally standardized achievement test. Stimulating home experiences, caregiver involvement, affluence, and caregiver education were assessed using the MC-HOME Inventory and by interview. Results indicated that anxiety, attention, and learning-related behaviours explain 32-35% of the variance in academic scores. In contrast, home background and cognitive ability account for only 11-14 and 6-22%, respectively. The results suggest that academic performance may be improved in this sample by reducing children's anxiety levels and promoting appropriate learning behaviours.

**008**

Durbrow, Eric Hunt; Schaefer, Barbara A.; Jimerson, Shane R.

Learning-related behaviours versus cognitive ability in the academic performance of Vincentian children. *British Journal of Educational Psychology*, vol. 71, no. 3, Sep. 2001, pp. 471-483.

This study examined the stability of the Learning Behavior Scale (LBS) and the Revised Behavior Problem Checklist (RBPC) scores, and their ability to predict academic and achievement scores in

Vincentian village children, ages 6-12 (65 participated in the one-year sample and 68 participated in the two-year sample). The children completed a curriculum-based achievement test and the Raven Coloured Progressive Matrices. Teachers completed the LBS and an adjusted RBPC, and reported children's academic scores in 1998 and 1999. LBS scores were stable over one year and RBPC scores were stable over two years. LBS, RBPC, and Raven scores predicted achievement and academic scores. For both academic scores and achievement test scores, the greatest improvement in prediction came when the RBPC's attention and anxiety subscales were added to regression models. The results provide additional support for the finding that Caribbean village children's academic performance is greatly influenced by attention and anxiety problems, not just their cognitive ability.

### 009

Kutnick, Peter

Girls, boys and school achievement: Critical comments on who achieves in schools and under what economic and social conditions achievements take place - A Caribbean perspective. *International Journal of Educational Development*, vol. 20, no. 1, 2000, pp. 65-84.

This article reports findings from a large-scale research project exploring female attainment and male underachievement in representative samples of students from Barbados and SVG. It also reports findings from case studies of secondary classrooms in various stratified schools in Trinidad. In reporting these findings, the article attempts to show that simplistic gender-based, matrilineal and male marginal explanations are not adequate explanations for school attainment. It suggests that a more adequate explanation requires a complex methodological approach, which draws upon quantitative and qualitative studies, and the ability to integrate school-based cultural and home factors. Generally, the findings show that girls attained at higher levels than boys, but this is qualified by type of school attended, pre-school attendance, with whom the student lives, and occupations of mother and father.

### 010

Kutnick, Peter; Jules, Vena; Layne, Anthony

*Gender and school achievement in the Caribbean*. London: DFID, 1997. [ii], 126 p. (Department for International Development. Education Papers; No. 21)

This project explored the reasons why females stayed-on in schools and gained comparatively better achievement scores in Trinidad, Barbados, and SVG. The four research questions that underlay the studies related to: 1) the variance of within-class achievement scores by sex, especially between students of equal ability (as noted by results of the primary School Leaving examination and the CEE; 2) whether differential levels of achievement remained over time, especially over the years of secondary schooling; 3) whether there were differential learning strategies that characterized girls and boys in school, and whether these strategies were related to the status of their secondary school; and 4) whether the quantitative results obtained from an earlier Trinidad study could be substantiated elsewhere, especially in Barbados and SVG. Data were collected through quantitative surveys to assess success and generalizability of results from one island to another, and qualitative case studies to provide insights into classroom process, interaction, and structure in the promotion of success at the level where it affected children.

The quantitative surveys showed that the average within-class attainment and CEE scores attained by girls was consistently higher than those attained by boys across the three countries. The drop-off in male participation in schooling, especially during the transition to, and during, secondary schooling, was confirmed in Barbados and SVG. Sex of the children was only one significant factor in the explanation of attainment in school. Factors such as occupation of parents, whether the child lived with both parents, attendance at pre-school, and the type of school attended, each contributed more of the variance in attainment than the sex of the child. Within schools, the case studies showed practices that allowed for the inclusion or exclusion of certain children (especially low attainers, a number of whom were male). The culture found in prestige schools overcame sex and social differences among students in Barbados and SVG.

### 011

Parry, Odette

*Boys will be boys: Why Caribbean males underachieve.* 16 p.

Paper prepared for the Symposium on the Construction of Caribbean Masculinity, St. Augustine, Trinidad, 11-13 Jan., 1996. Sponsored by: Centre for Gender and Development Studies, UWI, St. Augustine.

This paper explores some aspects of the "female as villain" thesis, which seeks to explain the phenomenon of male underachievement in education systems in the Caribbean. It focuses upon females as both students and teachers in the secondary education systems in Jamaica, Barbados, and SVG, and seeks to illustrate some of the ways in which females are perceived as problematic and how, as teachers and students, they are held responsible for the poor educational performance of boys. In highlighting the crucial role of male gender identity, which is central to the female villain thesis, as it relates to both teachers and students, the paper offers an alternative perspective on male educational underachievement. Data were collected through classroom observation of 14-year-old fourth form students, and ethnographic style interviews with principals (17), guidance counsellors (13), and fourth form teachers (82) in selected subjects. Fourth form classes in English A (language), biology, and physics provided the main focus of classroom observations.

### 012

Parry, Odette

*Male underachievement in high school education in Jamaica, Barbados, and St. Vincent and the Grenadines.* Kingston: Canoe Press, 2000. vi, 75 p.

Through a qualitative appraisal of classroom practices, this study set out to explore aspects of gender responses in secondary school education, which have implications for the educational performance of Caribbean males. The study started from the premise that in order to understand why males were underachieving in some subjects, it was necessary to explore the gender educational-related experiences and performances of both males and females. The three countries selected to take part in the research were similar to each other in some respects and different in others. Jamaica and Barbados were selected to provide comparison of campus countries of UWI. They have contrasting levels of educational attainment, with Barbados characteristically showing higher levels than Jamaica. Unlike Jamaica, Barbados has no single-sex government schools. SVG was selected because it is a small country, which has both single-sex and coeducational schools, and it is not a campus country. Fifteen secondary schools were selected to take part in the research-

-eight in Jamaica, four in Barbados, and three in SVG. An additional two schools in the Grenadines were also included. The selected schools represented both rural and urban, and single-sex and coeducational. Data were collected through classroom observation, qualitative or ethnographic style interviews with teachers, and self-completed student questionnaire schedules.

Among the main findings were the following: 1) the hard, macho, male image with which young Caribbean males seek to identify runs counter to the academic ethos of education, and militates against their educational motivation and performance; 2) students are still channelled into what are seen as gender-appropriate subject areas; 3) performance in English, which is largely regarded as a "female subject" by male students, is critical for educational performance across all subjects; 4) the use of educationally harmful strategies of verbal disciplining, such as sarcasm and ridicule, is justified by the belief of many (untrained, inexperienced) teachers that boys are more resilient and less sensitive than girls; and 5) the very different home socialization experiences of male and female students mean that they are not equally equipped to deal with the exigencies of schooling.

### 013

Paul, Una M.

*School-related and non-school factors that impact negatively on Form 1 pupil performance at the secondary level: Renovating structures, content and methods of secondary education.* Bridgetown: CARNEID, 1997. 58 p.

This exploratory study covered five Eastern Caribbean (EC) states--Antigua and Barbuda, Dominica, Grenada, St. Lucia, and SVG. The population consisted of three target groups: (a) teachers who taught Form 1, (b) students who repeated or performed poorly at the end-of-year examinations July 1996, and (c) their parents. A total of 276 students (194 male and 82 female) from 15 schools responded to a focused interview, which sought to determine how they felt about their low performance, and the reasons for such performance. The focus of the 131 Form 1 teachers (39 males and 92 females) who participated in the survey was on their perception of good school practices, and what they believed were causal factors of student repetition and poor performance in Form 1. About 57% of parents of the students interviewed participated, and their interview was intended to ascertain the type of non-school factors that might impact negatively on students' performance.

The results of the study suggested that most of the problems experienced by students who had repeated Form 1 and who performed poorly, were attributed to: 1) teacher incapability in the delivery of quality education, 2) non-existence of a national curriculum in the first three forms at the secondary level, 3) student difficulties in the transition from primary to secondary, and 4) the non-involvement of parents in students' school work, or their inability to give guidance and direction in follow-through school work and homework. Absenteeism and socio-economic factors did not play a major role among the students targeted. The majority of the students who repeated Form 1 felt ashamed, stupid, embarrassed, low, sad, and dejected. They felt worse when they were labelled by some teachers. In those countries where the policy was automatic promotion, those students who scored less than 50% and who were promoted to Form 2 felt disappointed, but accepted the blame for not studying hard enough. The general perception was that parent involvement in students' school activities had a positive impact on student performance. The study found that about 90% of the parents was interested, but that only 37% was able to give guidance

and facilitate follow-through school work at home. Encouragement alone or checking work was not enough.

**014**

Vanloo, Cools

*Relationships between secondary school student achievement and selected student variables.*  
Arnos Vale: Technical College, 1985. 8 p.

This paper uses student achievement on the CEE as a measure of the initial abilities of students entering secondary school. The study attempts to determine the relationship between student achievement and selected student variables, namely CEE achievement and student load. A sample of 37 male and female students attempting the Caribbean Examinations Council (CXC) examination at the first sitting was selected from the records of Bishop's College, Kingstown. The data were analyzed using statistical techniques. Results of the study suggested that students with higher CEE scores generally tend to do better on the CXC examination than those with lower scores. Those students attempting a greater number of subjects also tend to attain a higher level of achievement on the external examination.

## ACCESS TO EDUCATION

**015**

Joseph, Francis

*Contravention of the CRC & the Carib Indian children. The reality: The impact on health care, education and quality of life.* 24 p.

Paper prepared for the Symposium: Rights of the Child and the Caribbean Experience, Bridgetown, Barbados, 13-15 Mar., 2000. Sponsored by: UNICEF.

This paper seeks to develop an awareness of the ways in which the Convention on the Rights of the Child (CRC) has not been able to effectively serve, represent, and protect the indigenous Carib Indian children in Dominica and SVG. It also provides insights into the impact of suffering and lack of opportunities due to ineffective social policies, community programmes, and government intervention.

**016**

St. Vincent and the Grenadines. Ministry of Education, Culture, Women's and Ecclesiastical Affairs

*Education for All (EFA): Assessment 2000: Saint Vincent and the Grenadines.* Kingstown: The Ministry, 1999. 81 p. (EFA in the Caribbean: Assessment 2000. Country Reports)

The purpose of the Education for All (EFA) Assessment 2000 was to: 1) review achievements since Caribbean governments agreed to strive for EFA by the year 2000, and 2) to provide the necessary information for countries to assess their education systems and plan for ways to best meet their needs in the first decades of the new millennium. The International Consultative Forum on EFA provided General and Technical Guidelines for the collection of data, including identification of the indicators to be assessed. National coordinators were chosen by governments of each country.

These coordinators were responsible for the completion of the country report, with assistance from representatives of the public, private, and non-governmental sectors. This is the report from SVG, which was presented to the Chairman of the Regional Technical Advisory Group on the EFA assessment.

## 017

UNICEF Caribbean Area Office

*The state of Eastern Caribbean children 1998: Child survival, protection and development in seven Caribbean countries: Antigua and Barbuda, Dominica, Grenada, St. Kitts-Nevis, St. Vincent and the Grenadines, St. Lucia, and Trinidad and Tobago.* Bridgetown: UNICEF CAO, [199?]. xxxii, 138 p. (Situation Analysis of Children and their Families)

This sub-regional report analyzes the situation of children and their families in seven Caribbean countries, under the following headings: 1) Children and their socio-economic environment, 2) Child survival, 3) Child development and participation, and 4) Child protection. In education, trends in the CEE show that in many countries over half of the children sitting the examination fail to gain access to good secondary education, due to the limited spaces available at secondary schools. Many of the children disappear from the school registers after the first year post-CEE. The low educational performance, particularly in reading skills, is eventually reflected in the lowering of functional literacy and socialization skills of the younger members of the population of the EC. Juvenile crime and drug abuse profiles indicate that children who have been failed by the education system appear to have limited life skills, conflict resolution skills, and coping skills, and they do not have the entrepreneurial skills necessary to provide for their needs.

## ADULT EDUCATION

## 018

Antrobus, Peggy

*Macro-micro linkages in Caribbean community development: The impact of global trends, state policies and a non-formal education project on rural women in St. Vincent (1974-1994).* Ed.D., University of Massachusetts, 1998. 441 p.

This study examined the influence of global/regional trends on state policy, with special reference to how the altered political vision of the state, inherent in structural adjustment policies, appeared to impact the welfare and livelihood of rural women and families in SVG. The study also assessed the extent to which an innovative nonformal education project, aimed at community development through the empowerment of women in a rural community, served to mitigate detrimental aspects of these policies and related state practices. A feminist research methodology was utilized with a combination of interviews, focus groups, and observation. The nonformal education project, which linked university continuing education to community organizing, served to increase human, physical, and social capital, as well as enhance community norms and people's capacity to cope in a deteriorating socio-economic environment. While this intervention was circumscribed by application to a community's immediate context, it was seen as providing clues as to the kinds of interventions required for a fundamental reassessment of policies. It was further argued that nonformal education interventions can be applied to both micro- and macro-level situations, and

that their effectiveness in addressing social change depends on their inclusion of political education about macro/micro links and gender conscientization.

**019**

Ellis, Patricia Arlene

Environmental adult education in the English-speaking Caribbean. *Convergence*, vol. 33, no. 4, 2000, pp. 86-96.

This article describes (1) a public education programme about solid waste management in Trinidad and Tobago, (2) community action for environmental policy formation in SVG, and (3) other environmental education programmes.

**020**

Ellis, Patricia Arlene

Equipping women for fuller participation in rural development - An example of community-based participatory training from St. Vincent. *Community Development Journal*, vol. 22, no. 2, April 1987, pp. 135-140.

In 1980, a project for the integration of women in rural development was implemented in the rural community of Rose Hall in SVG. A major objective was to facilitate more active and direct participation of women in the process of rural development by involving them in a participatory training process that would increase their self-confidence, self-esteem, ability, and willingness to accept leadership and decision-making roles in their community. This paper discusses the concept of participatory training and the role of the facilitator/trainer, before providing an account of the project. It concludes that the project has had a significant impact on the lives of individual women in Rose Hall, as well as on the community as a whole.

**021**

Ellis, Patricia Arlene

*From silent beneficiaries to active participants and contributors to the development process.* Cave Hill: Women and Development Unit, UWI, 1983. 13 p.

This is an evaluation of a report on a project for the integration of rural women in the development of the Rose Hall rural community in SVG. It reports on the women's readiness for social change, which prompted them to get involved in participatory research, community-based nonformal education and agricultural training, adult education, pre-school education, sewing, rural worker organization, and so on. It also discusses the participation of male peasant farmers and the mobilization of the rural community.

**022**

Ellis, Patricia Arlene

Nonformal education and empowerment of women: Insights from the Caribbean. *Convergence*, vol. 28, no. 3, 1995, pp. 86-96.

A survey of 16 nonformal education (NFE) programmes for women in the Caribbean (Barbados, Grenada, St. Lucia, and SVG) indicated an emphasis on employment creation, small business

management, leadership training, and awareness of gender issues. To some extent, the programmes increased awareness, developed skills, and changed attitudes and behaviour. However, significant numbers of participants did not get what they expected from the programmes.

### **023**

Ellis, Patricia Arlene

*Nonformal education and empowerment of women: Report of a study in the Caribbean.* [S.l.: s.n.], 1994. 43 p.

A participatory research approach was used to determine the extent to which NFE programmes had contributed to the empowerment of women living in four Caribbean islands. Twelve agencies/organizations/providers on the islands of Barbados, Grenada, St. Lucia and SVG, which had offered NFE programmes to women between 1992 and 1993, were surveyed, along with 80 women who had participated in the NFE programmes, and facilitators/tutors from selected programmes. It was discovered that during the study period, the 13 agencies had offered a variety of education and training programmes for women. The programmes ranged from broad-based public education efforts to programmes (long/short courses and workshops) designed to teach specific job-related skills. Although all the programme providers had been attempting to meet women's educational, social, economic, and political needs, not all of them had consciously used their programmes as a strategy to empower women. Several programme participants did, however, credit NFE with making them more aware of women's situation and the factors responsible for it. It was concluded that, although many of the NFE programmes studied did help participants achieve personal and, to a lesser extent, political empowerment, they had been unsuccessful in helping women to achieve economic empowerment.

### **024**

Ellis, Patricia Arlene

*Pilot project for the integration of women in rural development--St. Vincent; Summary report for period September 1980 - April 1983.* Cave Hill: Women and Development Unit, UWI, 1983. 12 p.

This is a summary report of a pilot project for the integration of rural women in the development of two rural communities in SVG. It describes community development activities, formation of a rural worker organization and a women's organization, the pre-school education and adult education projects, the sewing project, agricultural training, and project evaluation activities.

### **025**

Ellis, Patricia Arlene

*Role of women in rural development: The Rose Hall experience: Bottom-up development in action.* Cave Hill: Women and Development Unit, UWI, 1983. 29 p.

This is a report on a project for the integration of rural women in the development of the Rose Hall rural community in SVG. It describes community participation in project design, implementation, and project evaluation; community-based agricultural training, data collection, and income-generating activities. It also discusses the role of the rural animator and economic aid givers.



**026**

Ellis, Patricia Arlene

*Rose Hall experience: Bottom-up planning.* Cave Hill: Women and Development Unit, UWI, 1983. 15 p.

This is a report on a project for the integration of rural women in the development of the Rose Hall rural community in SVG. It reports on community participation in project design and project evaluation, agricultural training, data collection, income-generating activities, the role of the rural animator, and economic aid.

**027**

Fordham, Paul

*Adult education in St. Vincent - (Mission) 5 May - 23 September 1975. Project findings and recommendations.* [S.l.]: UNDP, 1975. [25 p. in various pagings].

This report on adult education and nonformal education in SVG reviews existing educational facilities, and evaluates the educational needs of the proposed adult education programme. The importance of adult educator training is stressed, and priorities of the pilot project in this field are identified.

**028**

Jones, Adele

Training for empowerment? A comparative study of nonformal education for women in small island countries. *Compare*, vol. 27, no. 3, Oct. 1997, pp. 277-286.

This article reviews the experiences and results of selected NFE programmes conducted in eight South Pacific and Caribbean island countries--Fiji, Kiribati, Niue, Tonga, Barbados, Grenada, St. Lucia, and SVG--drawing on participant interviews. NFE is described as an effort to incorporate locally qualified people into educational programmes run at the grassroots level. Prior research had indicated that most such programmes speak the language of radical development, but often concentrate on women's traditional and reproductive social roles. This finding was generally confirmed, as many programmes were rarely employed to empower women. Instead, the programmes were most often isolated events, with little follow-up and evaluation following instruction. Many women suggested that the programmes made them more conscious of their situation and provided them with technical skills, but these skills were not sufficient to give them greater autonomy and economic self-sufficiency.

