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

**EDUCATION AND TRAINING IN THE CAYMAN ISLANDS  
A PARTIALLY ANNOTATED BIBLIOGRAPHY**

**Compiled by**

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## CONTENTS

|   |     |
|---|-----|
| List of Acronyms and Abbreviations..... | ii  |
| Introduction.....                       | iii |
| Bibliographies.....                     | 1   |
| Academic Achievement.....               | 1   |
| Access to Education.....                | 1   |
| Assessment and Examinations.....        | 2   |
| Curriculum Development.....             | 2   |
| Distance Education.....                 | 4   |
| Early Childhood Care and Education..... | 5   |
| Educational Administration.....         | 5   |
| Educational Development.....            | 6   |
| Educational Finance.....                | 8   |
| Educational Legislation.....            | 8   |
| Educational Organization.....           | 8   |
| Educational Planning.....               | 9   |
| Educational Statistics.....             | 10  |
| Educational Technology.....             | 11  |
| Guidance and Counselling.....           | 11  |
| Higher Education.....                   | 12  |
| History of Education.....               | 12  |
| Professional Training.....              | 13  |
| Secondary Education.....                | 13  |
| Social Studies Education.....           | 13  |
| Sociology of Education.....             | 14  |
| Special Education.....                  | 14  |
| Teaching Materials.....                 | 14  |
| Selected Websites.....                  | 16  |
| Index of Personal Names.....            | 17  |
| Index of Corporate Names/Sponsors.....  | 19  |
| Supplementary Subject Index.....        | 20  |

## **LIST OF ACRONYMS AND ABBREVIATIONS**

|        |  |
|--------|--|
| CXC    | Caribbean Examinations Council                                   |
| EFA    | Education for All  |
| GHHS   | George Hicks High School   |
| ICCI   | International College of the Cayman Islands                      |
| IGE    | Individually Guided Instruction                                  |
| IIEP   | International Institute for Educational Planning                 |
| UK     | United Kingdom   |
| UNDP   | United Nations Development Programme                             |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

## INTRODUCTION

This bibliography on “Education and Training in the Cayman Islands” has been specifically prepared for the UWI School of Continuing Studies’ Cayman Islands 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 have 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 69 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 60 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 22 such records in the bibliography, representing some 36% 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

## BIBLIOGRAPHIES

### 001

Boulton, Paul G. (Comp.)

*Cayman Islands*. Oxford: Clio Press, 1996. xviii, 129 [2] p. (World Bibliographical Series; v. 187)

The 447 entries in this bibliography are grouped into 30 categories. They include books, journal articles, and government documents, but exclude dissertations. All sections are arranged chronologically, with the most recent items listed first.

## ACADEMIC ACHIEVEMENT

### 002

Hawkins, Antonia Marguerita Carmella

*Cognitive determinants of children's "illusions of academic incompetence."* Ph.D., Florida State University, 1999. 96 p.

"Illusions of academic incompetence" refer to the overly negative perceptions reported by children who apparently fail to internalize objective indicators of competence. This study evaluated how social information processing patterns might explain these children's underestimation in English or mathematics. Two approaches were used to clarify competing views regarding the probable determinant roles of children's "reflected appraisals" of mothers' views of children's competence, and children's stringency of standards for judging their own competence. Questionnaires were administered to 212 upper primary school children and their parents in the Cayman Islands. End-of-term grades in English and mathematics were used to indicate actual competence. It was hypothesized that the findings of the analysis would support the dominant views of a socialization/mediation model of reflected appraisals—that is, that mothers indirectly socialize children's underestimation through children internalizing mothers' overly negative views—and a positive relationship between high stringency of standards and underestimation. The socialization/mediation model was supported for underestimation in English but not in mathematics. Furthermore, low stringency of standards was associated with underestimation.

## ACCESS TO EDUCATION

### 003

Beckles, R.

*Education for all in the Caribbean: Assessment 2000: [Country report: Cayman Islands]*. George Town, Grand Cayman: Ministry of Education and Planning, 1999. 44, [39] p. (EFA in the Caribbean: Assessment 2000. Country Reports)

**Available:** <http://www2.unesco.org/wef/countryreports/cayman/contents.html>

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 the Cayman Islands, which was presented to the Chairman of the Regional Technical Advisory Group on the EFA assessment.