**029**

Jones, Adele; Ellis, Patricia Arlene

A Caribbean - South Pacific perspective on nonformal education and women's empowerment. *Convergence*, vol. 28, no. 2, 1995, pp. 17-27.

This article discusses a project funded by the International Council for Adult Education (ICAE). It examines the extent to which NFE programmes for women in Caribbean and South Pacific countries, contribute to the empowerment of those who participate in them. It was designed to provide an opportunity for a number of women from eight countries in these two regions

(Barbados, Grenada, St. Lucia, and SVG in the Caribbean) to examine and reflect on their experience of participating in NFE programmes and to further motivate women to take some action to transform their lives and situation. Data were collected from almost 200 women and 32 agencies through questionnaires, interviews, and research workshops. The paper concludes that both government agencies and nongovernmental organizations (NGOs) in the Caribbean and South Pacific provide opportunities for women to participate in a variety of education and training programmes. While these programmes are attempting to meet women's educational, social, economic, and political needs, not all of them are being consciously used as a strategy to empower women. Despite this, the benefits from the programmes investigated in the study seemed to increase women's awareness of their situation and, to some extent, gave them a better understanding of the factors responsible for this.

### 030

Lewis, C.

Layout Rural People Theatre in action. *Adult Education and Development*, No. 23, 1984, pp. 75-77.

This article examines the work of the Rural People's Theatre (RUPET) in Layout in assisting the development of drama in SVG. It is seen as enhancing the total development of the people and using various dramatic media to help to lift the social consciousness of the popular majority.

### 031

Niles, Bradley

The current status of prison education in some Caribbean states. *Convergence*, vol. 30, no. 1, 1997, pp. 51-59.

This article discusses a study of prison education in six Caribbean states--Barbados, Dominica, Grenada, St. Lucia, SVG, and Trinidad and Tobago. It looks at how the programmes fit into United Nations (UN) rules for treating prisoners, and makes recommendations for the improvement of those programmes.

### 032

St. Vincent and the Grenadines. Ministry of Education

St. Vincent and the Grenadines: Country paper 1990. In Conference of Commonwealth Education Ministers (11th), *Agenda item 2: Improving the quality of basic education. v. 3: Country papers* (pp. SVG 1-15). London: Commonwealth Secretariat, 1991. (11 CCEM/2/CP 3)

Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct. - 2 Nov., 1990. Sponsored by: Commonwealth Secretariat.

This paper discusses the education policy of the government of SVG, as well as curriculum development, resources allocated to the education sector, and developments in adult and continuing education.

**033**

Samuel, Gertrude Cardel

*Aye-I-Eye: Searching for lenses to view adult and continuing education in St. Vincent and the Grenadines.* M.Sc., University of Guelph, 1996. 416 p.

The Creole expression "Aye-I-Eye" encapsulates this study's search for conceptions of adult and continuing education among its major research constituencies. Aye-I-Eye is also an interjecting statement on emergent themes that resulted from the design of the study, one of which pertained to the influence of Creole language/dialect on the writing of potential primary and secondary school leavers. The study reported on the dispositions toward continuing and adult education of selected constituencies of Vincentians: potential primary and secondary school leavers, some parents of potential primary school leavers, and small holders farming in the vicinity of water catchments. It also examined the articulation, in SVG, of formal and nonformal education, including agricultural extension, in a regional context and historical perspective.

**034**

Sandiford, Angelita Petrona

*Adult education in Barbados and the Eastern Caribbean.* Ed.D., Teachers College, Columbia University, 1991. viii, 239 p.

This study sought to examine and describe the progress of adult education in Barbados during the period 1970-1990, and to examine the development of adult education in two EC states--Grenada and SVG. It looked at the way government organizations and NGOs worked with adults to provide them with skills for the world of work. The procedure used involved practitioners, decision makers, and adult education providers, and focused on those organizations and individuals who made decisions and effected change. Findings suggested that most adult education courses tended to focus on the needs of the community as well as the individual and, as such, could benefit growth, development, and society. The study showed that even though governments and their institutions had given firm support to citizens, they had, however, adopted a laissez-faire policy in their approach, leaving the major thrust to NGOs.

**035**

Sandmann, Lorilee R.

*Educational program development approaches associated with Eastern Caribbean extension programs.* Ph.D., University of Wisconsin-Madison, 1989. xii, 225 p.

This study identified the educational programme development approaches used by frontline officers in EC national extension services. Programmes of 36 extensions officers, representing a randomly selected, stratified sample of workers employed by the national extension services of Dominica, Grenada, St. Lucia, and SVG, formed the database for the study. Semi-structured interviews were employed as the primary means of obtaining data on decisions and decision-making criteria, and behaviour related to programme development processes. The data suggested five categories of programme development approaches--transactive, personal, institutional, clientele, and residual, as well as an extension of the conceptualization of influences involved in development decision making. It appeared that the nature, number, and dominance of influences, and the congruency or incongruency of those influences and the programmer's reaction to them, shaped the programmer's

approach and affected programme direction. Since neither the subject's demographic background nor the subject's level of professionalization were accurate predictors of approach, the data indicated that a more fruitful explanation of approach choice was to be found in the environment or in the programmer's personal philosophy, cognitive complexity, or integrated functioning.

**036**

Williams, B.

Theatre for transformation. *Adult Education and Development*, No. 23, 1984, pp. 73-74.

This article examines the work of the New Artists' Movement (NAM) throughout SVG in theatre for development and adult education activities.

## AGRICULTURAL EDUCATION

**037**

Harbin, John

Agriculture in the elementary schools of Grenada and St. Vincent 1902-4. *West India Bulletin*, vol. 6, no. 2, 1905, pp. 223-227.

**038**

Jones, R. S.

*National forestry action plan, St. Vincent and the Grenadines. Report on social forestry and public education.* Bridgetown: FAO, 1992. 61 p.

**039**

Meaders, O. Donald

*Development and strengthening of agricultural education in St. Vincent. A report.* East Lansing: Department of Agricultural and Extension Education, Michigan State University, 1985. 27 p.

(A study conducted during November 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education)

This study examined current agricultural education programmes in SVG and made recommendations for needed improvements. Data for the evaluation were obtained from numerous documents and publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, and various schools, colleges, and associations throughout the country. It was found that despite the importance of the agricultural sector to the economic development of SVG, the general population, and farmers in particular, lacks adequate knowledge and understanding of the principles of marketing. To meet the need for such information, it was recommended that policy makers at both the Ministries of Agriculture and Education should take steps to improve agricultural education at all levels, with particular attention to teacher training policies and practices. In addition, criteria for admission into diploma programmes in agricultural education needed to be upgraded, and follow-up studies needed to be conducted to assess the success of graduates of agricultural programmes.

**040**

Sandmann, Lorilee R.

*Educational program development approaches associated with Eastern Caribbean extension programs.* Ph.D., University of Wisconsin-Madison, 1989. xii, 225 p.

[See Record **035** for abstract]

## ASSESSMENT AND EXAMINATIONS

**041**

Dennie, Hermon Christopher

*Toward an alternative assessment mechanism to the Common Entrance Examination for secondary school selection in St. Vincent and the Grenadines.* M.A. (Ed.), University of Southampton, 1988. [n.p.].

**042**

Durbrow, Eric Hunt; Schaefer, Barbara A.; Jimerson, Shane R.

Diverging academic paths in rural Caribbean village children: Predicting secondary school entrance from the St. Vincent Child Study. *School Psychology International*, vol. 23, no. 2, May 2002, pp. 155-168.

[See Record **006** for abstract]

**043**

St. Vincent and the Grenadines. Ministry of Education, Culture and Women's Affairs

*Educational assessment in St. Vincent and the Grenadines.* 11, [1] p.

Paper prepared for the Inaugural Conference of Caribbean Examination Bodies: Global Trends in Educational Assessment: Challenges and Opportunities for the Caribbean, Barbados, 22-24 Mar., 2000. Sponsored by: Caribbean Examinations Council.

This paper presents an overview of the education system and describes the administration of examinations in SVG.

**044**

Shorey, Leonard L.

*OCOD-CTTP Test Evaluation Report.* Castries: Organization for Cooperation in Overseas Development, 1991. 46 p.

Tests in social studies and integrated science, given in Dominica, Grenada, St. Lucia, and SVG, were analyzed by the Organization for Cooperation in Overseas Development's (OCOD) Comprehensive Teacher Training Programme (CTTP) for discrimination, difficulty, and reliability, as well as other characteristics. There were 767 examinees for the social studies test. Scores were placed in descending order, and high (top 27%) and low (bottom 27%) were separated to extract 414 selectees. Difficulty indices and indices of discrimination were calculated, and reliability was evaluated. Analysis indicated that although the test had some good qualities, it also had a number of

weaknesses that should be improved. Four modules of the integrated science test were studied by splitting the test group into halves and comparing the performance of the halves. Samples of 48, 18, 8, and 18 students were used (samples rounded to an even number). Findings indicated that three of the modules were not satisfactory in their present form, but that although Module 4, with a reliability coefficient of 0.60, could be improved, it performed well above the other tests of the series. Five appendices provide detailed tables of results.

#### **045**

Williams, Winfield

*A closer look at the Common Entrance.* Kingstown: TRESPUB Associates, 1993. 19 p.

This booklet was intended to encourage serious discussions of the CEE in SVG, by looking at the relevant statistics for the period 1989-1993. It is organized under three headings: 1) What is this Common Entrance? 2) How the children performed on the exam, and 3) Understanding what happens in our primary schools.

## **CHILD DEVELOPMENT**

#### **046**

Durbrow, Eric Hunt

Cultural processes in child competence: How rural Caribbean parents evaluate their children. In Ann S. Masten (Ed.), *Cultural processes in child development* (pp. 97-121). Mahwah, NJ: Lawrence Erlbaum Associates, 1999. (Minnesota Symposia in Child Psychology; Vol. 29) (Papers from the 29th Minnesota Symposium on Child Psychology, held in October 1994 at the University of Minnesota)

This chapter proposes that inquiry into child competence can be mutually informative to the psychologist concerned about evaluating the effectiveness of performance (behaviour) and the anthropologist concerned with how performance is evaluated in particular societies. It suggests that the evaluative aspect of child competence, as reflected in competence criteria, originated as an adaptation to differentially allocate attention and resources based on a child's prospects. When resources are scarce, competence criteria during early childhood become most apparent. During middle childhood, competence criteria reflect sociocultural context and the expectations of community members, as illustrated in the author's fieldwork in two EC villages located in Dominica and SVG. The author attempts to show that gossip, reputation, intergenerational distrust, and community modernization are entangled in parents' evaluation of children ages 5-18 years.

#### **047**

Durbrow, Eric Hunt; Pena, Liane F.; Masten, Ann S.; Sesma, Art; Williamson, Ian

Mothers' conceptions of child competence in contexts of poverty: The Philippines, St. Vincent, and the United States. *International Journal of Behavioral Development*, vol. 25, no. 5, Sep. 2001, pp. 438-443.

This study explored mothers' conceptions of child competence in three contexts of poverty, through interviews with 58 mothers in a Filipino village, a Vincentian village, and an inner-city American

homeless shelter, who were asked to describe competent children (aged 5-18 years) in their communities. The interview responses addressed several questions: 1) Do mothers in these diverse settings share similar criteria in evaluating children? 2) Are adolescents less likely than younger children to be identified spontaneously as examples of competence? What were mothers' explanations for children's competence? As expected, all three groups of mothers described competent children as well-behaved and obedient, satisfactory students, helpful in the family, and friendly with peers. In contrast to Filipino mothers, American shelter and Vincentian village mothers were unlikely to identify adolescent boys as competent. All mothers emphasized parenting as the most important factor in fostering competence, but differed on secondary factors. The results suggest that similarities may reflect shared concerns in adapting to poverty as well as shared salience in developmental tasks across these cultures.

#### **048**

Heath, Kenneth

*Children and youth in the Eastern Caribbean: Based on the 1990/1991 regional population and housing census data.* Bridgetown: UNICEF CAO, 1997. [vi], 32 p. (A CARICOM/UNICEF Project)

This report aimed to take a closer look at the socioeconomic conditions of children and youth in seven EC states--Antigua and Barbuda, Barbados, Dominica, Grenada, St. Kitts-Nevis, St. Lucia, and SVG. It is based on data collected during the 1990/91 censuses conducted by these countries. The report comprises two parts: Part 1 analyzes the socioeconomic conditions of the heads of households where children were present, and the likely impact of these conditions on those children; and Part 2 deals with the youth and looks at the various characteristics of youth and the problems they face.

## **CURRICULUM DEVELOPMENT**

#### **049**

Ellis, K. A.

*Curriculum planning for the teaching of woodwork in St. Vincent and the Grenadines.* Diploma in Professional Studies in Education, Polytechnic of Huddersfield, 1989. [n.p.].

#### **050**

Fiedler, Leslie A.

*Problem posing education and community-based preparedness and mitigation for natural disasters: A pilot test of the disaster educator training curriculum in St. Vincent, Caribbean.* M.P.H., Emory University, 1996. [1 v. in various pagings].

#### **051**

Jack, Sylvia Y.

St. Vincent and the Grenadines. Ministry of Education, Youth and Sports

*St. Vincent and the Grenadines country report.* [n.p.].

Paper prepared for the IBE/UNESCO-CARNEID Sub-Regional Seminar: Curriculum Development for Learning to Live Together, Havana, Cuba, 14-18 May, 2001.

(Available: <http://www.ibe.unesco.org/Regional/CaribbeanSurvey/CaribbeanPdf/svg.pdf>)

This paper describes the curriculum development and reform process in SVG. It discusses: 1) the main organizations and mechanisms involved in the process of curriculum development and reform, 2) the philosophy or principles of education and curriculum development that inform curriculum design and reform, 3) the principal new content areas, 4) recent reforms/innovations that focus on the theme of citizenship, and 5) the main problems faced by curriculum specialists in the country.

## 052

Mattson, H. A.

*Preparation for teaching. A manual with exercises in curriculum development.* Washington, DC: Information Collection and Exchange Division, Peace Corps, 1985. 53 p.

The purpose of this manual is to provide a technique to help teachers better prepare for a teaching career in industrial education. Specifically, this manual, including the exercises, was developed to be used in weekly seminars for students enrolled in the St. Vincent Teachers' College. It may also be used for staff development on an individual basis, and could serve as a pilot programme for those preparing to teach in multi-vocational centres in SVG. The manual provides a process through which the teacher can prepare for a teaching career by focusing on curriculum development in the area of industrial education. Along with basic information, a series of exercises are presented that involve contact with representatives of local business and industry, and teacher trainers, as well as the study of journals and reference materials that might be available. Sections include an overview of curriculum development, an outline of the course of study, development of lesson plans, project selection in industrial arts, and a checklist for programme improvement.

## 053

Monelle-Fraser, Muriel T.

*Post-colonial curriculum innovation in secondary schools in St. Vincent and the Grenadines: The case of technical/vocational education.* M.A. (Ed.), University of Southampton, 1997. [n.p.].

This study focused on curriculum innovation, in particular the implementation of technical/vocational education (TVE), in the secondary schools of SVG. The specific objectives were to: (a) assess the extent to which values influence decisions on curricular options, (b) describe current attitudes to TVE, and (c) assess selected aspects of the implementation phase of the innovation. Questionnaires were used to collect data from two secondary schools, both of which offered various curricular options, including one of TVE. It was found that there might be a preference for academic education because of the perceived "inferior" status of those who pursue TVE, and the limitations of the programme for future personal advancement. Suggestions for improvement in the status of TVE are offered, with particular emphasis placed on the significance of gaining the commitment of school administrators and their staff for the success of a curriculum innovation such as TVE.



**054**

Providence, Ednitt G.

Towards a more integrated college programme. In R. M. Nicholson & Desmond C. Clarke (Eds.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Vincent, April 16-20, 1974* (pp. 116-122). Cave Hill: School of Education, UWI, 1974.

Conference on Teacher Education in the Eastern Caribbean, Kingstown, St. Vincent, 16-20 Apr., 1974. Sponsored by: School of Education, UWI.

This paper describes the process of developing an integrated curriculum at the St. Vincent Teachers' College.

**055**

St. Vincent and the Grenadines. Ministry of Education

*Language art: Curriculum guide for seniors*. Kingstown: The Ministry, 1989. 140 p.

This document sets out the expected level of attainment for secondary school students in areas such as descriptive writing, narrative, letter writing, poetry, and so on.

**056**

St. Vincent and the Grenadines. Ministry of Education

St. Vincent and the Grenadines: Country paper 1990. In Conference of Commonwealth Education Ministers (11th), *Agenda item 2: Improving the quality of basic education. v. 3: Country papers* (pp. SVG 1-15). London: Commonwealth Secretariat, 1991. (11 CCEM/2/CP 3)

Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct. - 2 Nov., 1990. Sponsored by: Commonwealth Secretariat.

[See Record **032** for abstract]

**057**

St. Vincent Teachers' College

*Revised curriculum in Educational Theory*. Kingstown: St. Vincent Teachers' College, [199?]. 18 p.

This curriculum provides details of the knowledge, skills, and abilities that students at the St. Vincent Teachers' College are expected to acquire in each module, as well as the content outline.

**058**

Spring, John

St. Vincent Social Studies Curriculum Development Project. *Social Studies Education*, No. 13, Oct. 1978, pp. 17-18.

This article reports on a social studies workshop for primary school teachers in SVG, which was designated as Phase 1 of the Curriculum Development project. A resource unit on Home and Family for the 9-11 age group is presented, which is representative of the output of the workshop.

## CURRICULUM EVALUATION

**059**

Adey, Philip S.; Reay, Judith F.; Turner, A. D.

*An evaluation of new junior secondary science curricula in the Caribbean - interim report.* St. Augustine: UWI, 1973. 46 p.

This evaluation of the West Indian Science Curriculum Innovation Project (WISCIP) and the Science Education Project at Mona, Jamaica, tested pupils following each pilot curriculum against pupils from non-pilot schools. Results indicated that the pilot curricula had a significant beneficial effect in Barbados and Jamaica in general. However, WISCIP pupils in junior secondary and comprehensive schools in Barbados, and Mona pupils in Jamaica, performed no differently from non-pilot pupils. There was no significant difference among most territories using WISCIP except that Jamaican performance was relatively high and SVG performance was relatively low.

**060**

Jack, F. I.

Experiences in the implementation of the CXC history syllabus. *History Teachers' Journal*, vol. 1, no. 1, May 1981, pp. 3-4.

This paper provides some insight into the author's experiences derived from the implementation of the CXC history syllabus at the St. Vincent Grammar School. It discusses teacher needs and student reaction to the syllabus.

**061**

McGarrell, Shirley Ann

*Differential perceptions of English teachers about the teaching of literature in Seventh-day Adventist secondary schools in selected regions of the Caribbean.* Ph.D., Andrews University, 2000. 221 p.

Literature, as a subject in the English curriculum, is not taught in all Seventh-day Adventist (SDA) secondary schools in the Caribbean. This study attempted to investigate and document the reasons why this subject is not taught as part of the English curriculum in some schools and yet is taught in other schools. Questionnaires were sent to every teacher in the SDA secondary schools in Antigua and Barbuda, Barbados, Dominica, Grenada, St. Croix, St. Lucia, St. Thomas, SVG, and Trinidad and Tobago. Completion of the questionnaire was followed up by telephone and face-to-face interviews and three case studies. The findings revealed that of the 34 teachers who taught English in all schools, 15 teachers did not teach literature. However, all perceived literature as being important to the English curriculum. Reservations persisted on the use of fiction, but these were primarily based on faulty moral, spiritual, and philosophical standards expressed in works, and not on the basis that fiction is false and not true to fact. On the whole, the teachers believed that literature is beneficial to students and should be taught in schools, although several factors militate against this. They perceived literature as an effective vehicle for communicating values as well as a catalyst for fostering critical and analytical thinking and writing.

## DISTANCE EDUCATION

**062**

Matthias, Ezra Biddel

*Distance delivered technical and vocational teacher training: A study of the Commonwealth of Learning initiatives in the Windward Islands.* Ed.D., George Washington University, 2002. 137 p.

The Commonwealth of Learning (COL)-supported Technical and Vocational Education Teacher Training (TVETT) Project is a distance education programme, which was developed and implemented in the Windward Islands between October 1996 and June 1997. It employed distance education print and audio media to deliver instruction to individuals who participated in the pilot. Because the Windward Islands have a high rate of untrained technical and vocational teachers and lack adequate training facilities, TVETT was designed to upgrade the pedagogical needs of teachers. Through this study, which was conducted in Dominica, Grenada, St. Lucia, and SVG, key contextual attributes of the countries are described, and events that led to plans for the implementation of the project are documented. In addition, the results of a survey of the education sectors are presented to understand their preparedness for programmes such as TVETT. Where implementation was substantial, initial impact of the programme is assessed. The study sought to understand the potential of distance education teacher training in the Windward Islands. Data were collected through interviews, site visits, phone and electronic mail correspondence, and published and unpublished government documents.

It was found that only St. Lucia was involved in all phases of the project, including administering the pilot. Dominica, Grenada, and SVG participated in the planning and development of the core curriculum. In each of the islands, training for technical and vocational education received: 1) inadequate support from the ministry and the population, 2) teachers and education officials expressed preference for teacher training conducted overseas in a traditional educational setting, 3) parents chose academic education for their children, and 4) the government offered few opportunities for technical and vocational teachers to get training. TVETT was not adopted for full implementation although the islands signed on to continue the project when the pilot ended.

**063**

Miller, Errol L.

*Feasibility study: Academic upgrading of unqualified teachers in the Windward Islands by distance teaching.* [S.l.: s.n.], 1987. vi, 214 p.

Approximately 40% of the teachers in primary schools in the Windward Islands had less academic qualifications than the four CXC/General Certificate of Education (GCE) passes, including English, required for entry to teachers' college. Therefore, the governments of Dominica, Grenada, St. Lucia, and SVG, along with OCOD and the Canadian International Development Agency (CIDA), agreed, in principle, to a project using distance education strategies to upgrade these teachers academically. Data for the feasibility were collected through: (a) interviews with Ministers of Education and their technical advisors; educators in the primary, secondary, and tertiary systems; and officials of the teachers' unions and various public sector companies, utilities, and services; (b) questionnaires administered to teachers' college and high school tutors, teachers' college students,

and unqualified teachers; and (c) examination of documents dealing with policies, statistics, regulations, and examination performance. Results of the data analysis showed that: 1) there was a definite need for an academic upgrading programme for unqualified teachers in the Windward Islands; 2) such a project should be focused on the CXC examinations; 3) the project should be based at the college mandated to educate and train teachers; 4) distance education, if properly structured and organized, could achieve the stated objectives; and 5) the subject areas in which the greatest help was needed were English language, mathematics, social studies, and biology.

#### 064

Rawlings, Lyngrid Smith

*Voice from the village: An ethnographic study of the lived experiences of unqualified assistant teachers as they matriculated through a distance education program for professional certification in St. Vincent and the Grenadines.* Ed.D., Virginia Polytechnic Institute and State University, 1995. 380 p.

The CTTTP is a distance education programme developed and field tested between July 1990 and June 1992 in St. Lucia, Dominica, and SVG. This ethnographic study, which was conducted in SVG during the field testing period, sought to understand the lived experiences and perceptions of seven unqualified assistant teachers (UATs) as they matriculated through this distance programme. Data were collected through interviews, observations, and assessments of UATs, their significant others, marker/tutors (M/Ts), and country coordinator. It was found that UATs experienced success in courses that were well written, taught what the syllabus prescribed, and what the exam tested. Those who were task-oriented, studied consistently, and were community oriented, usually experienced success. M/T-initiated periodic face-to-face instructional workshops and regular telephone counseling provided UATs with academic reinforcement and a sense of belonging. Those UATs whose significant others were supportive of their participation in the CTTTP were more likely to succeed. It was also found that successful UATs adopted creative teaching techniques and active listening skills from M/Ts. Many of the lessons learned from the programme were transferred to other aspects of their lives. It was concluded that the integrated science was the most successful course, and should be used as a model for the English course. UATs who felt comfortable with themselves, knew how to study, and used their time wisely, usually experienced success, saw themselves as nation builders, and were perceived by the community as effective leaders.

#### 065

Zador, Gregory; Irvine, Dennis H.

*The Canada Caribbean Distance Education Scholarship Programme: A new frame of reference for scholarship programme delivery.* 5 p.

Paper prepared for the Pan-Commonwealth Forum on Open Learning: Empowerment through Knowledge and Technology, Bandar Seri Begawan, Brunei Darussalam, 1-5 Mar., 1999. Sponsored by: Commonwealth of Learning; Brunei Darussalam. Ministry of Education; Universiti Brunei Darussalam.

This case study seeks to outline and identify the lessons learned from a COL initiative to add a new dimension to the Commonwealth Scholarship and Fellowship Plan (CSFP), by using distance learning for undergraduate studies, especially in employment-related fields that are of growing significance in many countries. This initiative is financed by a substantial contribution from

Canada's Department of Foreign Affairs and International Trade (DFAIT), and could lead to transforming the present CSFP into a new kind of instrument that would widen its access and also make it relevant to the needs of the 21st century. The pilot for the Canada Caribbean Distance Education Scholarship Programme (CCDESP) initially embraces three Caribbean countries--Jamaica, SVG, and Dominica--involves three Canadian universities--Athabasca University, Memorial University of Newfoundland, and Mount Saint Vincent University--and three specific fields of study--teacher education, information technology, and hospitality management--and uses distance education as a tool to widen the outreach of CSFP to undergraduate students in fields coincident with their interests and relevant to the needs of the region.

## EARLY CHILDHOOD CARE AND EDUCATION

### 066

CARNEID Co-ordinating Centre

*The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica.* Bridgetown: CARNEID, [198?]. [1 v. in various pagings]. (CARNEID Case Study Series)

Four Caribbean countries--St. Lucia, SVG, Guyana, and Jamaica--were commissioned by UNESCO to conduct studies relating to the transition of children from pre-school programmes to early primary school settings. They all identified the need for more comprehensive programmes for children in early childhood settings, upgrading of the training offered to staff, improved facilities to accommodate the children, and intervention at the classroom, policy making, and societal levels, to ensure the smoother transition of children from pre-schools to primary schools. All four countries also identified the need for greater awareness and understanding of the principles and practices of pre-school education and learning. The studies therefore focused on the existing status of the pre-school and early primary units within the education system of each country, and the circumstances that influence the transition of children from the former unit to the latter.

### 067

Iton, M. A.

*Training for nursery workers: A handbook in child care and development.* Kingstown: [s.n.], 1984. [n.p.].

### 068

Michael, Jennifer

Introduction: An analysis of the transition from pre-primary to primary as practiced in four Caribbean countries - St. Lucia, St. Vincent & the Grenadines, Guyana and Jamaica. In CARNEID Co-ordinating Centre, *The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica* [7 p]. Bridgetown: CARNEID, [198?]. (CARNEID Case Study Series)

The intention of this analysis was to identify similarities, patterns, and/or differences within the four countries--St. Lucia, SVG, Guyana, and Jamaica--under the following headings: 1)

Philosophy, 2) Administration, 3) Programme execution, 4) Programme evaluation, 5) Observations, 6) Recommendations, and 7) Conclusion.

**069**

St. Vincent and the Grenadines. Ministry of Education

*Early childhood education: The St. Vincent and the Grenadines experience.* 11, [7] p.

Paper prepared for the Caribbean Consultation Meeting for the World Conference on Education for All, Kingston, Jamaica, 22-24 Nov., 1989. Sponsored by: UNESCO.

This report describes the organization of early childhood education in the country and the government's implementation of the UNICEF-funded Early Childhood Development Programme. It discusses the achievements of the programme in the areas of (a) curriculum development, (b) teacher training, (c) establishment of toy lending libraries, (d) establishment of zonal associations, and (e) celebration of Child Month.

**070**

St. Vincent & the Grenadines. In CARNEID Co-ordinating Centre, *The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica* [10 p.]. Bridgetown: CARNEID, [198?]. (CARNEID Case Study Series)

This case study on SVG is organized in four sections: Section 1 describes the programmes and experiences provided to pre-schoolers in their last year of pre-school education; Section 2 describes the programmes and experiences provided to children in their first year of primary school; Section 3 discusses the ways in which there is articulation between pre-school education programmes and primary education programmes, with specific reference to ways in which the transfer from pre-school education to primary education is facilitated; and Section 4 highlights the efforts, skills, and training of teachers in facilitating the transition from preprimary to primary.

## ECONOMICS OF EDUCATION

**071**

Ricketts, Heather

*Poverty and education: The Caribbean experience.* Bridgetown: Caribbean Development Bank in collaboration with the Institute of Social and Economic Research, UWI, 1999. 98 p.

This study sought to explore the relationship between poverty and the educational status of populations of six Caribbean countries--Barbados, Belize, Guyana, Jamaica, St. Lucia, and SVG, in order to present a comparative analysis of the factors and relationships identified. Analysis of statistical and other data indicated that human capital, or the lack thereof, was significantly associated with poverty. Years of schooling, level of education, or level of qualifications, all affected poverty status, and tended to be more crucial to the more severe types of poverty. Barbados, which possessed the highest levels of human capital endowments, had the lowest poverty levels and the most stable economy. Some forms of social capital were also found to be associated with poverty status. In the cases of Guyana and Jamaica, particularly at the secondary level of their

education systems, the type of school attended was found to be significantly associated with poverty. Education from the traditional grammar schools and the general secondary school in the case of Guyana, and from the secondary high school in the case of Jamaica, perfectly predicted status outside of all the categories of poverty. For Guyana and Belize, ethnicity was also found to be significantly associated with the types of poverty.

## EDUCATION AND DEVELOPMENT

### 072

Grant, Rudolph W.

Political learning and awareness among student teachers: A Caribbean case study. *European Review of Latin American and Caribbean Studies*, No. 51, pp. 67-89.

This survey investigated what Caribbean student teachers know and how they feel about regional integration. The paper is divided into three sections. The first places the study in the context of comparative theoretical and empirical research; the second reports on the findings of the study itself; and the third presents a discussion of the findings, including comparative perspectives. The sample consisted of 776 student teachers, mainly between 19 and 25 years old, drawn from nine Commonwealth countries--Antigua and Barbuda, Barbados, Guyana, Jamaica, St. Kitts-Nevis, St. Lucia, SVG, and Trinidad and Tobago. The findings revealed that student teachers supported the "idea" of CARICOM and the "principle" of regional integration more than they recognized CARICOM's actual achievements, or welcomed measures designed to achieve the goals they favoured. The sample expressed strong support for the view that more attention should be paid to the "people aspects" of integration. There was no systematic relationship between knowledge of and attitudes towards CARICOM. Males seemed to have a slightly greater level of knowledge and a more critical outlook than females. Student teachers under the age of 21 seemed less aware of CARICOM than those in the 21-25 age group, and both these groups were not as aware as the over 25 age group.

### 073

Whittington, Louis Alfons

*Workforce development for communities in crisis and transition: A case study of the Windward Islands*. 18 p.

Paper prepared for the Africa-America Institute's Advanced Training for Leadership and Skills (ATLAS) Conference, Zimbabwe, 21-25 Sep., 1998.

The Windward Islands (Dominica, Grenada, St. Lucia, and SVG) have taken several approaches to educate the workforce and prepare for the technology-driven society of the future. These approaches include government initiatives such as the governments' commitment to primary education and, more recently, to secondary education. In addition, community colleges have been established, and citizens also have access to undergraduate and graduate education at UWI. The governments have provided scholarships to higher education and access to training programmes for youths who are not going to college. The European Union's initiative is also designed to assist in the recovery of the Windward Island's banana industry, as well as to upgrade teaching staff, and evaluate and improve training programmes. The United States Agency for International

Development (USAID) has worked in the islands to develop a programme for academic and technical and vocational training, in both short- and long-term formats. For the Windward Island's workforce to remain competitive in any of the emerging sectors (such as tourism, information processing, and banking), retraining must be conducted through a common vision. Planning is required for the year 2010 and beyond.

## EDUCATION AND EMPLOYMENT

**074**

Fergus, M.

*A review of the labour market and education in St. Vincent and the Grenadines.* Bridgetown: British Development Division, Caribbean, 1990. [n.p.].

**075**

Whittington, Louis Alfons

*Workforce development for communities in crisis and transition: A case study of the Windward Islands.* 18 p.

Paper prepared for the Africa-America Institute's Advanced Training for Leadership and Skills (ATLAS) Conference, Zimbabwe, 21-25 Sep., 1998.

[See Record **073** for abstract]

## EDUCATIONAL ADMINISTRATION

**076**

Andrews, T.

*An investigation into the probable relationship between certain communication variables in school management and teacher productive efforts in a sample of primary schools in St. Vincent.* B.Ed., The University of the West Indies, Mona, 1978. [n.p.].

**077**

Bennett, V.

*A survey of education officers, principals and teachers perception of the role and functions of curriculum supervisors in St. Vincent and the Grenadines.* B.Ed., The University of the West Indies, Mona, 1997. [n.p.].

**078**

CARNEID

*Profiles of the organisation and administration: Educational system in Antigua & Barbuda, Barbados, Belize, Cuba, Dominica, Grenada, Guyana, Jamaica, Suriname, St. Vincent & the Grenadines.* Bridgetown: CARNEID Co-ordinating Centre, 1981. 72 p.



**079**

De Shong, Luis Orlando

*Re-conceptualising the role of the Deputy Head of the St. Vincent Grammar School.* M.Ed., University of Birmingham, 1996. [n.p.].

**080**

Lewis, Glasley Glenroy

*An examination of ways in which the headteachers of secondary schools in St. Vincent and the Grenadines could be changed and developed to bring about school improvement.* M.Ed., University of Birmingham, 1997. [n.p.].

**081**

Ryan, W. W.

*A comparative study of the role and functions of the Education Officer in Jamaica and St. Vincent.* B.Ed., The University of the West Indies, Mona, 1971. [n.p.].

**082**

St. Vincent and the Grenadines. Ministry of Education

*Directory of schools and colleges for St. Vincent and the Grenadines.* Kingstown: The Ministry. Annual.

This directory provides the following information for each primary and secondary school in SVG: 1) institution name, 2) name of principal, 3) address, 4) telephone number, 5) enrolment by gender, 6) staffing by gender, 7) trained staff by gender, 8) enrolment by age, sex, and school. For post-secondary institutions and vocational schools, it provides the following information: 1) institution name, 2) duration of programmes, 3) enrolment by gender, 4) staffing by gender, and 5) graduates/trained teachers by gender.

## **EDUCATIONAL DEVELOPMENT**

**083**

Country summaries: Saint Vincent and the Grenadines. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 555-571). Santiago: UNESCO, 1996.

This is a summary of the state of education in SVG during the period 1980-1994. The information is presented under the following headings: I - Expansion of primary schooling, progress, achievements and problems; II - Literacy, post-literacy and adult education, and III - Levels and factors on the quality of basic education.

**084**

Fergus, Howard A.

Educational development in some Eastern Caribbean countries: Perspective on current needs. In Dennis R. Craig (Ed.), *Education in the West Indies: Developments and perspectives, 1948-1988* (pp. 20-33). Mona: ISER, UWI, 1996.

This paper, which deals mostly with the countries of the Organisation of Eastern Caribbean States (OECS)--Anguilla, Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG--is organized in three sections. The first section examines some of the regional literature which demonstrates concern for educational change that has relevance for social transformation. The second section critically presents some of the innovations intended to give expression to the ideological pronouncements cited in the first section. In the third section, certain educational needs in the OECS are identified.

**085**

Hadley, C. V. D.

*Report on the Windward Islands - Educational survey.* Kingstown: Vincentian Publishing Co. Ltd., 1954. [n.p.].

**086**

Peters, Bevis Franklin

*The emergence of community, state and national colleges in the OECS member countries: An institutional analysis.* Cave Hill: ISER (EC), 1993. 96 p. (ISER EC Monograph Series; No. 2)

This paper describes and analyzes recent developments in national tertiary education institutions in the seven countries of the OECS: Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG. It employs a framework of institutional analysis to probe the rationale, structures, functions, and resources of these nascent institutions. The paper identifies a critical challenge involving the adaptation of traditional community college models to suit the indigenous characteristics and needs of these small, island societies. It is concluded that with the adoption of an institution-building framework and process, the new colleges will be able to undertake systematic planning and build on the gains so far achieved.

**087**

Taylor, W. L.; Carelli, M. Dino; Worku, T.; Johnstone, Leslie G.

*St. Vincent and the Grenadines: Education sector survey: An analysis of the education and training system and recommendations for its improvement.* Paris: UNESCO, 1982. 82 p.

This report was prepared for the SVG Government under the Cooperative Agreement between UNESCO and the World Bank. It was intended to identify areas of education and training that could be incorporated in financing arrangements with external funding agencies, particularly the World Bank.