#### **004**

Carter, Vaughan; O'Brien, Derek

Education and the three R's: Rastafarianism, religion and review. *Caribbean Law Review*, vol. 9, no. 2, Dec. 1999, pp. 184-204.

This article examines the legal issues and arguments in the case of "Grant and Chin v The Principal of John A. Cumber Primary School, The Chief Education Officer, and the Education Council." In this case, an 8-year-old boy, who wore his hair in dreadlocks in accordance with the religious beliefs and practices of his Rastafarian parents, had been expelled from school because of his failure to comply with school rules regarding the length of hair.

## **ASSESSMENT AND EXAMINATIONS**

#### **005**

Curti, Margaret Wooster

Intelligence tests of white and colored school children in Grand Cayman. *Journal of Psychology*, vol. 49, no. 1, Jan. 1960, pp. 13-27.

Tests were conducted in 1940 to determine whether successes and failures in intelligence tests were the result of economic and educational inferiority. In three out of five performance tests, there were no significant differences between white and "coloured" children. Similarly, there were no differences in number relationship tests and no differences in reasoning tests. It is concluded that there is no support for the theory that inferiority in intelligence tests has a racial basis.

## **CURRICULUM DEVELOPMENT**

#### **006**

Beckles, Marjorie

*A framework for designing preschool programmes in the Cayman Islands*. M.S.Ed., Bank Street College of Education, New York, 1997. 56, [90] p.

This study examines the framework for designing a preschool curriculum guide for children in the Cayman Islands, and presents a working copy of the curriculum guide entitled: "The Cayman Islands' Preschool Curriculum Guide: Your Working Copy," which promotes social, emotional, mental, and physical development.

**007**

*C.I.E.D. [Cayman Islands Education Department] social studies curriculum: Social studies Year six curriculum.* [George Town, Cayman Islands: Education Department], 1988. [44] p.

This curriculum guide for Year Six students in the Cayman Islands attempts to make students more aware of the environment in which they live, to teach them how to use and apply certain concepts and skills, and to have a better understanding of the world around them, as well as to give them the foundation on which they can prepare themselves for the next stage of their education.

**008**

Cayman Islands. Education Department

*Curriculum development project: Year six science curriculum: A collection of activities relevant to "environment."* George Town, Grand Cayman: The Department, [19??]. 1 v. [various pagings].

**009**

Cayman Islands. Education Department

*Primary schools draft mathematics programme guidelines - Year six.* [George Town, Grand Cayman]: The Department, 1992. 80 p.

**010**

*The Cayman Islands' preschool curriculum guide - Working copy; revised draft.* George Town, Grand Cayman: Education Department, 1996. 90 p.

This curriculum guide focuses on the overall development of the individual child: socio-emotional, psychomotor, language, and cognitive.

**011**

John Gray High School

*Year 10 geography syllabus.* [Grand Cayman]: The School, [199?]. [17] p.

This syllabus was specifically designed for Sets 1 and 2 of Year 10 at the John Gray High School, Cayman Islands, to provide: (a) an effective foundation course in geography, which would allow for a smooth transition into the Caribbean Examinations Council (CXC ) syllabus in Year 11; and (b) an elementary course in Caribbean geography for students who would be not be doing further studies at high school level.

**012**

John Gray High School

*Year 10 history syllabus.* [Grand Cayman]: The School, [199?]. [4] p.



This syllabus, which was designed for Year 10 at the John Gray High School, Cayman Islands, consists of two Units: Unit I: Your Country and You; and Unit II: Ancient Egyptian Civilization.

**013**

McLaughlin, Marquess R.

*C.I.E.D. [Cayman Island Education Department] social studies curriculum*, edited and revised by James T. Watler. [George Town, Grand Cayman: Education Department], 1988. 151 p.

This social studies curriculum guide for primary schools in the Cayman Islands is organized around skills that can turn young students into lifelong learners. It seeks to introduce and give opportunities to students to use a variety of skills including map and globe skills, reading skills, thinking skills, communication skills, time skills, mathematics skills, and citizenship skills. The content is broken down into units, which it is hoped will offer more flexibility to the classroom teacher.