## **EDUCATIONAL FINANCE**

**088**

Caribbean Development Bank

*Education finance in the OECS region: St. Vincent and the Grenadines.* Bridgetown: CDB, 1990. [i], 30, [26]p. (OECS Technical and Vocational Education Project)

This examination of education finance in SVG documents the level of government recurrent expenditure in the sector during the period 1984-1988, and relates this to total government spending and GDP indicators. It further examines average per student costs, and the relationship between enrolments and expenditure for the various levels and types of education. The analysis also identifies factors related to the cost-effectiveness of educational provision in the country, focusing on the effects of prevailing administrative, management, and budgeting procedures on internal efficiency in the system. It puts forward proposals for improving efficiency.

## EDUCATIONAL INFRASTRUCTURE

### 089

Brown, Gerald R.; Halliday, Joseph Jacob

*Feasibility study on the development of Teachers Resource Centres: Consultants Report. Organization of Eastern Caribbean States Education Reform Strategy Project 5.* Manitoba: [s.n.], 1995. 145 p.

This report is based on the OECS Educational Reform Strategy Project No. 5, which found that a Teachers Resource Centre (TRC) can be a vehicle to provide essential equipment and materials to schools organized in clusters, and to serve as meeting places for officials, principals, and teachers. Data were collected from interviews held with about 80 educators at various levels, from classroom to senior administration, as well as from site visits and document analysis. To develop the educational framework, four basic service areas were identified for a TRC: professional development, instructional and curriculum development, teachers' resources, and technical support services. Based on the data analysis, the following are provided: (a) suggested strategies for organizing TRCs, (b) ways that the vision can be translated into action, and (c) implications for each of the following territories: Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG. The 14 recommendations presented are designed to assist decision makers in moving to the next stage according to their local educational needs and priorities, funding availability, access to facilities, and trained staffing.

### 090

Emmanuel, Patrick A. M.

Problems of research and data collection in small islands without a social science faculty. *International Social Science Journal*, vol. 32, no. 3, 1980, pp. 560-563.

This article addresses the problems of research and data collection in Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG, all of which participate in UWI, but do not have campuses located within their boundaries. The history of colonial research, academic research, and post-independence research is reviewed. It is noted that many governments in these states are disinclined to support research that might produce data that are embarrassing to them, and it is costly and inconvenient for researchers at the UWI campuses to conduct research in them.

**091**

White, D. I.

*Survey and evaluation of existing school buildings: Eastern Caribbean, St. Vincent - (Mission) January - June 1969.* [S.l.: s.n.], 1969. [68 p. in various pagings].

Mission report presenting a survey of existing school building and equipment in SVG.

## **EDUCATIONAL LEGISLATION**

**092**

St. Vincent and the Grenadines. Ministry of Education, Youth & Women's Affairs

*Report of the National Symposium on the Draft Education Bill held at St. Vincent Jaycees Headquarters on 30th March, 1990.* Kingstown: The Ministry, 1990. [n.p.].

## **EDUCATIONAL ORGANIZATION**

**093**

CARNEID

*Profiles of the organisation and administration: Educational system in Antigua & Barbuda, Barbados, Belize, Cuba, Dominica, Grenada, Guyana, Jamaica, Suriname, St. Vincent & the Grenadines.* Bridgetown: CARNEID Co-ordinating Centre, 1981. 72 p.

## **EDUCATIONAL PLANNING**

**094**

St. Vincent and the Grenadines. Ministry of Education

*Education for the 1980s - St. Vincent and the Grenadines.* Kingstown: The Ministry, 1980. [n.p.].

This report provides an outline of the government's plans for the provision of schools and colleges. It also covers matters relating to curriculum development, special education, and vocational training.

**095**

St. Vincent and the Grenadines. Ministry of Education

*Education sector strategic plan 1999-2010.* Kingstown: The Ministry, [199?]. [n.p.].

**096**

St. Vincent and the Grenadines. Ministry of Education, Culture, Women's and Ecclesiastical Affairs

*Ministry of Education, Culture, Women's and Ecclesiastical Affairs corporate plan 2000.* Kingstown: The Ministry, 2000. [n.p.].

**097**

St. Vincent and the Grenadines. Ministry of Education, Youth and Sports

*Education sector development plan 2002 to 2007*. Kingstown: The Ministry, 2002. 2 v.

The Education Sector Development Plan (ESDP) presents a set of policy directions, targets, and strategies to sustain educational development in SVG until 2007. The primary purpose, as articulated in the document, is to provide strategies and a timeframe for delivering education of a quality that raises levels of achievement of all learners, enabling them to benefit as individuals, and to contribute to national and regional development. The ESDP concentrate on 10 sub-sectors, each with its own goals and policy objectives: 1) Management, administration, and governance; 2) Early childhood education; 3) Primary and all-age school education; 4) Secondary education; 5) Tertiary and higher education; 6) Special education; 7) Adult and continuing education; 8) The teaching profession; 9) Technical and vocational education and training; and 10) Libraries, documentation, and archives. Volume 1 provides the policy, strategy, and logical framework, and Volume 2 presents the action plan.

**098**

St. Vincent and the Grenadines Ministry of Education, Youth and Sports

*Institutional master plan for the development of St. Vincent and the Grenadines Community College*. Kingstown: The Ministry, 1998. [n.p.].

**099**

St. Vincent and the Grenadines. Ministry of Education, Youth and Women's Affairs

*Proposals for a new five year development plan: 1991-1995*. Kingstown: The Ministry, 1990. [24] p.

**100**

Vanloo, Cools

*Planning for compulsory education (5-15 years) in St. Vincent and the Grenadines: Issues, options*. Leeds: Overseas Education Unit, 1988. 26 p.

This paper assesses the current trends and provisions in education with particular reference to children between 5-15 years, and examines some of the policy options and implications for providing compulsory schooling.

**101**

Vanloo, Cools

*Technical and vocational education institutions in St. Vincent and the Grenadines: Issues and implications for planning and policy*. Leeds: Overseas Education Unit, 1988. 17 p.

This paper attempts to assess the effects of the initiatives in technical and vocational education on the education system in SVG, and their implications for planning and policy formulation in the education sector. It focuses mainly on the provision in all-age, primary, junior secondary and secondary schools. A theoretical framework in which planning and policy issues could be formulated is also presented.

**102**

Williams, Roosevelt

*Consultancy on the integration of the St. Vincent and the Grenadines Community College.* [S.l.: s.n.], 2002. [n.p.].

## EDUCATIONAL POLICIES

**103**

Blake, Joycelyn Cynthia

*A policy for teacher training and professional development: Special educational needs for primary school teachers in St. Vincent and the Grenadines.* M.Ed., University of Birmingham, 1999. [n.p.].

**104**

St. Vincent and the Grenadines. Ministry of Education, Culture, Women's and Ecclesiastical Affairs

*Education policy.* Kingstown: The Ministry, 1995. [n.p.].

**105**

St. Vincent and the Grenadines. Ministry of Education

St. Vincent and the Grenadines: Country paper 1990. In Conference of Commonwealth Education Ministers (11th), *Agenda item 2: Improving the quality of basic education. v. 3: Country papers* (pp. SVG 1-15). London: Commonwealth Secretariat, 1991. (11 CCEM/2/CP 3)

Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct. - 2 Nov., 1990. Sponsored by: Commonwealth Secretariat.

[See Record **032** for abstract]

**106**

Vanloo, Cools

*Technical and vocational education institutions in St. Vincent and the Grenadines: Issues and implications for planning and policy.* Leeds: Overseas Education Unit, 1988. 17 p.

[See Record **101** for abstract]

## EDUCATIONAL PROJECTS

**107**

Adey, Philip S.; Reay, Judith F.; Turner, A. D.

*An evaluation of new junior secondary science curricula in the Caribbean - interim report.* St. Augustine: UWI, 1973. 46 p.

[See Record **059** for abstract]

**108**

*Craft training, production and marketing: CAR/72/005: Caribbean: Project findings and recommendations: Report prepared for the governments of Antigua, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent, Turks and Caicos.* Geneva: UNDP; ILO, 1976. 19 p.

This document contains a summary, results and recommendations of an International Labour Organization (ILO) regional project for the EC concerning employment creation, full- or part-time, in a workshop or in the home, for young school leavers.

**109**

George, June M.

*Basic Education Project: St. Vincent: A preliminary report on science education.* [S.l.: s.n.], 1994. 33 p. (Prepared for the World Bank)

This report on the status of science education at the basic level in SVG was based on fieldwork conducted in two phases. In the first phase, which was executed in June 1994, five secondary schools and four primary/all age schools were visited and discussions held with principals, teachers, and students; and one secondary and two primary science lessons were observed. In the second phase, conducted in July 1994, the following documents were analyzed: primary, senior primary, lower secondary, and teachers' college science curricula; past science examination papers for primary schools and the teachers' college; and past examination results at the primary, senior primary, secondary, and teachers' college levels. In addition, interviews were conducted with personnel at the Ministry of Education, the Teachers' Training College, and the Technical College.

The report identified the following problems/needs: 1) the large numbers of untrained and unqualified teachers of science at the primary, senior primary, and lower secondary levels; 2) the poor science background of teachers entering the teachers' training college; 3) the lack of adequate facilities at the teachers' training college to prepare teachers to teach primary science; 4) the lack of adequate support systems for teaching science at the primary, senior primary, and lower secondary levels; 5) the lack of adequate materials, equipment, and physical facilities for teaching science at the primary, senior primary, and lower secondary levels; 6) the need for science curriculum renewal efforts at all levels; 7) the lack of proper indicators of achievement in science; and 8) the need for more staff trained in science curriculum development and assessment procedures. Recommendations are provided for improving science education at the basic level.

**110**

Matthias, Ezra Biddel

*Distance delivered technical and vocational teacher training: A study of the Commonwealth of Learning initiatives in the Windward Islands.* Ed.D., George Washington University, 2002. 137 p.

[See Record **062** for abstract]

**111**

Miller, Errol L.

*Feasibility study: Academic upgrading of unqualified teachers in the Windward Islands by distance teaching.* [S.l.: s.n.], 1987. vi, 214 p.

[See Record **063** for abstract]

**112**

Miller, Errol L.

*Internal evaluation of the Comprehensive Teacher Training Project in Dominica, Grenada and St. Vincent and the Grenadines.* Winnipeg: OCOD Board, 1992. [n.p.]. (Consultancy Report)

**113**

Rawlings, Lyngrid Smith

*Voice from the village: An ethnographic study of the lived experiences of unqualified assistant teachers as they matriculated through a distance education program for professional certification in St. Vincent and the Grenadines.* Ed.D., Virginia Polytechnic Institute and State University, 1995. 380 p.

[See Record **064** for abstract]

**114**

Shorey, Leonard L.

The primary education project. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 3, Jul-Aug. 1981, pp. 22-25.

This article describes the four-year project (1980-1984) for the EC and Jamaica, which was funded by USAID. The objective of the project was to enhance primary school education, and the quality of administration and educational planning by concentrating on five schools in each territory in three of the following subject areas: language, arts, maths, science, and social studies. Countries involved in the project were: Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG.

**115**

Spring, John

St. Vincent Social Studies Curriculum Development Project. *Social Studies Education*, No. 13, Oct. 1978, pp. 17-18.

[See Record **058** for abstract]



## EDUCATIONAL PSYCHOLOGY

**116**

Francois-Creese, Grace Jasmine Rosanne

*Establishing a peer counselling system in secondary schools in St. Vincent and the Grenadines.* M.Ed., University of Bristol, 2000. vi, 72 p.

**117**

Parry, Odette

In one ear and out the other: Unmasking masculinities in the Caribbean classroom. *Sociological Research Online*, vol. 1, no. 2, 1996.

(Available: <http://www.socresonline.org.uk/socresonline.1/2/2.html>)

This paper explores classroom gendered responses of secondary school students in Jamaica, Barbados, and SVG. It examines the relationship between teacher expectations, Caribbean masculinities, and male underachievement. Data were collected from classroom observation of fourth form students (14-year-olds), and from ethnographic interviews with head teachers, guidance counsellors, and fourth form teachers of English language, biology, and physics. The account shows how teachers interpret gendered responses as confirmation of natural and necessary differences between male and female students. It is these perceived differences that they use to justify the case for single-sex education, particularly for males. Conversely, the paper argues that male gendered responses are informed by cultural expectations that translate into pedagogical relationships. These expectations reflect a version of masculinity that equates education with the female side of a male/female dichotomy. The paper explores ways in which schools encourage this version of "masculinity" at the same time as rendering it educationally inappropriate.

**118**

Reviere, Ruth

*An analysis of the students' culture in a Caribbean secondary school.* M.A., Dalhousie University, 1993. 232 p.

This study is a cultural analysis of the students' culture in the St. Vincent Grammar School. It sought to decipher the unconscious cultural assumptions of the students. It was found that the students shared many of the unconscious cultural assumptions of the other participants in the school culture, that is, the administration and staff, but some were peculiar to the students. In many instances where the cultural assumptions were similar, the articulated values differed even though the students' behaviours showed that they operated from the same assumptions. These distinctive assumptions differed sufficiently from those held by the school authorities, resulting in conflict between students and the school authorities.

**119**

Richardson, Arthur G.

*Stress in teaching: A study of elementary school teachers in the Caribbean.* 23 p.

Paper prepared for the Annual Meeting of the American Educational Research Association, Chicago, IL, USA, 24-28 Mar., 1997.

This study sought to discover the sources of stress in primary school teachers in the Caribbean, through answers to three questions that focused on teachers' perceptions of: 1) the most stressful classroom activity/condition; 2) differences in sources of stress between male and female teachers; and 3) differences in sources of stress among teachers across eight Caribbean countries. The subjects were 645 primary school teachers (310 males and 335 females) from Antigua and Barbuda (63), Barbados (103), British Virgin Islands (40), Dominica (113), Grenada (67), Montserrat (65), St. Kitts-Nevis (93), and St. Vincent and the Grenadines (101). Data were collected using a Teacher Stress Inventory, which contained seven scales: role ambiguity, role stress, organizational management, job satisfaction, task stress, and supervisory support. Task stress emerged as the major source of stress for the teachers. Male teachers showed higher levels of stress on role stress and life satisfaction. Differences emerged among territorial sub-samples on two of the seven measures: organizational management and supervisory support. On the organizational management measure, teachers from SVG and Barbados scored higher than their counterparts in Montserrat and Dominica. Vincentian teachers achieved a higher score on this measure than their peers in the British Virgin Islands and Grenada. With respect to supervisory support, teachers from Antigua and Barbuda, Barbados, St. Kitts-Nevis, and SVG indicated the highest levels of stress.

### 120

Richardson, Arthur G.

Stress in teaching: A study of elementary school teachers in the Caribbean. *Bulletin of Eastern Caribbean Affairs*, vol. 21, no. 3, Sep. 1996, pp. 1-8.

(A version of this paper was presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, 24-28 Mar., 1997)

[See Record 119 for abstract]

### 121

Sarkar, G.

*Stress in a sample of secondary school teachers in Kingstown, St. Vincent*. B.Ed., The University of the West Indies, Mona, 1997. [n.p.].

## EDUCATIONAL QUALITY

### 122

Richardson, Arthur G.

Classroom learning environment and creative performance: Some differences among Caribbean territories. *Educational Research*, vol. 30, no. 3, Nov. 1988, pp. 224-227.

A class inventory and two creativity measures were administered to a sample of 350 sixth-grade students in three Caribbean territories--Barbados, Grenada, and SVG. Analyses indicated that Barbadian schools have a more favourable classroom learning environment for creative production than the other two territories. Barbadian students also demonstrated a significantly higher level of creativity.

**123**

Toran, Carey D.

Education in St. Vincent: Biabou. In Thomas M. Fraser, Jr., *Windward Road: Contributions to the anthropology of St. Vincent* (pp. 58-72). Amherst, MA: Department of Anthropology, University of Amherst, 1973. (Research Reports; No. 12)

This article presents a composite of several days' observations made by the author at the Biabou Methodist Elementary School and a shorter visit to the elementary school at Greggs. This is followed by a more general overview of schools and schooling in SVG, which touches on the influence of colonial domination, the need for relevance, the expectations of teachers and parents, teacher turnover, and the perceived importance of education.

## EDUCATIONAL REFORM

**124**

Fergus, Howard A.

The challenge of educational reform in microstates: A case-study of the Organization of Eastern Caribbean States. *Prospects*, vol. 21, no. 4, 1991, pp. 561-571.

This article deals mainly with the challenges of educational reform in the microstates of the OECS--Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Lucia, and SVG--and the strategies that might be used to deal with them. The first section establishes the rationale for reform; the second analyzes reform projects; and the third section suggests a number of strategies for coping with change.

**125**

Mitchell, J. F.

*Bequia education: A formula for hope*. Kingstown: [s.n.], 1990. 13 p.

This paper sets out detailed proposals for the restructuring of secondary education on the island of Bequia.

**126**

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS). *La Educacion*, vol. 34, no. 107, 1990, pp. 1-18.

This article presents a broad outline of what is considered necessary for the reform of primary education in the EC, through a study of current offerings in primary education in the following states: Antigua and Barbuda, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG. It proposes seven major areas for reform and reconsideration: 1) educational resources, especially instructional material related to reading and writing; 2) an improved classroom learning environment, including adequate space and appropriate teaching materials and supplies; 3) a reduction in class size; 4) improved classroom management and

organization; 5) improved and streamlined curriculum offerings for the lower levels of primary education; 6) improved teacher training; and 7) improved training for primary school principals.

**127**

Rogers, Chester A.

Redesigning teacher preparation in the Eastern Caribbean: The perspective of the St. Vincent Teachers' College. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 141-149). Cave Hill: UWI, 1995. Biennial Eastern Caribbean Standing Conference on Teacher Education, 9th, Bridgetown, Barbados, 13-15 Dec., 1993. Sponsored by: Faculty of Education, UWI, Cave Hill.

This paper outlines the history of teacher training in SVG, and makes recommendations for the re-design of teacher preparation under the following headings: 1) Duration of training, 2) Entry qualifications, 3) Individual study, 4) Individual subject area concerns, 5) Final examination, 6) UWI/Teachers' College contacts, 7) Fellowships, and 8) Incentives.

## **EDUCATIONAL RESEARCH**

**128**

Ellis, Patricia Arlene

Participatory research and rural development in Rose Hall, St. Vincent, West Indies. In Claudia Harvey (Ed.), *Participatory research in the Caribbean: Principles, practice, problems and potential* [n.p.]. St. Augustine: Extra-Mural Studies Unit, UWI, 1985.

## **EDUCATIONAL STATISTICS**

**129**

St. Vincent and the Grenadines. Central Planning Division. Statistical Unit  
*Digest of statistics*. Kingstown: Central Planning Division. Annual

This digest has a wide subject coverage, including education. The section on education includes data on enrolment, teacher qualifications, and examination results at each level of education.

**130**

Vanloo, Cools

*Some issues in the construction of educational indicators in the Caribbean*. 2 p.  
Paper prepared for the Regional Workshop on Education Indicators in the Caribbean, Georgetown, Guyana, 13-17 Mar., 1995. Sponsored by: UNESCO; CARICOM.

This paper provides two examples of the problems that may be encountered in the generation of valid indicators. It recommends the development of a "Manual of Educational Indicators" containing: 1) a list of standard indicators, 2) definitions of indicators, 3) methods of calculating indicators, and 4) uses of indicators.

**131**

Williams, Winfield

*A closer look at the Common Entrance.* Kingstown: TRESPUB Associates, 1993. 19 p.

[See Record **045** for abstract]

## **EDUCATIONAL TECHNOLOGY**

**132**

Deodat, Rovin

*Radio as an educational medium in the Commonwealth Caribbean.* Vancouver: Commonwealth of Learning, 1992. 99 p.

This study examined the use of radio in formal and informal education in 12 Commonwealth Caribbean countries: Antigua and Barbuda, Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Lucia, St. Kitts-Nevis, SVG, and Trinidad and Tobago. Data were collected through interviews with radio station personnel, representatives of Ministries of Education, and recognized thinkers and teachers of communication and education in the Caribbean. It was found that nine of these countries had attempted to use radio in formal education at some time over the previous 20 years in the form of broadcast to schools programmes. The programmes were produced by a unit within the Ministry of Education and broadcast by one of the national broadcasting services in the respective countries. None of the countries had attempted to use radio for formal adult education; however, there were many examples of attempts to use radio for informal or nonformal educational purposes.

The report suggests that radio, as currently organized and operated in the Caribbean, cannot be a tool for education and development unless these educational and development programmes are part of a national or regional plan involving the central governments, the universities or educational institutions, the radio stations, and appropriate local and overseas agencies. It is further suggested that if national and regional objectives in education are articulated and coordinated in such a way that broadcasting is given a specific mandate in the field, and the appropriate financial and institutional support, then existing organs such as the Caribbean Broadcasting Union (CBU), The UWI radio unit, the Caribbean News Agency's (CANA) radio division, Ministries of Education Broadcasting Units and specialist producers in individual Caribbean countries can be coopted in a genuine regional effort utilizing radio and broadcasting, in general, for education and development.

**133**

*New media in education in the Commonwealth: A study conducted by the Centre for Educational Development Overseas and the Commonwealth Secretariat.* London: Commonwealth Secretariat, 1974. xiv, 292 p.

This survey was undertaken in order to provide a comprehensive factual survey of projects using the new media throughout the Commonwealth, and to carry out more detailed studies of selected projects. The new media were taken to mean: a) the use of television for educational purposes, b) the use of radio for educational purposes, c) the use of correspondence education, and d) the use of

any combination of audio-visual media designed for teaching or learning. Part I contains a digest of information obtained from a questionnaire survey of relevant projects, supported by country-based educational fact sheets. The following Caribbean countries are included in this section: Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia, SVG, and Trinidad and Tobago. Part II contains reports of 19 case studies selected from the projects listed in Part I, including two from the Caribbean.

### 134

Painter, W. J.

Computer studies in St. Vincent -- aspects of Humber College involvement with supporting West Indian teaching facilities. *ECOO Output*, vol. 9, no. 1, Apr. 1988, pp. 39-45.

### 135

Siegel, Elliot; Carroll, Bonnie C.; Thompson, Patricia

*Pilot project on access to telematics facilities in the Eastern Caribbean sponsored by Commonwealth of Learning, International Council for Scientific and Technical Information, International Telecommunication Union, Pan American Health Organization, United Nations Development Programme and UNESCO: Final report.* Paris: UNESCO, 1998. vi, 35 p.

(Available online: <http://www.icsti.org/caribbeanreport.html>)

This report presents the results of the Pilot Project on Access to Telematics Facilities in the EC implemented in 1996-1997. The objective of the pilot project was to show how demand and supply for telematics can be brought into balance to promote development in the region in ways that benefit both users in the sectors of public concern (i.e., sectors acting for the public good in such areas as health and education) and private sector business interests. Based on a survey of organizations in the sectors of public concern funded by UNESCO, and consultations with representatives of the Barbados Government and the OECS Secretariat, the project sponsors selected three sectors of major public concern (health, education, and environment) in three countries of the EC (Barbados, St. Lucia, and SVG) for participation in the pilot project.

Project implementation was carried out from initiation in June 1996 through December 1997. It involved facilitating access to the Internet and to selected databases in health, education, and environment by specially selected users in the three countries. This report examines how the Internet was used and how that use had an impact on the areas of concern, as well as demonstrating possibilities for sustainability, intersectoral cooperation, and development of the telecommunications marketplace. Data were collected through personal interviews with project stakeholders and users, reports of the project management, and correspondence among the participants. The project appeared to have achieved the objectives of user awareness, education, local infrastructure provision, and sustainability of use. Seventy-two people initially received training on Internet access and on the use and searching of databases relevant to health, education, and the environment. Approximately 25% of those trained continued with the project, and became intermediaries and multipliers for use of the Internet and electronic information resources by others. Participants offered concrete examples of cost savings to prove the continuing value of using the Internet. There was also evidence that the Internet had become fully integrated into communications patterns and information-seeking behaviour in the workplace.

## ENVIRONMENTAL EDUCATION

136

Bynoe, Paulette E.; Hale, William

An analysis of environmental education provision in a sample of Caribbean National Environmental Action Plans (NEAPS). *Environmental Education Research*, vol. 3, no. 1, Feb. 1997, pp. 59-68.

This article analyzes the National Environmental Action Plans (NEAPS) produced by eight Caribbean countries (Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG) in order to assess the extent to which the plans incorporate environmental education, and their success in promoting environmental awareness. It was found that, overall, environmental education has not been given a high priority, although some provision has been made for its incorporation. Although Caribbean governments are aware of the need for environmental education as a tool for environmental protection, the necessary provisions to implement the existing policies are yet to be made.

137

Dijksterhuis, Oda W.

Environmental education: A tool for coastal management? A study of the Caribbean region. *Coastal Management*, vol. 24, no. 4, 1996, pp. 339-353.

A study, conducted in 1995, provided an overview of the methods and strategies of environmental education utilized to target the uses and issues of the coastal zone, as well as the restrictions that are encountered. A sample of 25 of the important, resident organizations providing environmental education in Barbados, Dominica, Jamaica, St. Lucia, SVG, and Trinidad and Tobago assessed the extent and nature of the current use of environmental education in relation to prevention of damage to coastal resources and ecosystems, with the aim of developing awareness of sustainable development regarding such issues. They also evaluated the success of environmental education for coastal management purposes, and assessed the potential for development of the environmental education provided.

The responses revealed that environmental education appeared to be used most commonly as a means of educating the broader population about the coastal area and its user issues. Students received the environmental education of 10% of the respondents, scholars of 16%, community groups of 13%, and youth clubs of 8%. The economic users of coastal natural resources, such as business and industry (8%), tourists (6%), and farmers (6%), received less attention, even though they depend on the coastal zone for their livelihood, and can be the main generators of coastal ecosystem damage and over-exploitation. The central role of women in a developing country's agriculture means that the 4% of education directed at this social group is insufficient, and it is concluded that in the future, environmental education should be targeted at this group.

**138**

Ellis, Patricia Arlene

Environmental adult education in the English-speaking Caribbean. *Convergence*, vol. 33, no. 4, 2000, pp. 86-96.

[See Record **019** for abstract]

**139**

Report on Subregional Workshop on Teacher Training in Environmental Education for the Caribbean. *Connect, UNESCO-UNEP Environmental Education Newsletter*, vol. 9, no. 1, Mar. 1984, [n.p.].

This newsletter contains a description of the Sub-regional Workshop on Teacher Training in Environmental Education for the Caribbean, with individual reports from the Bahamas, Barbados, Belize, Dominica, Grenada, Jamaica, St. Lucia, SVG, and Trinidad and Tobago. Workshop goals included exchanging information and experience on the development of environmental education in the Caribbean, examining five teacher training modules, and exploring efficient ways for local adoption and use of the modules.

**140**

Ward, Nathalie F. R.

*Beliefs and attitudes of Caribbean girls about whales: An approach to understanding cultural identity with implications for conservation education*. Ph.D., Antioch University, 2001. 384 p.

This case study examined the beliefs and attitudes about whales among seven adolescent girls from the whaling island of Bequia. It sought to reveal the sources and scope of the girls' knowledge and experience, and their interpretation of culture-specific attitudes that define use, contribute to conflict, and enhance protection of whales. The investigation combined participatory learning and action research, expressive arts techniques, and descriptive ethnography. Data analysis revealed that knowledge about whales was learned primarily through socially mediated experiences, with minimal focus on formal learning or media communications. Eleven knowledge categories emerged including physical characteristics, social behaviour, sensory capabilities, ecological requirements, and cultural use. Respondents characterized a culture-specific typology of eleven attitudes including survival, cultural, symbolic, appreciative, affectionate, religious, scientific, ecologicistic, negative, and mastery attitudes.

American and Bequian attitudes were contrasted to define the range of influences that support or negate a conservation ethic. Appreciative and affectionate attitudes were the most significant conservation promoters, followed by environmental attitudes (scientific and ecologicistic). Utilitarian (survival) and fear-based attitudes (righteous, mastery, negative) were perceived as conservation deterrents. Cultural and symbolic attitudes were viewed as cross-cultural attitudes, wherein the strength of cultural expression varied depending on ambient political and environmental factors within the culture. Expressive arts techniques provided a safe zone for respondents to articulate their beliefs and attitudes, and offered a framework for considering new perspectives. The girls' attitudinal orientations suggested that curriculum design focus on adolescent interests of reproduction, and social and familial concerns. The importance of using local people for



assessment, as well as partners in the design of relevant environmental curricula, were significant implications for conservation education in the region.

## HEALTH AND FAMILY LIFE EDUCATION

### 141

Israel, K. Patricia

*UNFPA final report strengthening of FLE/FP STV/86/P01: St. Vincent and the Grenadines.* [S.l.: s.n.], 1990. [1 v. in various pagings].

(Title on p. [2]: Strengthening of family life education/family planning (SV/86/P01))

### 142

Middlestadt, Susan E.; Fishbein, Martin; Albarracin, Dolores

Evaluating the impact of a national AIDS prevention radio campaign in St. Vincent and the Grenadines. *Journal of Applied Social Psychology*, vol. 25, no. 1, Jan. 1995, pp. 21-34.

This article examines the impact of a national radio campaign on condom use in SVG. It looks at campaign effectiveness, communication between parents and teenage children, and beliefs about and attitudes towards condom use.

### 143

St. Vincent and the Grenadines Human Rights Association

*Articles on media education programme on the rights of the child.* [Kingstown]: The Association, 1995. 25 p.

## HIGHER EDUCATION

### 144

Peters, Bevis Franklin

*The emergence of community, state and national colleges in the OECS member countries: An institutional analysis.* Cave Hill: ISER (EC), 1993. 96 p. (ISER EC Monograph Series; No. 2)

[See Record **086** for abstract]

## HISTORY OF EDUCATION

### 145

Daisley, H. E. A.

*History of education in Saint Vincent and the Grenadines, edited by David Dolly; draft.* St. Augustine: UWI, 1991. [n.p.].

This is the draft of what was intended to be a history of the education system in SVG by an eminent headteacher, who had served at both the primary and secondary level. However, it was not completed by the time of his death, so that only this draft survives.

**146**

Hadley, C. V. D.

*Report on the Windward Islands - Educational survey.* Kingstown: Vincentian Publishing Co. Ltd., 1954. [n.p.].

**147**

Hammond, Stanley A.

*Education in St. Vincent: Memoranda.* Kingstown: Government Printing Office, [19??]. [n.p.].

**148**

Harbin, John

Agriculture in the elementary schools of Grenada and St. Vincent 1902-4. *West India Bulletin*, vol. 6, no. 2, 1905, pp. 223-227.

**149**

Rogers, Chester A.

*Teacher education in St. Vincent and the Grenadines: Its historical development, present characteristics and proposals for future development.* M.Ed., University of Leicester, 1984. [n.p.].

**150**

Sandiford, Angelita Petrona

*Adult education in Barbados and the Eastern Caribbean.* Ed.D., Teachers College, Columbia University, 1991. viii, 239 p.

[See Record **034** for abstract]

**151**

Thompson, Currel E.

*The role of women in the St. Vincent and the Grenadines' Teachers' Union, 1970 - present.* St. Augustine: UWI, 2000. v, 57, [8] p. (Caribbean Studies Paper)

This study chronicles the evolution of the St. Vincent and the Grenadines Teachers' Union (SVGTU) from 1903-1970, focusing on the role of women in that period. It also examines the social, political, and economic internal and external factors that hindered and those that aided their ascension to leadership within the union from 1970. This study highlights some of the changes in the union, which were initiated and influenced by women, and shows that women in the SVGTU have indeed contributed significantly to the advancement of the trade union movement.

## LANGUAGE EDUCATION

152

Rogers, Chester A.

*A comparative study of the written language of some middle and working-class boys in Kingston, Jamaica, and working class boys in Kingstown, St. Vincent.* B.Ed., The University of the West Indies, Mona, 1970. 108 p.

153

St. Vincent and the Grenadines. Ministry of Education, Culture, Youth and Women's Affairs. Education Planning Unit

*Proposals for upgrading of foreign language teaching in secondary schools in St. Vincent and the Grenadines.* Kingstown: Education Planning Unit, 1992. [10] p.

Under the programme for Rationalizing the Operations of Newer Secondary Schools (June 1988), the teaching of foreign languages was virtually eliminated from the curriculum in SVG. This proposal examines the following: 1) Student enrolment in foreign languages, 2) Student progression rates in foreign language subjects, 3) Foreign language results, and 4) Foreign language teachers. Based on this analysis, recommendations are made for the re-introduction and further development of foreign languages in secondary schools. It is hoped that these would provide the basis for formulating a policy with regards to the teaching of foreign languages at both the formal and nonformal levels.

154

Stewart, Harold Harvey Ching

*A case study of a methods program in English as a Second Language in St. Vincent, West Indies.* Ph.D., University of Alberta, 1993. 245 p.

This case study sought to reveal the impact of an English as a Second Language methods course on the professional lives of a group of teachers from SVG. The course was offered in Kingstown during two consecutive summers, each summer session lasting two weeks, and was planned and presented by tutors from Canada and SVG. The methodology for this situational interpretive study involved using journals, letters, interviews, and documents provided by the course participants, in collaboration with the researcher, in order to reveal the insiders' perspective of the programme and its influence on their lives. The study provided profiles of each of the participants drawn from accounts of their experiences during and after the workshop. This description, supplemented with photographic illustrations, constituted the essence of the study.

To reveal the meaning of the programme for the teachers, the researcher located the workshop experience within the context of the teachers' personal lives, their workplace conditions, and their cultural milieu. This approach led to the discovery of several customs of teaching, which appeared to determine the acceptability of the ideas presented at the workshop. Thus, strategies that were perceived as improvements to the putative practice of drilling students were favourably received. On the other hand, the programme had little effect on the custom of teaching Standard English using a traditional grammar approach. Many of the untrained teachers stated that the workshop had helped them to understand the differences between the vernacular dialect and Standard English.

This understanding appeared to generate a more respectful perception of the Vincentian dialect. As a result, many of these teachers claimed that, in the classroom, they no longer treated the local dialect as an inferior version of Standard English.

## LITERACY

**155**

Browne, Mike

Developing a national literacy campaign in St. Vincent and the Grenadines. *Bulletin of Eastern Caribbean Affairs*, vol. 13, no. 1, Mar/Apr. 1987, pp. 26-31.

A 1975 UNESCO report on adult education in SVG found that between 30-50% of the adult population in the country experienced reading and writing difficulties and could be considered functionally illiterate. This article categorizes the problem of illiteracy in the country, describes the response pioneered by the St. Vincent Union of Teachers, and discusses their experience with the literacy programme and the directions such programmes should take. It notes that the literacy model used in SVG characterizes illiteracy as a class problem rather than a technical unidimensional process of lacking reading and writing skills. It advocates keeping the needs and priorities of adult learners at the centre of the literacy programme.

**156**

Browne, Mike

Literacy in the Caribbean. *Convergence*, vol. 24, no. 1/2, 1991, pp. 60-64.

This is a concise description of adult literacy activities in the Caribbean, primarily focused on the collaboration between NGOs and government agencies, with special reference to the SVG experience.

**157**

Browne, Mike

Literacy in the Eastern Caribbean. *Bulletin of Eastern Caribbean Affairs*, vol. 16, no. 3, Jul. 1990, pp. 26-31.

This article identifies several educational programmes in Dominica, Grenada, St. Lucia, and SVG, and analyzes the efficiency of these programmes as they attempt to reach persons who have not been able to profit from earlier educational opportunities. It identifies one of the reasons for the growing illiteracy rate as the increase in standards of living, and science and technology. It is suggested that governments need to pay more attention to the development of literacy programmes and to make efforts to eradicate some of the problems facing non-formal education systems.

**158**

Browne, Mike

St. Vincent: Getting literacy on the national agenda. Nongovernmental organisations as pioneers of adult literacy in a Caribbean island-state. *AERDD Bulletin*, No. 27, Dec. 1989, pp. 31-34.

**159**

Clarke, Desmond C.

Tackling the literacy problem in the Eastern Caribbean: Some considerations. *Bulletin of Eastern Caribbean Affairs*, vol. 5, no. 5, Nov/Dec. 1979, pp. 14-26.

Against the background of a quite lengthy deliberation on the meaning and definition of literacy, this article assesses the problem in Grenada, St. Lucia, and SVG. It also reviews various practical ways of tackling the issue of functional literacy.

**160**

Desouza, Melanie B.

*An assessment of the planning and implementation of three community based literacy programs in St. Vincent and the Grenadines, West Indies*. M.Sc., University of Guelph, 1995. 241 p.

This study examined the effectiveness and impact of three community-based literacy programmes in SVG. It was hypothesized that these programmes could be used as effective mechanisms for individual and rural community development. The study was carried out over a three-month period, using surveys with learners, key informant interviews, review of secondary data, and participant observation. Based on the three case studies, it was determined that these programmes are an effective mechanism for mobilizing people in communities. The programmes were found to have positive impacts on the behaviours and attitudes of participants. The study illustrated the need for proper programme planning and implementation, and the need to include learners in this process. It also highlighted some of the factors that affect the successful operation of programmes and the characteristics of a sustainable programme.