**014**

*Social studies syllabus 1995/6*. [George Town, Grand Cayman: Education Department, 199?]. [34] p.

This syllabus, which is intended for students in Years 7-9 in the Cayman Islands, is designed to broaden the students' experience and knowledge of other times and places, and also to introduce or strengthen, and allow them to practise the skills, knowledge, and concepts needed for a study of history, geography, or social studies at a senior high school. It represents a "traditional" type of social studies, which is a blend of history and geography, rather than taking a sociological approach.

## **DISTANCE EDUCATION**

**015**

Carty, Joan

*Latin America and the Caribbean: A survey of distance education 1991*. Paris: UNESCO, 1991. [iii], 145 p. (New Papers on Higher Education: Studies and Research; no. 5)

(A study conducted by: The International Council for Distance Education and The International Centre for Distance Learning. Co-ordinator Keith Harry)

This directory is arranged in alphabetical order by country within each of the two regions covered. For each country, including the Cayman Islands, the following information is provided, where available: 1) country profile, 2) overview, and 3) institutions involved in distance teaching. Directory type information is provided for the institutions, as well as information on the annual budget, details of courses, and special features such as library provision, research and membership of associations.

**016**

Martin, Vivien; Henderson, Euan; Abbott, Jason; Skinner, Chris; Tsang, Mary Tabarsi; Wood, Graham

Supported distance learning for health-care managers: How far can learning materials travel?  
*Innovations in Education and Teaching International*, vol. 38, no. 4, 2001, pp. 315-326.

Learning materials developed by the Open University for operational managers in the British Health Service are increasingly being used in other countries, often with adaptation and translation. This article reports on an evaluation of the use of these learning materials in Australia, the Cayman Islands, Hong Kong, and the UK. Participants' views of the workbooks that constitute the core of the programme, the assessment process, and the tutorial arrangements were mostly positive. However, the materials were not always seen to be successful in addressing individuals in their specific health care contexts. Some participants also reported difficulty in managing the workload within the anticipated study time. Participants were also asked to assess the extent to which they had developed management competences as a result of their studies. In almost all cases, learners reported progress, but there was considerable variation between cohorts in different countries. Possible explanations for these differences are explored.

## **EARLY CHILDHOOD CARE AND EDUCATION**

**017**

Beckles, Marjorie

*A framework for designing preschool programmes in the Cayman Islands*. M.S.Ed., Bank Street College of Education, New York, 1997. 56, [90] p.

[See Record **006** for abstract]

**018**

*The Cayman Islands' preschool curriculum guide - Working copy; revised draft*. George Town, Grand Cayman: Education Department, 1996. 90 p.

[See Record **010** for abstract]

**019**

Cook, R.

*Under-fives provision on Grand Cayman: A survey 1988/89*. George Town, Grand Cayman: Education Department, 1989. [n.p.].

## **EDUCATIONAL ADMINISTRATION**

**020**

Bryan, Constance Andrea T.

*Upgrading the management skills of key staff: Cayman Islands Middle School*. M.Ed., University of Bristol, 1986. [n.p.].

**021**

Cayman Islands. Education Department

*Education Department administrative handbook*. [George Town, Grand Cayman]: The Department, 1991. 44 p.

**022**

Cayman Islands. School Inspectorate

*Handbook for school inspections*. [George Town, Grand Cayman]: The Inspectorate, [199?]. [50] p.

The Cayman Islands Schools' Inspectorate has the task of monitoring standards and helping schools to improve. This handbook, which is presented as a working document, sets out how the Inspectorate intends to fulfill that responsibility. The handbook is in three parts: Part I consists of the context and nature of inspection; it sets out the principles on which inspections will be based and the schedule to be followed; Part II details the inspection programme: criteria and guidance; and Part III provides details on the format of inspection reports, both oral and written.

## EDUCATIONAL DEVELOPMENT

**023**

Cayman Islands. Government

*Draft five year development plan, 1991-1996: Cayman Islands Government*. George Town, Grand Cayman: Government Printery, 1991. 40 p.