**161**

Jules, Didacus

*A review of community based literacy initiatives in the Caribbean in the 1980s*. Castries: National Research and Development Foundation, 1990. 18, viii p.

This paper reports on a survey of community-based literacy initiatives, which was conducted in 1987 on the initiative of CUSO and with the collaboration of the National Research and Development Foundation (NRDF) and the Caribbean Regional Council for Adult Education (CARCAE). The results of the survey were updated at a workshop of the Regional Literacy Network held in Dominica in September 1989. The survey identified 46 literacy projects in the six countries covered that were either established or in the process of being set up: Belize - 6 projects; Dominica - 14 projects; St. Lucia - 10 projects, and SVG - 16 projects.

**162**

Jules, Didacus

Building a national movement: The Caribbean experience. In Margaret Gayfer (Ed.), *Literacy in industrialized countries: A focus on practice. Proceedings* (pp. 47-49). Toronto: International Council for Adult Education, 1987.

International Seminar on Literacy in Industrialized Countries, Toronto, Canada, 13-15 Oct., 1987. Sponsored by: International Council for Adult Education. (Special issue of *Convergence*, vol. 20, nos. 3-4, 1987)

A very short overview of Caribbean experiences in literacy action, featuring national movements in Grenada and Jamaica and an example of community-based programmes in SVG.

## LITERATURE EDUCATION

**163**

McGarrell, Shirley Ann

*Differential perceptions of English teachers about the teaching of literature in Seventh-day Adventist secondary schools in selected regions of the Caribbean.* Ph.D., Andrews University, 2000. 221 p.

[See Record **061** for abstract]

## MATHEMATICS EDUCATION

**164**

Broomes, Desmond R.

*Statistical analyses of final year mathematics examination (1971) in six teachers' colleges of the Eastern Caribbean.* Cave Hill: Institute of Education, UWI, 1972. [n.p.].

Performance of candidates on Mathematics - Part 1 of the Final Year Mathematics Examination (1971) held in teachers' colleges in Antigua, Barbados, Grenada, St. Kitts-Nevis, St. Lucia and SVG, is presented and statistically analyzed. Detailed analyses of performance on each item of the test showing the number of candidates (male and female) in each college who got the item correct or wrong, or who omitted it, are also presented. Some uses for the taxonomy of mathematical objectives and item analysis are suggested.

**165**

Broomes, Desmond R.

*A study of the mathematics performance of students at teachers' colleges in Antigua, Barbados, Grenada, St. Lucia and St. Vincent during 1966.* Cave Hill: Institute of Education, UWI, 1967. [n.p.].

**166**

*Fractions: Activities and exercises for teaching fractions in secondary schools.* Castries: Voluntary Services Overseas, 1997. 48 p. (Series of Caribbean Volunteer Publications; No. 4)

This document contains material from a half-day workshop held at Petit Secondary School for mathematics teachers at Petit Bordel and Troumaca Ontario Secondary School in SVG. It advocates the use of activity-based mathematics as a teaching methodology in secondary schools, and

demonstrates the use of proprietary and "home produced" resources. Objectives of this workshop included examining various means of teaching fractions to secondary school students, particularly those at the lower school level, and to give concrete realization to the abstract teaching approach found in most mathematics textbooks.

## NUTRITION AND HEALTH

### 167

Alonge, O. K.; Narendran, S.

Dental caries experience among school children in St. Vincent and the Grenadines: Report of the first national oral health survey. *Community Dental Health*, vol. 16, no. 1, Mar. 1999, pp. 45-49.

This survey sought to: (a) determine the prevalence and severity of dental caries among school children in SVG, (b) establish baseline data on dental caries, and (c) determine the extent to which the existing oral health care system was meeting dental needs. Dental examinations were conducted by three trained examiners on 1,648 students (21% of students in the country). Caries prevalence in the permanent dentition was 69.4%, ranging from 68-73% according to gender and geographic location. In the primary dentition, caries prevalence was 76.6%. Mean DMFT for the survey population was 2.69; dmft was 3.25, while the DMFT scores for gender and location types varied from 2.39-3.25. DMFT at 12 years was 3.25. No difference in caries prevalence was observed between genders in the permanent dentition, but prevalence was significantly different in the primary dentition, being higher among boys. Prevalence was significantly higher in the urban population relative to the rural population. The decayed component constituted 92% of DMFT and 91% of dmft. Moderate caries severity and high levels of untreated decay were found in both primary and permanent teeth. The results emphasize the need for continuous surveillance and for appropriate intervention and prevention programme.

### 168

Alonge, O. K.; Narendran, S.

Periodontal health status of school children in St. Vincent and the Grenadines. *Odonto-Stomatologie Tropicale*, vol. 22, no. 88, Dec., 1999, pp. 18-22.

A national oral health survey of school children was conducted in SVG in October through November 1991, in order to (a) determine the periodontal status of the children, (b) determine the pattern and severity of periodontal disease, (c) estimate treatment needs, and (d) provide information for health planners. The study had a cross-sectional design, and 1,646 children representing all school districts were selected via multi-stage, systematic sampling. Examinations were conducted by three examiners using CPITN probe. Periodontal indicators and treatment needs were determined using the CPITN index. Calculus was the most prevalent condition, with values ranging from 26-83%; bleeding was the least prevalent condition; and children with healthy indicators were intermediate in prevalence. Subjects with healthy indicators ranged from a low of 12% among 15- to 19-year-olds to a high of 51% among 7-year-olds. The mean number of health sextants varied from three to five, and mean number of sextants with bleeding or calculus varied from one to three. Oral hygiene instruction was the most common treatment need, ranging from 49-

88%. The need for prophylaxis was associated with increase in age, with the highest prophylaxis treatment needs of 83% among the 15- to 19-year-olds. No significant differences were observed in periodontal status between genders, and also between urban and rural children. A high prevalence of calculus and bleeding was observed among the children.

### 169

Ashcroft, M. T.; Antrobus, A. C. K.

Heights and weights of school children in St. Vincent. *Journal of Biosocial Science*, vol. 2, 1970, p. 317.

### 170

Tikasingh, Elisha S.; Baboolal, S.

Seroprevalence of toxocara infections in schoolchildren in the Eastern Caribbean - abstract. *West Indian Medical Journal*, vol. 43, Suppl. 1, Apr. 1994, p. 45.

Paper prepared for the Scientific Meeting of the Commonwealth Caribbean Medical Research Council, 39th, Kingston, Jamaica, 21-23 Apr., 1994.

Enzyme-Linked Immuno Sorbent Assay (ELISA) was used to study the prevalence of *toxocariasis* in six EC countries--Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, SVG. Test sera were collected from school children aged 5 years and 9 years. Sera with a titre of 100 or more were considered positive for *Toxocara*. Overall prevalence rates were: Antigua and Barbuda - 38.8% (n=322), Montserrat - 47.4% (n=228), Dominica - 59.9% (n=157), SVG - 63.2% (n=285), St. Kitts-Nevis - 66.1% (n=168), and Grenada - 78.0% (n=387). Although antibody prevalence was high, no full-blown cases of visceral larva migrans were reported in these countries.

## PRIMARY EDUCATION

### 171

CARNEID Co-ordinating Centre

*The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica*. Bridgetown: CARNEID, [198?]. [1 v. in various pagings]. (CARNEID Case Study Series)

[See Record **066** for abstract]

### 172

Michael, Jennifer

Introduction: An analysis of the transition from pre-primary to primary as practiced in four Caribbean countries - St. Lucia, St. Vincent & the Grenadines, Guyana and Jamaica. In CARNEID Co-ordinating Centre, *The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica* [7 p]. Bridgetown: CARNEID, [198?] (CARNEID Case Study Series)

[See Record **068** for abstract]



**173**

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS). *La Educacion*, vol. 34, no. 107, 1990, pp. 1-18.

[See Record **126** for abstract]

**174**

St. Vincent & the Grenadines. In CARNEID Co-ordinating Centre, *The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica* [10 p.]. Bridgetown: CARNEID, [198?]. (CARNEID Case Study Series)

[See Record **070** for abstract]

**175**

Shorey, Leonard L.

The primary education project. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 3, Jul-Aug. 1981, pp. 22-25.

[See Record **114** for abstract]

**176**

Spring, Clinton J.

*Absenteeism amongst primary school children in St. Vincent and the Grenadines*. [S.l.]: Commonwealth Youth Programme. Caribbean Regional Centre for Advanced Studies, 1976. [n.p.].

This study sought to identify the problems that lay at the root of individual cases of absenteeism among primary school students in SVG.

**177**

Toran, Carey D.

Education in St. Vincent: Biabou. In Thomas M. Fraser, Jr., *Windward Road: Contributions to the anthropology of St. Vincent* (pp. 58-72). Amherst, MA: Department of Anthropology, University of Amherst, 1973. (Research Reports; No. 12)

[See Record **123** for abstract]

**178**

Vanloo, Cools

*Projecting enrollments and attrition in the primary school system of St. Vincent and the Grenadines*. Arnos Vale: Technical College, 1986. 17 p.

This paper focuses on the construction and evaluation of cohort survival ratios for boys and girls from the whole school population. The ratios in this study were computed from actual enrolment figures for primary schools in SVG between 1979 and 1983. The use of these ratios in projecting

enrolments and attrition from the primary level is illustrated by the use of hypothetical or synthetic cohorts.

## PROFESSIONAL TRAINING

### 179

Blake, Joycelyn Cynthia

*A policy for teacher training and professional development: Special educational needs for primary school teachers in St. Vincent and the Grenadines.* M.Ed., University of Birmingham, 1999. [n.p.].

### 180

Consultation on Education and Training of Community Health Aides and other Health Staff

*Report of a consultation on education and training of community health aides and other health staff for Antigua, Belize, Dominica, Grenada, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia and St. Vincent, Barbados, 12 and 13 March 1979.* Bridgetown: [s.n.], 1979. [1 v. in various pagings].

Consultation on Education and Training of Community Health Aides and Other Health Staff, Bridgetown, Barbados, 12-13 Mar., 1979.

### 181

Jack, Jean Celene

*Human resource development in the St. Vincent and the Grenadines Civil Service: A development management perspective.* M.Phil., The University of the West Indies, Mona, 1994. viii, 200 p.

This study employed a development management approach in the investigation of the impact of the human resource development (HRD) system in the SVG civil service. It posits that by virtue of its development philosophy, HRD must be an integral part of a broader development strategy, focusing on the improvement of both the employee and the work system. Data were collected through a questionnaire completed by 202 civil servants, and interviews with top-level managers and representatives of the political directorate. A continuation of descriptive and explanatory methods of social research was used to critically examine the factors impacting on the HRD system. The HRD function was found to be fragmented and operating on the periphery of national development. These disabling elements have been reinforced by practices and procedures antithetical to growth. The findings reveal a civil service HRD system in need of reform.

### 182

Reid, George

*Report on survey of training needs for planning officials in the Eastern Caribbean.* Port of Spain: UNECLAC, 1981. 31 p. (CDCC/PWG:T/81/1)

At the Second Meeting of Planning Officials of Caribbean Development and Cooperation Committee (CDCC) countries, which was held in Jamaica from 29 May - 2 June, 1980, it was agreed that there was a need to "analyse the actual situation of training in planning in the EC) in

order to outline the basic orientation for the sub-regional and national courses in the future." It was therefore proposed that a survey of training needs for planners in the EC be conducted. This report of the survey was based on the consultant's visit to the seven countries--Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and SVG--during the period 11 March - 3 April, 1981, when meetings were held with staff of the central planning agencies, ministers responsible for those agencies, as well as with representatives of the Ministers of Finance, and of other ministers responsible for the implementation of sectoral plans and policies.

### 183

Stewart, Harold Harvey Ching

*A case study of a methods program in English as a Second Language in St. Vincent, West Indies.* Ph.D., University of Alberta, 1993. 245 p.

[See Record 154 for abstract]

## RELIGIOUS EDUCATION

### 184

Hazell, Brenda S.

*The impact of the Caribbean Baptist Fellowship on Christian education ministries in the Windward Islands with implications for its future role.* Ed.D., New Orleans Baptist Theological Seminary, 1994. xii, 233 p.

Against the background of an examination of the effects of the multifaceted character of the Caribbean on the formation of the Caribbean Baptist Fellowship (CBF), this study described Southern Baptist-related work in the Windward Islands of Dominica, St. Lucia, SVG, and Barbados. Selective narrative accounts of Christian education and related work were presented. Support roles of the two agencies of the Fellowship--Caribbean Christian Publications and the CBF Media Centre--were examined. The Sunday School training and writer workshops, and the production of Caribbean Bible Lessons by Caribbean Christian Publications were found to be significant. Baptist Identity materials developed by the CBF Media Centre emphasized the biblical truths that distinguish Southern Baptists from unrelated cult groups such as Shouter and Spiritual Baptists. Television programming and over 10 years of a weekly radio format contributed to the development of Christian education. The impact of the CBF on Christian education ministries was presented in 12 findings, of which the greatest impact was made by the indigenously produced Caribbean Bible Lessons used throughout the Caribbean, and particularly in the Windward Islands.

## SCIENCE EDUCATION

### 185

Adey, Philip S.; Reay, Judith F.; Turner, A. D.

*An evaluation of new junior secondary science curricula in the Caribbean - interim report.* St. Augustine: UWI, 1973. 46 p.

[See Record 059 for abstract]

**186**

Edwards, E.

*The effects of two teaching methods and the utilization of advance organisers on the meaningful acquisition of science concepts and principles among a sample of teachers at the St. Vincent Teachers' College.* B.Ed., The University of the West Indies, Cave Hill, 1986. [n.p.].

Thirty-two first-year student teachers were randomly assigned to four treatments. A unit of work on acids, bases, and salts was presented to the four groups in five one-hour periods, spread over two weeks. A 25-item multiple choice test was administered 72 hours after the treatment to measure students' learning and retention. A science attitude scale was also administered to the students. It is concluded that advance organizers are useful in improving overall acquisition of science concepts and principles, but students' attitude to science is an important contributing factor to the amount of learning that takes place.

**187**

George, June M.

*Basic Education Project: St. Vincent: A preliminary report on science education.* [S.l.: s.n.], 1994. 33 p. (Prepared for the World Bank)

[See Record **109** for abstract]

**188**

King, Winston K.

Science education in St. Vincent. *Vincentian Teacher*, vol. 1, no. 1, 1978, [n.p.].

This article examines the socio-historical background of science education in an effort to explain the present position. It pinpoints trends towards: 1) a child-centred, activity-oriented approach; 2) the integrated approach; 3) an environmental approach; 4) the social implications of science; and 5) an emphasis on scientific literacy. Each trend is examined in light of constraints on implementation and possible solutions.

**189**

Soyibo, Kola

Gender differences in Caribbean students' performance on a test of errors in biological labelling. *Research in Science and Technological Education*, vol. 17, no. 1, May 1999, pp. 75-82.

This study investigated the extent to which there were gender differences in the performance of some Form 5 (Grade 11) students on a test of six categories of biological labelling errors. The study sample of 1,216 students (525 girls and 691 boys; mean age = 16.50 years) was randomly selected from 32 high schools in Barbados, Belize, Jamaica, St. Lucia, SVG, and Trinidad and Tobago. Data were collected using a researcher-developed instrument. Results showed that the performance levels of both boys and girls were low on the six categories of errors (except on labels without guidelines). However, the girls performed significantly better on each category than the boys. The implications of the findings are highlighted.

## SECONDARY EDUCATION

**190**

Mitchell, J. F.

*Bequia education: A formula for hope.* Kingstown: [s.n.], 1990. 13 p.

[See Record **125** for abstract]

**191**

Paul, Una M.

*School-related and non-school factors that impact negatively on Form 1 pupil performance at the secondary level: Renovating structures, content and methods of secondary education.* Bridgetown: CARNEID, 1997. 58 p.

[See Record **013** for abstract]

**192**

St. Vincent and the Grenadines. Ministry of Education, Culture, Youth and Women's Affairs. Education Planning Unit

*Proposals for upgrading of foreign language teaching in secondary schools in St. Vincent and the Grenadines.* Kingstown: Education Planning Unit, 1992. [10] p.

[See Record **153** for abstract]

**193**

Vanloo, Cools

*Measuring the efficiency of staffing in secondary schools.* Kingstown: Education Planning Unit, 1994. 7 p.

This paper proposes the development and use of an index to measure the efficiency with which teachers are deployed across the secondary school system. The index attempts to establish some relationship between teaching periods and class size in evaluating the efficiency of staff deployment.

## SOCIAL STUDIES EDUCATION

**194**

Griffith, Anthony D.

Problems in the teaching of social studies in East Caribbean schools: The perception of the teacher. *Journal of Eastern Caribbean Studies*, vol. 22, no. 1, Mar. 1997, pp. 45-62.

This study sought to answer the following questions: 1) What do teachers in EC schools perceive to be the major problems in teaching social studies? 2) What is the nature of these problems? A questionnaire was used to collect data from a random sample of 293 teachers (79 male and 214 female) who were in the final year of the in-service training programme at the teachers' colleges in

Antigua and Barbuda, Barbados, Grenada, St. Kitts-Nevis, St. Lucia, and SVG. It was found that: 1) teachers in EC schools had identified nine problems that they perceived to be the major ones faced in the teaching of social studies; 2) a lack of adequate and appropriate resource materials and lack of variety in the use of teaching skills consistently stood out as, by far, the dominant problems; 3) the other perceived problems, in descending rank order, were: lack of administrative support, poor teacher attitude to the subject, poor student attitude, inadequate numbers of trained teachers, infrequent field trips, a problematic social studies curriculum, and inadequate classroom space.

### 195

Jack, F. I.

Experiences in the implementation of the CXC history syllabus. *History Teachers' Journal*, vol. 1, no. 1, May 1981, pp. 3-4.

[See Record **060** for abstract]

### 196

Spring, John

St. Vincent Social Studies Curriculum Development Project. *Social Studies Education*, No. 13, Oct. 1978, pp. 17-18.

[See Record **058** for abstract]

## SOCIOLOGY OF EDUCATION

### 197

Allen, Geraldine Pamella

*An investigation into factors affecting child welfare at the community level in Grenada and St. Vincent*. Christ Church: UNICEF Caribbean Area Office, 1997. 40 p. (UNICEF Caribbean Area Office Working Paper Series; No. 6)

This is an extract from a study based on exploratory research conducted in two communities in each of the islands of Grenada and SVG. The study focused on child well-being, investigating factors relating to education, health, nutrition, child abuse, and neglect, in order to gain an understanding of the dynamics of these communities, identified as falling below national averages with respect to these variables. Data were collected through a sample survey conducted among households in the communities, supplemented and corroborated by information obtained through focus group discussions, key informant interviews, and direct observation.

It was found that unemployment and poverty were the major problems affecting child well-being in the communities. The lack of financial resources limited the ability of parents to adequately provide for the educational and nutritional needs of their children. The majority of parents saw education as being important in helping children to be successful in life; however, they were constrained by their economic circumstances, and were unable to do as much as they would have liked for their children. Early childhood education, which was of varying standards and not monitored, was provided privately, and some parents were unable to pay. Provisions for primary education were

fairly good in terms of coverage, but there was concern about the quality of education at this level. Although the communities had access to health services provided by clinics located within the communities, in the case of SVG, or in adjoining communities, as in the case of Grenada, residents were not totally satisfied with the services provided by these facilities.

### 198

Antrobus, Peggy

*Macro-micro linkages in Caribbean community development: The impact of global trends, state policies and a non-formal education project on rural women in St. Vincent (1974-1994)*. Ed.D., University of Massachusetts, 1998. 441 p.

[See Record **018** for abstract]

### 199

Austin, Roy L.

Family environment, educational aspiration and performance in St. Vincent. *Review of Black Political Economy*, vol. 17, no. 3, Winter 1989, pp. 101-122.

This study sought to determine whether father-absence retards the aspiration or performance of secondary school students in SVG, through an analysis of 12 different groupings of available case studies. The study yielded no evidence that father-absence retards the aspiration or performance of Vincentian secondary school students. These findings, as well as those from some American studies, suggest that father-absence is not harmful if it is not strongly condemned by the culture with which youths identify.

### 200

Austin, Roy L.; Porter, Elaine

Adolescent perception of parental power in three Caribbean islands. *Social and Economic Studies*, vol. 29, nos. 2-3, Jun-Sep. 1980, pp. 247-263.

This study sought to test four hypotheses regarding male dominance, socio-economic status, education, and change in dominance patterns between the 1950s and 1970s in Dominica, "Antillia" (a fictitious name used to protect the identity of a cooperating individual), and SVG. Data were collected through questionnaires administered to 397 fifth and sixth form students on the three islands. The results showed that males were three times as likely as females to dominate family decisions in Antillia and SVG, and five times as likely in Dominica. Social status, but not economic status, seems to have declined since M. G. Smith collected data on the topic in 1955.

### 201

Benbow, J. T.

*Participatory evaluation among rural women: Charting the birth of articulation and power*. Amherst, MA: Center for International Education, School of Education, University of Massachusetts, 1997. 104 p.

This is an evaluation of a pilot project for the integration of women in rural development in the rural community of Rose Hall, SVG, over the period 1981-1990 and beyond. It details the process

whereby the women of Rose Hall were able to choose their own path to development. A number of highly successful activities, including an adult education programme, a pre-school, and the building of a community centre illustrate not how women in Rose Hall are "integrated into" development, but rather how they do development by providing the leadership and vision for the community's development efforts. By addressing important theoretical and practical implications of the project, the role of women in development discourse is examined. Gender relations with the men of Rose Hall are also discussed.

## 202

Ellis, Patricia Arlene

*Nonformal education and empowerment of women: Report of a study in the Caribbean.* [S.l.: s.n.], 1994. 43 p.

[See Record 023 for abstract]

## 203

Glesne, Corrine Elaine

*Strugglin', but no slavin': Agriculture, education and rural young Vincentians.* Ph.D., University of Illinois at Urbana-Champaign, 1985. 324 p.

This is an inductive, ethnographic study of young people in SVG and their relationship to agriculture. After summarizing the past and present agricultural and educational situations in the island, the study analyzed the perceived motivations and constraints for involvement in agricultural work by young Vincentians. It then portrayed these young Vincentians, describing the socioeconomic characteristics that delineated not only their different modes of participation in land cultivation, but also their dreams and aspirations. Data were obtained primarily through participant observation, and in-depth, multi-session interviews with 30 young adults. Short interviews were also conducted with 30 men and women who worked land, with 25 young adults who worked in Kingstown, and with personnel in 24 agricultural or educational organizations and agencies.

Results of the data analysis revealed that young rural Vincentians responded to societal constraints in varied and creative ways, including adapting to, rejecting, and transforming the world around them. The number of years of primary schooling contributed little towards their social mobility. Most did not have access to a secondary education. Although low levels of schooling might have prevented them from leaving agricultural work, higher levels did not necessarily remove them from the land. Many worked land as well as held salaried jobs. The attitudes of the young towards working land, therefore, was not necessarily negative or positive, but depended on a variety of factors--the most important of which was the amount of control one had over the land. Access to land, type of land tenure, proximity to the land, and amount of schooling all emerged as critical factors in predicting not only attitudes, but also the occupational paths of young rural Vincentians.

## 204

Gullick, Mary

The educational background of Vincentian immigrants to Britain. *New Community*, vol. 5, no. 4, Spring/Summer 1977, pp. 405-410.



This article outlines the educational situation in SVG as experienced by the author, who spent the 1970/71 academic year teaching home economics and visiting a number of schools in the country, and returned for a short follow-up visit in September 1974. It was meant to highlight some of the difficulties encountered by West Indians in Britain, and covers formal education, teachers and teaching, and informal education.

**205**

Jones, Adele; Ellis, Patricia Arlene

A Caribbean - South Pacific perspective on nonformal education and women's empowerment. *Convergence*, vol. 28, no. 2, 1995, pp. 17-27.

[See Record **029** for abstract]

**206**

McKenzie, Hermione

The educational experiences of Caribbean women. *Social and Economic Studies*, vol. 35, no. 3, Sep. 1986, pp. 65-105.

This paper presents a review of the information on women's education in Caribbean society, which was gained from the multi-level interviewing methodology used by the Women in the Caribbean Project researchers in SVG, Antigua and Barbuda, and Barbados. The two main aims of this review were: 1) to describe the educational levels and conditions of the women studied, as a necessary background to understanding some of the factors influencing their lives, including the opportunities and restrictions they experience, and 2) to explore these women's orientation to education, and the importance of education to their female identity and female status in society.

**207**

UNICEF Caribbean Area Office

*The state of Eastern Caribbean children 1998: Child survival, protection and development in seven Caribbean countries: Antigua and Barbuda, Dominica, Grenada, St. Kitts-Nevis, St. Vincent and the Grenadines, St. Lucia, and Trinidad and Tobago.* Bridgetown: UNICEF CAO, 199? xxxii, 138 p. (Situation Analysis of Children and their Families)

[See Record **017** for abstract]

**208**

Williams, Winfield

*Educational transition and adolescents at risk in St. Vincent and the Grenadines.* Bridgetown: UNICEF CAO, 1997. 11 p. (UNICEF Caribbean Area Office. Working Papers; No. 9)

This paper examines the structure of the education system in SVG, in order to determine how children interact with it as they make their way through adolescence. It attempts to highlight some of the very serious problems faced by adolescents as they prepare for their adult roles, and identifies some strategies for dealing with the problems.

## SPECIAL EDUCATION

**209**

Blake, Joycelyn Cynthia

*A policy for teacher training and professional development: Special educational needs for primary school teachers in St. Vincent and the Grenadines.* M.Ed., University of Birmingham, 1999. [n.p.].

**210**

*Educating the special child in the Caribbean and Central America.* 37 p.

Paper prepared for the Missouri Federation of the Council for Exceptional Children Annual Conference, St. Louis, MO, United States, 10-12 Mar., 1994.

This paper represents the perspectives of 25 special education teacher scholarship students from 13 Caribbean and Central American countries (Barbados, Belize, Costa Rica, Guatemala, Honduras, Nevis, Nicaragua, El Salvador, Dominica, SVG, Jamaica, Grenada, and Antigua and Barbuda) on the status of special education in their countries in the areas of funding, legislation, identification, and programming. Specific sections of the report address the following aspects of special education in the geographical area: disability prevalence, legislation, funding, identification and placement, programmes, teacher training, services, other factors affecting special education in the Caribbean and Central America, public awareness, attitudes, government barriers, poverty, and new directions for the 21st century. Appendices include a listing of general areas of concern about special education in the Caribbean and Latin America, and specific information about St. Kitts-Nevis, Barbados, Belize, and Jamaica.

**211**

O'Toole, Brian

*The challenge of children with disabilities in the Caribbean.* 25 p.

Paper prepared for the Symposium: Rights of the Child and the Caribbean Experience, Bridgetown, Barbados, 13-15 Mar., 2000. Sponsored by: UNICEF.

This paper, which is based on a study commissioned by UNICEF to examine the magnitude of the challenge of disability in the children of the Caribbean, constitutes a review of the situation of disabled children in 13 countries: Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, Montserrat, St. Kitts-Nevis, St. Lucia, SVG, Suriname, Trinidad and Tobago, and the Turks and Caicos Islands. The study sought to: (a) determine the extent of the problem of disability in children in these countries, and (b) examine the effectiveness of the existing provision to meet the needs of children with disabilities in the various territories. Data were collected through extensive house-to-house surveys, visits to the various special centres, and through questionnaires and key informant interviews. Of the 42,085 children covered in the survey, 935 (2.22%) were judged to be disabled. In all but two of the countries, the percentage of children identified as disabled varied from 1.1% of the total population to 2.75%. In St. Kitts-Nevis, the figure was 3.95%, and 6.25% in Dominica. The most prevalent disability identified was difficulty in learning (33.4%). A further 20.36% of the sample had difficulties in hearing and speech, and 14.9% had difficulty in seeing.

**212**

*Report: National needs assessment survey on the status of persons with disabilities conducted in Grenada, St. Lucia, St. Vincent & the Grenadines, Trinidad and Tobago.* [S.l.: s.n.], 1998. v, [80] p.

This survey formed part of an OAS Multilateral Project on the Equalization of Opportunities for Persons with Disabilities between the ages of 15 and 35, particularly persons with visual impairment, physical, hearing, speech, and mental disabilities. Interviews were conducted with government officials, and representatives of NGOs of and for the disabled, training institutions, employers' organizations, and trade unions. The survey found that while there is no lack of organizations by and for the disabled in each country, there is a serious lack of financial support/resources and trained personnel. In most cases, facilities were inadequate. There is also a serious lack of awareness on the part of parents of disabled children, and disabled persons themselves, of their rights, potential, and capabilities.

## TEACHER EDUCATION

**213**

Blake, Joycelyn Cynthia

*A policy for teacher training and professional development: Special educational needs for primary school teachers in St. Vincent and the Grenadines.* M.Ed., University of Birmingham, 1999. [n.p.].

**214**

Broomes, Desmond R.

Constructing programmes in teachers' colleges: A research perspective. In R. M. Nicholson (Ed.), *Report of the First Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 18-22, 1977* (pp. 15-22). Cave Hill: School of Education, UWI, [197?].

Biennial Eastern Caribbean Standing Conference on Teacher Education, 1st, Bridgetown, Barbados, 18-22 Apr., 1977. Sponsored by: School of Education, UWI.

This paper reports on a project, Profiles of Abilities of Persons in Teachers' Colleges, launched by the School of Education, UWI. It was designed to collect information about persons who were in teachers' colleges in Antigua and Barbuda, Barbados, Dominica, Guyana, St. Lucia and SVG, in order to study the abilities (cognitive and affective) that seemed most valid to predict successful completion of a teacher training programme. Analysis of the results of the project was expected to result in suggestions for reorganizing the curriculum and training design traditionally used in teachers' colleges.

**215**

Broomes, Desmond R.

*Statistical analyses of final year mathematics examination (1971) in six teachers' colleges of the Eastern Caribbean.* Cave Hill: Institute of Education, UWI, 1972. [n.p.].

[See Record **164** for abstract]

**216**

Broomes, Desmond R.

*A study of the mathematics performance of students at teachers' colleges in Antigua, Barbados, Grenada, St. Lucia and St. Vincent during 1966.* Cave Hill: Institute of Education, UWI, 1967. [n.p.].

**217**

Broomes, Desmond R.; Clarke, Desmond C.; Richardson, Arthur G.; Glean, Carlyle A.

*An evaluation of the teacher education programme in Saint Vincent and the Grenadines.* Cave Hill: Faculty of Education, UWI, 1986. 89 p.

The impact of the teacher training programme, as conducted by the St. Vincent Teachers' College, was studied by observing teachers who had graduated as trained teachers during the previous decade. A sample of eight primary schools was selected, and from each of the schools a list of trained teachers was constructed and a random sample of three teachers was drawn from the list. Data were collected using a standard interview schedule and an observation chart. Results of the data analysis are presented as well as recommendations.

**218**

Broomes, Desmond R.; Richardson, Arthur G.; Clarke, Desmond C.; King, Winston K.

*Report of Faculty of Education evaluation team for the assessment of the functioning of the St. Vincent Teachers' College.* Cave Hill: Faculty of Education, UWI, 1986. [n.p.].

**219**

Edwards, E.

*The effects of two teaching methods and the utilization of advance organisers on the meaningful acquisition of science concepts and principles among a sample of teachers at the St. Vincent Teachers' College.* B.Ed., The University of the West Indies, Cave Hill, 1986. [n.p.].

[See Record **186** for abstract]

**220**

Francois, Claudette I.

*An assessment of the effectiveness of teacher education - with particular reference to St. Vincent and the Grenadines.* M.A. (Ed.), University of Leeds, 1982. [n.p.].

This study sought to determine: 1) the agreed characteristics of effective teaching, and the extent to which colleges of education were providing their students with these characteristics; and 2) ways in which the effectiveness of teacher education could be increased, with particular reference to the problems of teacher education in SVG.

**221**

*Inservice and preservice training for teachers: [Papers presented at the Conference on Teacher Training, St. Augustine, Trinidad, 19-28 July, 1964].* [S.l.: s.n.], 1964. 49 p.

Conference on Teacher Training, St. Augustine, Trinidad, 19-28 Jul., 1964.

This volume contains reports on in-service and pre-service teacher training in Antigua and Barbuda, Barbados, British Honduras, Dominica, Grenada, Jamaica, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia, and SVG.

**222**

James, Elta; Stephenson, Lucy

Strategies for improving teacher effectiveness in the classroom. In Desmond C. Clarke (Ed.), *Report of the Eighth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 10-28). Cave Hill: Faculty of Education, 1994.

Biennial Eastern Caribbean Standing Conference on Teacher Education, 8th, St. John's, Antigua, 21-25 Apr., 1991. Sponsored by: Faculty of Education, UWI, Cave Hill.

A major problem faced by intra-mural, full-time teacher release models of teacher education is the high possibility of irrelevance. One way of achieving a theory-practice interface within such a model, in which the classroom effectively becomes a teacher education laboratory, is for teacher education institutions to develop genuinely collaborative relationships with the schools. Such a strategy is used by the St. Vincent and the Grenadines Teachers' College. This paper attempts to share some of the insights and strategies of that collaborative effort, as seen by two of the school-based personnel involved, as part of the search for models of teacher education that are responsive to Caribbean realities and problems. The project reported in this paper represented an attempt to consolidate and extend existing collaborative arrangements between the college and school-based, experienced, trained teachers who assist the college as "cooperating teachers," by providing more targeted college leadership, especially with respect to clinical supervision, and the ongoing professional development of all participants, including college staff.

**223**

Matthias, Ezra Biddel

*Distance delivered technical and vocational teacher training: A study of the Commonwealth of Learning initiatives in the Windward Islands.* Ed.D., George Washington University, 2002. 137 p.

[See Record **062** for abstract]

**224**

Mattson, H. A.

*Preparation for teaching. A manual with exercises in curriculum development.* Washington, DC: Information Collection and Exchange Division, Peace Corps, 1985. 53 p.

[See Record **052** for abstract]

**225**

Miller, Errol L.

*Feasibility study: Academic upgrading of unqualified teachers in the Windward Islands by distance teaching.* [S.l.: s.n.], 1987. vi, 214 p.

[See Record **063** for abstract]

**226**

Miller, Errol L.

*Internal evaluation of the Comprehensive Teacher Training Project in Dominica, Grenada and St. Vincent and the Grenadines.* Winnipeg: OCOD Board, 1992. [n.p.]. (Consultancy Report)

**227**

Newton, Earle H.

Overview of initial teacher education in the Eastern Caribbean and Guyana. In Lucy Steward & Elwyn Thomas (Eds.), *Teacher education in the Commonwealth: Caribbean issues and development* (pp. 25-32). London: Commonwealth Secretariat, 1996.

This survey of initial teacher training activities was carried out in 10 countries: Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, St. Kitts-Nevis, St. Lucia, SVG, and Trinidad and Tobago, all of which have teachers' colleges. The paper examines staffing and student enrolment, programmes, and teaching practice, showing the progress which has been made in the field, and indicating some of the issues that must be dealt with in the future.

**228**

Providence, Ednitt G.

St. Vincent Teachers' College: A search for relevance. In R. M. Nicholson (Ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Barbados, April 30 - May 4, 1973* (pp. 163-167). Mona: School of Education, UWI, 1973.

Conference on Teacher Education in the Eastern Caribbean, Bridgetown, Barbados, 30 Apr. - 4 May, 1973. Sponsored by: School of Education, UWI.

This paper outlines projected changes in the programme of teacher education at the St. Vincent Teachers' College, based on discussion sessions with the various interest groups in the society.

**229**

Providence, Ednitt G.

*Screening at the college level: Its implications for teacher education in St. Vincent.* M.Ed., University of Calgary, 1972. vii, 68 p.

This study sought to compare the academic and professional performance of 30 students who had the requirements for matriculation with the performance of 30 others who had slightly less than the necessary requirements for entry into the St. Vincent Teachers' College, during the period 1968-1970. It aimed to determine whether the existing practice of screening candidates purely on an academic basis was a reliable indication of future teaching capability. The variables used as bases for comparison were final examination scores in each of 11 subject areas, student teaching grade, age, pre-training experience, and performance ratings after a year of internship in the schools. There were tests to judge whether performance in English language bore any significant relationship to performance in other subject areas and student teaching, and whether age and pre-training experience had any significant effect on their performance in student teaching. At the end of the year of internship, the performance ratings of the two groups of interns were compared. Each intern was rated by five raters--three from the St. Vincent Teachers' College; one from the Ministry

of Education and Health, St. Vincent; and by the principal of the school in which the teacher was serving as an intern.

It was found that the two groups differed significantly in their performance only in the areas of English language, mathematics, and social studies. The inter-correlation of scores in the various subject areas resulted in no significant relationship between ability in the English language on the one hand and ability in the other subject areas and student teaching on the other hand. Similarly, age and pre-training experience did not correlate significantly with student teaching ability for any of the two groups. When the interns were rated on the job, there was no significant difference in the performance of the two groups.