**024**

Cayman Islands. Government

*Education review of the Cayman Islands; report*. George Town, Grand Cayman: Government Printery, 1990. 186 p.

**025**

Cayman Islands. Ministry of Education and Planning and Education Department

*The Cayman Islands Education Development Plan 1995-1999 Second Annual Update: Executive summary*. George Town, Grand Cayman: The Ministry, 1997. [21] p.

The Second Annual Update of the Cayman Islands Education Development Plan involved a review of the nine strategies, and a comprehensive report on the implementation of the plan. This document identifies the nine strategies and lists the specific objectives associated with the strategies.

**026**

Cayman Islands. Ministry of Education and Planning and Education Department

*Education development plan*. George Town, Grand Cayman: The Ministry, 1994. 1 v. [various pagings].

The Cayman Islands' *Education Development Plan* is presented in tabular format in a loose-leaved arrangement. The following nine strategies are identified: 1) to establish a national curriculum, with standards at every level, which will fulfill the needs of students of every ability; 2) to develop and implement a personal education plan for each student that ensures his/her success; 3) to establish, throughout the system, individual and school accountability, while preserving the unique character and effectiveness of each school; 4) to counteract the social problems affecting students' education; 5) to strengthen the relationship between parents, students, and educators; 6) to develop the spiritual, moral, and social character of each student to the highest possible standards; 7) to ensure the continuous development of all staff, with emphasis on elevating the status of the teaching profession; 8) to capitalize on all available support services and resources within the local and international community to achieve the mission and objectives; 9) to provide and maintain all necessary facilities required to achieve and support the stated mission and objectives. An action plan and a cost benefit analysis are presented for each strategy, and an implementation schedule for the entire plan.

### **027**

Education. In *Cayman Islands Annual Report, 1996* (pp. 209-217). George Town, Grand Cayman: Government of the Cayman Islands, [1997?].

This chapter examines: 1) the structure of education, 2) developments in primary and secondary education, 3) preschool developments, and 4) tertiary education in the Cayman Islands in 1996.

### **028**

Educational review of the Cayman Islands report. In Bernard J. Fleury, *Reform of schooling: The saga of transformation vs. tinkering or whatever happened to I.G.E.* (pp. 49-61). Lanham, MD: University Press of America, 1993.

### **029**

Projects in Cayman Islands education development programme, 1972/73 academic year. In R. M. Nicholson, (Ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (p. 235). Mona, Jamaica: Institute of Education, 1972.

This paper describes two projects planned for the Cayman Islands in 1972/73: 1) a review of the primary school programme, and 2) curriculum development at the secondary level.

### **030**

United Nations Development Programme

*Education review of the Cayman Islands.* [London]: UNDP, 1990. 6 v.

Contents: [Part 1]: Report; Part 2: The economic and educational setting; Part 3(a): Response to terms of reference; Part 3(b): List of recommendations; Part 4: Meeting the educational challenge of AD 2000 within the Cayman Islands: A framework for action; [Part 5]: Appendices.

## EDUCATIONAL FINANCE

### 031

Bush, Pilar; Look Loy, Deanna; Martin, Lyndon

Cayman Islands. In Maureen Woodhall. *Financing education in the Caribbean countries: Report of an IIEP Educational Forum* (pp. 147-157). Paris: IIEP, 1996. (IIEP Dissemination Programme. Educational Forum Series; No. 6)

Against the background of an economic overview of the Cayman Islands, this paper describes the country's education system and discusses current patterns of financing education. It identifies some of the problems being experienced and makes some proposals for change.

## EDUCATIONAL LEGISLATION

### 032

Cayman Islands Laws, Statutes, etc.

*Cayman Islands Education (Amendment) Law 1961: Law 14 of 1961*. Kingston, Jamaica: Government Printer, 1961. 2 p. (Government Notice; no. 29 of 1962)

### 033

Cayman Islands Laws, Statutes, etc.

*The Education Law, 1983: Law 35 of 1983*. [George Town, Grand Cayman: Legislative Assembly], 1984. [24] p.

### 034

Cayman Islands Laws, Statutes, etc.

*The Education (Validation) Law, 1985: Law 42 of 1985*. [George Town, Grand Cayman: Cayman Islands Legislature], 1985. 1 folded sheet.