### **230**

Providence, Ednitt G.

Towards a more integrated college programme. In R. M. Nicholson & Desmond C. Clarke (Eds.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Vincent, April 16-20, 1974* (pp. 116-122). Cave Hill: School of Education, UWI, 1974.

Conference on Teacher Education in the Eastern Caribbean, Kingstown, St. Vincent, 16-20 Apr., 1974. Sponsored by: School of Education, UWI.

[See Record **054** for abstract]

### **231**

Rawlings, Lyngrid Smith

*Voice from the village: An ethnographic study of the lived experiences of unqualified assistant teachers as they matriculated through a distance education program for professional certification in St. Vincent and the Grenadines.* Ed.D., Virginia Polytechnic Institute and State University, 1995. 380 p.

[See Record **064** for abstract]

### **232**

Report on Subregional Workshop on Teacher Training in Environmental Education for the Caribbean. *Connect, UNESCO-UNEP Environmental Education Newsletter*, vol. 9, no. 1, Mar. 1984, [n.p.].

[See Record **139** for abstract]

### **233**

*Report on visit to St. Vincent Teachers' College, December 4-6, 1972.* Cave Hill: School of Education, UWI. , 1973. 30 p.

This is the report on the discussions held during the visit of a team from the School of Education, UWI, to the St. Vincent Teachers' College on the following: 1) The organization of the college; 2) practice teaching, 3) individual studies, and 4) syllabuses in Education, English, and Mathematics.

**234**

Richardson, Arthur G.

Teacher preparation programmes in the Caribbean: How effective are they? *Bulletin of Eastern Caribbean Affairs*, vol. 19, no. 1, Mar. 1994, pp. 29-38.

Questionnaires were administered to a random sample of 170 teachers (47 males and 123 females) drawn from the population of those trained teachers in the OECS who had completed one year of classroom teaching after being college trained (Antigua and Barbuda - 25, Dominica - 21, Grenada - 41, St. Kitts-Nevis - 16, St. Lucia - 21, SVG - 46). Results pointed to variation in usefulness of college courses, with Education Theory being perceived as the most useful, followed in rank by English, Mathematics, Teaching Practice, Social Studies, Science, and Individual Study. Teachers also identified 'inability to get materials and equipment' and 'teaching slow learners' as major difficulties.

**235**

Richardson, Arthur G.; Joseph, Cuthbert H.

Perceived problems of Eastern Caribbean student teachers. *Bulletin of Eastern Caribbean Affairs*, vol. 13, no. 1, Mar/Apr. 1987, pp. 42-51.

(Also published in D. C. Clarke (Ed.), *Report of the Sixth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 19-36). Cave Hill: Faculty of Education, UWI, 1987)

This study compared the perceived teaching problems of EC teachers (100 males and 232 females) randomly selected from five of the seven teacher training colleges in the EC (Antigua and Barbuda - 50, Grenada - 69, St. Kitts-Nevis - 45, St. Lucia - 58, SVG - 110) with those of beginning teachers in developed countries (Veenman, 1984). The results indicated that the rank order of teaching problems of Caribbean student teachers and beginning teachers were dissimilar. Beginning teachers stressed problems with classroom discipline, assessing student work, and relationships with parents, while Caribbean student teachers stressed task-related problems--inadequate school equipment, insufficient materials and supplies, and oversized classes. Significant sex differences also emerged on the ratings of 3 of the 24 problem areas. Caribbean females perceived two of the problems as being more serious than their male counterparts. The implications of these problems for teacher education in the EC are discussed.

**236**

Rogers, Chester A.

Redesigning teacher preparation in the Eastern Caribbean: The perspective of the St. Vincent Teachers' College. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 141-149). Cave Hill: UWI, 1995.

Biennial Eastern Caribbean Standing Conference on Teacher Education, 9th, Bridgetown, Barbados, 13-15 Dec., 1993. Sponsored by: Faculty of Education, UWI, Cave Hill.

[See Record 127 for abstract]



**237**

Rogers, Chester A.

*Teacher education in St. Vincent and the Grenadines: Its historical development, present characteristics and proposals for future development.* M.Ed., University of Leicester, 1984. [n.p.].

**238**

Rogers, Chester A.

Towards improvement of teacher effectiveness in the classroom: St. Vincent and the Grenadines. In Winston K. King (Ed.), *Report of the Seventh Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 4-7, 1989* (pp. 69-78). Cave Hill: Faculty of Education, UWI, 1989.

Biennial Eastern Caribbean Standing Conference on Teacher Education, 7th, Bridgetown, Barbados, 4-7 Apr., 1989. Sponsored by: Faculty of Education, UWI, Cave Hill.

This paper outlines initiatives being taken by the St. Vincent Teachers' College towards the improvement of teacher effectiveness in the classrooms in SVG.

**239**

Rogers, Chester A.

Using cooperating teachers as an outreach strategy for school-based inservice teacher education in St. Vincent. In Desmond C. Clarke (Ed.), *Report of the Sixth Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 27-30, 1987* (pp. 84-97). Cave Hill: Faculty of Education, UWI, 1987.

Biennial Eastern Caribbean Standing Conference on Teacher Education, 6th, Bridgetown, Barbados, 27-30 Apr., 1987. Sponsored by: Faculty of Education, UWI, Cave Hill.

This paper sets out to explain how use is made of cooperating teachers in teacher training by the St. Vincent Teachers' College. It presents a brief historical background, describes on-going initiatives, and outlines the college's perception of the future of the cooperating teachers system.

**240**

St. Vincent and the Grenadines. In Lucy Steward & Elwyn Thomas (Eds.), *Teacher education in the Commonwealth: Caribbean issues and development* (pp. 71-72). London: Commonwealth Secretariat, 1996.

This is the entry for SVG in the section entitled "Regional and national education programmes." It follows the format of all the other entries in this section, providing information on teacher education under the following headings: Background, Programmes, Issues and Concerns, and Future Directions.

**241**

St. Vincent Teachers' College

*Revised curriculum in Educational Theory.* Kingstown: St. Vincent Teachers' College, [199?]. 18 p.

[See Record **057** for abstract]

**242**

St. Vincent Teachers' College

*Syllabus*. Kingstown: The College, [199?]. [113] p.

This document is divided into three Sections: Section I contains the syllabuses for Mathematics, English Language, Science, Social Studies and Education; Section II contains those for Physical Education, Home Economics, Music, and Industrial Arts; Section III contains the syllabus for a two-year course in Industrial Education for students of the St. Vincent Teachers' College prepared by the staff of the Technical Centre.

**243**

St. Vincent Teachers' College

*25th anniversary (1964-1989) magazine*. Kingstown: The College, 1989. 95 p.

This magazine, which commemorates the Silver Jubilee of the St. Vincent Teachers' College, contains a variety of articles on teacher education in SVG, in addition to subject interest articles by members of staff of the college, and miscellaneous articles and other features by staff and students.

**244**

Shorey, Leonard L.

*OCOD-CTTP Test Evaluation Report*. Castries: Organization for Cooperation in Overseas Development, 1991. 46 p.

[See Record **044** for abstract]

**245**

Trends, problems and proposals regarding teacher education in St. Vincent. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Vincent, April 3-5, 1967* (pp. 60-61). Cave Hill: Institute of Education, UWI, 1967.

Conference on Teacher Education in the Eastern Caribbean, Kingstown, St. Vincent, 3-5 Apr., 1967. Sponsored by: Institute of Education, UWI, Cave Hill.

This paper is a brief description of developments in teacher education in SVG.

## **TEACHER EFFECTIVENESS**

**246**

Francois, Claudette I.

*An assessment of the effectiveness of teacher education - with particular reference to St. Vincent and the Grenadines*. M.A. (Ed.), University of Leeds, 1982. [n.p.].

[See Record **220** for abstract]

**247**

Gonsalves, Ralph

*St. Vincent Union of Teachers and the education system.* Kingstown: Movement for National Unity, 1982. [n.p.].

**248**

Richardson, Arthur G.

Perceived instructional competence of Eastern Caribbean student teachers. *Bulletin of Eastern Caribbean Affairs*, vol. 13, nos. 5/6, 1987-1988, pp. 39-46.

(Also published in the Winston K. King (Ed.), *Report of the Seventh Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 79-86). Cave Hill: Faculty of Education, UWI, 1989)

The Shapiro Teacher Self-Assessment Scale was administered to 156 final year student teachers from 4 EC teachers' colleges (Antigua and Barbuda, Barbados, Dominica, SVG) to inquire into their perceived instructional competence. Results indicated that the student teachers needed help in "using creative methods in teaching" and also in "the organization of classes for instruction." Male teachers in the sample were significantly more deficient in perceived competence than their female counterparts.

**249**

Rogers, Chester A.

Towards improvement of teacher effectiveness in the classroom: St. Vincent and the Grenadines. In Winston K. King (Ed.), *Report of the Seventh Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 4-7, 1989* (pp. 69-78). Cave Hill: Faculty of Education, 1989.

Biennial Eastern Caribbean Standing Conference on Teacher Education, 7th, Bridgetown, Barbados, 4-7 Apr., 1989. Sponsored by: Faculty of Education, UWI, Cave Hill

[See Record **238** for abstract]

**250**

St. Vincent and the Grenadines Teachers' Union

*National Executive Report to the Biennial Convention.* Kingstown: The Union. Biennial.

## **TEACHER MOTIVATION**

**251**

Andrews, T.

*An investigation into the probable relationship between certain communication variables in school management and teacher productive efforts in a sample of primary schools in St. Vincent.* B.Ed., The University of the West Indies, Mona, 1978. [n.p.].

**252**

Richardson, Arthur G.

Why teach? A comparative study of Caribbean and North American college students' attraction to teaching. *Bulletin of Eastern Caribbean Affairs*, vol. 14, nos. 1/2, 1988, pp. 24-30.

This study investigates reasons why student teachers (66 males and 132 females) in four EC teachers' training colleges (Antigua and Barbuda, Dominica, St. Kitts-Nevis, SVG) chose teaching as a career. Results indicate the major attraction to be inter-personal in nature--"special interest in dealing with children and/or young people." Overall findings coincide neatly with similar research mounted in the United States by Jantzen (1981).

**253**

Thomas-James, Anita L.

*Relationships among selected teacher factors and St. Vincent teachers' level of job satisfaction.* M.A.(Ed.), The University of the West Indies, Mona, 1998. viii, 125, [23] p.

This study sought to establish whether there were any significant relationships among SVG teachers' factors (age, gender, school type, qualifications, teaching experience, school location, union status) and their overall level of job satisfaction under specific indicators. Data were collected from a sample of 694 teachers in 36 primary and 15 secondary schools in SVG. Results indicated that the subjects' overall level of job satisfaction was barely "average." The teachers were more satisfied with the intrinsic factors than the extrinsic factors. Statistically significant relationships were found among the teachers' overall level of job satisfaction and (a) teachers' teaching experience, in favour of the more experienced teachers, (b) their union membership, in favour of the non-members of the teachers' union, (c) their qualification, in favour of the trained teachers, and (d) their school location, in favour of the rural teachers. These relationships were however weak. No significant relationships existed among their age, gender, and school type.

## TEACHING MATERIALS

**254**

Austin, John H.

*Instructor's manual and planning guide for training of trainers.* Bridgetown: Caribbean Basin Water Management Project, 1978. 435 p.

This manual was developed for a series of three 20-hour workshops for the training of water supply engineers for a joint venture project of the governments of Anguilla, Antigua and Barbuda, British Virgin Islands, Barbados, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, SVG, and Canada, and the Pan-American Health Organization (PAHO).

**255**

Ellis, Patricia Arlene

*A resource kit for study tours of Rose Hall, St. Vincent.* Cave Hill: Women and Development Unit, UWI, 1983. [n.p.].

**256**

*Fractions: Activities and exercises for teaching fractions in secondary schools.* Castries: Voluntary Services Overseas, 1997. 48 p. (Series of Caribbean Volunteer Publications; No. 4)

[See Record **166** for abstract]

**257**

Mattson, H. A.

*Preparation for teaching. A manual with exercises in curriculum development.* Washington, DC: Information Collection and Exchange Division, Peace Corps, 1985. 53 p.

[See Record **052** for abstract]

## TEACHING TECHNIQUES

**258**

Edwards, E.

*The effects of two teaching methods and the utilization of advance organisers on the meaningful acquisition of science concepts and principles among a sample of teachers at the St. Vincent Teachers' College.* B.Ed., The University of the West Indies, Cave Hill, 1986. [n.p.].

[See Record **186** for abstracts]

## TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

**259**

Ellis, K. A.

*Curriculum planning for the teaching of woodwork in St. Vincent and the Grenadines.* Diploma in Professional Studies in Education, Polytechnic of Huddersfield, 1989. [n.p.].

**260**

Ellis, Patricia Arlene

Equipping women for fuller participation in rural development - An example of community-based participatory training from St. Vincent. *Community Development Journal*, vol. 22, no. 2, April 1987, pp. 135-140.

[See Record **020** for abstract]

**261**

Ellis, Patricia Arlene

*From silent beneficiaries to active participants and contributors to the development process.* Cave Hill: Women and Development Unit, UWI, 1983. 13 p.

[See Record **021** for abstract]

**262**

Ellis, Patricia Arlene

Nonformal education and empowerment of women: Insights from the Caribbean. *Convergence*, vol. 28, no. 3, 1995, pp. 86-96.

[See Record **022** for abstract]

**263**

Ellis, Patricia Arlene

*Pilot project for the integration of women in rural development--St. Vincent; Summary report for period September 1980 - April 1983.* Cave Hill: Women and Development Unit, UWI, 1983. 12 p.

[See Record **024** for abstract]

**264**

Ellis, Patricia Arlene

*Role of women in rural development: The Rose Hall experience: Bottom-up development in action.* Cave Hill: Women and Development Unit, UWI, 1983. 29 p.

[See Record **025** for abstract]

**265**

Ellis, Patricia Arlene

*Rose Hall experience: Bottom-up planning.* Cave Hill: Women and Development Unit, UWI, 1983. 15 p.

[See Record **026** for abstract]

**266**

Matthias, Ezra Biddel

*Distance delivered technical and vocational teacher training: A study of the Commonwealth of Learning initiatives in the Windward Islands.* Ed.D., George Washington University, 2002. 137 p.

[See Record **062** for abstract]

**267**

Meeting on the Link Between Technical and Non-formal Education

*Final report.* Caracas: CINTERPLAN, 1981. 209 p.

Meeting on the Link Between Technical and Non-formal Education, Bridgetown, Barbados, 1980.

After briefly describing the work already accomplished in the field of technical and nonformal education, this document presents the statements made during the meeting and the work of the countries that took part in it, namely, Barbados, Dominica, Grenada, Guyana, St. Lucia, and SVG.

**268**

Monelle-Fraser, Muriel T.

*Post-colonial curriculum innovation in secondary schools in St. Vincent and the Grenadines: The case of technical/vocational education.* M.A. (Ed.), University of Southampton, 1997. [n.p.].

[See Record **053** for abstract]

**269**

Pearson, J.

*Report on visits to Antigua, Dominica, Grenada, Montserrat, St. Kitts, St. Lucia, St. Vincent: 27th September - 12th October 1972.* London: Council for Technical Education and Training for Overseas Countries, 1972. [n.p.].

**270**

Skinner, J.

*Technical memorandum to the government of St. Vincent on vocational training survey.* [S.I.]: ILO, [19??]. [n.p.]. (Restricted)

**271**

Taylor, W. L.; Moller, W.

*St. Vincent and the Grenadines: Report of the technical- vocational education and training reconnaissance mission.* Paris: UNESCO, 1983. [15 p. in various pagings].

This report presents a case for the upgrading of technical and vocational education in SVG. It is proposed that this should be achieved by extending the Technical College, and developing a new business education division at the Girls' High School, along with a new Home Economics Centre. The staffing and funding implications of these proposals are fully enumerated and costed in the report.

**272**

Vanloo, Cools

*Technical and vocational education institutions in St. Vincent and the Grenadines: Issues and implications for planning and policy.* Leeds: Overseas Education Unit, 1988. 17 p.

[See Record **101** for abstract]

**273**

Vanloo, Cools

St. Vincent and the Grenadines. Ministry of Education, Youth and Sports

*HRD/TVET in St. Vincent and the Grenadines - Country paper - Monograph.* [n.p.]. Paper prepared for the ILO-TVET Meeting, St. Lucia, Oct., 1999.

## SELECTED WEBSITES

### **Bishop's College, Kingstown**

This is an unofficial site, which provides, among other information, a history of the school, 2) information on new projects to upgrade and enhance the school, such as the construction of a science and computer laboratory, for which plans are provided, and 3) information on the country

**URL:** <http://bcksvg.virtualave.net/>

### **Friends of St. Vincent and the Grenadines Grammar School for Promotion of Secondary Education (FSVGS INC.)**

This association was formed in 1990 by a group of alumni and friends of the various high schools in SVG, living in the United States, with the aim of having an impact on the education of young people who reside both in the United States and in the Caribbean. It is particularly active in awarding scholarships of US \$500.00 each to financially disadvantaged students, who have graduated from US-based high schools. The site contains several articles including one on "Changes in Education in St. Vincent and the Grenadines in the period 1950-2000," by Dr. Errol G. King (FSVGS President)

**URL:** <http://fsvgsinc.homestead.com/educationreport1.html>

### **Learning in St. Vincent & the Grenadines**

This page is part of a cultural profile of St. Vincent and the Grenadines (SVG) by Citizenship and Immigration Canada, which is intended to introduce SVG to Canadians. This page on education provides a brief history of education in SVG

**URL:** <http://www.settlement.org/cp/english/stvincent/learning.html>

### **Sunshine School for Children With Special Needs – Bequia**

This page contains a newsletter, which provides updates on activities at the School.

**URL:** <http://hwcn.org/~aa462/beqsunss.html>

### **Troumaca Ontario Secondary School Ex-Students Association**

The purpose of this association is to allow members to give back some of the benefits of their educational and professional achievements to their community. It seeks to do this by forging links with the extended Vincentian community, especially those abroad, in order to undertake initiatives and projects to generate funds in support of increased educational achievement in their school and in the surrounding primary schools. The site includes a list of work in progress.

**URL:**

[http://pages.yahoo.com/nhrp?o=exstudents1972&p=index.html&pos=2&f=all&h=/regional/counties/saint\\_vincent\\_and\\_the\\_grenadines](http://pages.yahoo.com/nhrp?o=exstudents1972&p=index.html&pos=2&f=all&h=/regional/counties/saint_vincent_and_the_grenadines)



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