### 035

Cayman Islands Laws, Statutes, etc.

*Pension of Teachers (Validation) Law 1961: Law 13 of 1961*. Kingston, Jamaica: Government Printer, 1961. 2 p. (Government Notice; no. 12 of 1962)

## EDUCATIONAL ORGANIZATION

### 036

Lancaster, Colin M.

*Review of the Cayman Islands' education system*. George Town, Grand Cayman: Education Department, 1977. [n.p.]. (A report submitted to the Education Department)

## EDUCATIONAL PLANNING

**037**

Bodden Town Primary School

*Bodden Town Primary School: Sitebased planning.* [Grand Cayman]: The School, 1996. [40] p.

This document places the action plan for the Bodden Town Primary School within the context of its mission, beliefs, strategic parameters, and objectives. For each tactic presented in the plan, the specific objectives are identified, and a cost-benefit analysis provided.

**038**

Cayman Brac High School

*Cayman Brac High School: Sitebased planning.* [Cayman Brac]: The School, 1997. [20] p.

For each tactic in the action plan for the Cayman Brac High School presented in this document, the specific objectives are identified, and a cost-benefit analysis provided.

**039**

Cayman Islands. Education Department

*Education development plan 1995-1999.* George Town, Grand Cayman: Education Department, 1995. [n.p.].

**040**

Cayman Islands. Government

*Draft five year development plan, 1991-1996: Cayman Islands Government.* George Town, Grand Cayman: Government Printery, 1991. 40 p.

**041**

Cayman Islands. Ministry of Education and Planning and Education Department

*The Cayman Islands Education Development Plan 1995-1999 Second Annual Update: Executive summary.* George Town, Grand Cayman: The Ministry, 1997. [21] p.

[See Record **025** for abstract]

**042**

Cayman Islands. Ministry of Education and Planning and Education Department

*Education development plan.* George Town, Grand Cayman: The Ministry, 1994. 1 v. [various pagings].

[See Record **026** for abstract]

**043**

Cayman Islands. Ministry of Education, Culture and Aviation

*Report on National Education Conference.* [George Town, Grand Cayman]: The Ministry, 1993. 112 p.

National Education Conference, 1st, George Town, Cayman Islands, 16-17 Nov., 1993. Conference theme: "Education towards the year two thousand and beyond"

**044**

George Hicks High School

*G.H.H.S site base planning.* [George Town, Grand Cayman]: The School, [199?]. [n.p.].

For each tactic in the action plan for the George Hicks High School presented in this document, the specific end results are identified, and a cost-benefit analysis provided.

**045**

John A. Cumber Primary School

*John A. Cumber Primary School: Sitebased planning.* [Grand Cayman]: The School, [199?]. [28] p.

For each tactic in the action plan for the John A. Cumber Primary School presented in this document, the specific objectives are identified, and a cost-benefit analysis provided.

**046**

Savannah Primary School

*Savannah Primary School: Sitebased plan 1996-1999.* [Grand Cayman]: The School, [199?]. [37] p.

For each tactic in the action plan for the Savannah Primary School presented in this document, the specific objectives are identified, and a cost-benefit analysis provided.

## **EDUCATIONAL STATISTICS**

**047**

Cayman Islands. Economics and Statistics Office

*Cayman Islands compendium of statistics.* George Town, Grand Cayman: The Office, Annual.

This annual publication contains statistics on a wide variety of topics, and is prepared from information provided by government departments and private organizations. Topics covered include: education and culture, agriculture, elections, employment, the environment, finance, foreign trade, health and social services, housing, land and property transfers, population and vital statistics, prices and national income, protective services, tourism, transport and communications, and utilities. Previously published as *Statistical Abstract of the Government of the Cayman Islands.*"

## EDUCATIONAL TECHNOLOGY

**048**

*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: 1) the use of television for educational purposes, 2) the use of radio for educational purposes, 3) the use of correspondence education, and 4) 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, St. Vincent, 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.

**049**

Orson, Claire M.; Cummings, Hugh

Continuing education and instructional media on Grand Cayman Island. *International Journal of Instructional Media*, vol. 6, no. 1, 1978-1979, pp. 97-100.

The International College of the Cayman Islands (ICCI) had a continuing education programme that resulted in job placements on the island for 97% of its students. The Caymanian government took a strong interest in the college and started a cooperative development plan. Unique instructional media were utilized in the continuing education programme, including tapes of courses taught through radio and natural laboratories such as the Caribbean Sea and the Turtle Farm.

**050**

United Nations Development Programme

*Education and broadcasting: Cayman Islands - (mission). Project findings and recommendations.* New York: UNDP, 1983. 8 p.

(FMR/ED/OPS/83/241(UNDP); UNDP/CAY/001/Terminal report)

## GUIDANCE AND COUNSELLING

**051**

Watler, James Truman

*Developing guidance and counselling in the Cayman Islands secondary schools.* M.Ed., University of Bristol, 1996. iv, 139 p.



**052**

Webster, Marion Isabella

*Guidance and counseling program proposal structured for the Cayman Islands' school system.*  
M.A., Antioch University, 1984. [n.p.].

## HIGHER EDUCATION

**053**

Davies, Mitchell C. (Ed.)

*Cayman Islands Law School Calendar, 1995/96.* George Town, Grand Cayman: Cayman Islands Law School, 1995. 73 p.

This calendar provides a general introduction to the Cayman Islands Law School, as well as information on: 1) course structure, 2. (method of instruction and examination, 3) the Law School Term, examination and dissertation submission dates, and 4) study tips on law. Appendices include the Legal Practitioners (Students) Regulations 1991, the Legal Practitioners (Students) (Amendment) Regulations 1995, the Law School Code of Practice and the University of Liverpool Examination Code of Practice.

**054**

George, Shurland; Clark, Andrew F.

Tourism educational and training policies in developing countries: A case study of the Cayman Islands. *Journal of Third World Studies*, vol. 15, no. 1, Spring 1998, pp. 205-220.

This article examines the issue of tourism policy in the Cayman Islands. It looks at the purpose of tourism policy and the importance of tourism education.

## HISTORY OF EDUCATION

**055**

Cayman Islands. Education Department

*100 years of public education, Cayman Islands, 1887-1987.* George Town, Grand Cayman: The Department, 1987. 40 p.

**056**

Connolly, I.

*A brief history of education in the Cayman Islands.* [Grand Cayman]: Cayman Free Press Ltd., 1986. [n.p.].

**057**

Great Britain. Comptroller for Development and Welfare in the West Indies

*Cayman Islands [Public health, education, social welfare, housing, roads].* Kingston, Jamaica: Government Printer, 1941. 10 p. (Comptroller: F. A. Stockdale; Memoranda by R. Briercliffe, S. A. Hammond, and A. J. Wakefield)

## PROFESSIONAL TRAINING

**058**

Bodden, Leonard A.

*A critical review of the staff development policy for secondary teachers in the Cayman Islands.* M.Ed., University of Bristol, 1997. [n.p.].

## SECONDARY EDUCATION

**059**

Bodden, James

*The future of government secondary education in the Cayman Islands 1980-1990.* M.Ed., Queen's University, 1979. viii, 101 p.

This study utilized the Delphi Technique to ascertain some issues that were likely to affect government secondary education in the Cayman Islands during the decade 1980-1990. Sixty respondents were selected and invited, over three rounds of forecast sheets, to make some predictions (based on past trends and events) on government secondary education, taking into account related factors, for example, the economy and political climate. The data revealed that there were a number of issues that were likely to be obvious to educational planners and policy makers during the decade 1980-1990. These included: the establishment of aims and objectives; the role of the government secondary school in transmitting values and a sense of national pride; the necessity to redress the existing imbalance between expatriate and Caymanian teachers, and the importance of curriculum planning in educational development at the Cayman Islands High School.

## SOCIAL STUDIES EDUCATION

**060**

*C.I.E.D. [Cayman Islands Education Department] social studies curriculum: Social studies Year Six curriculum.* [George Town, Cayman Islands: Education Department], 1988. [44] p.

[See Record **007** for abstract]

**061**

McLaughlin, Marquess R.

*C.I.E.D. [Cayman Islands Education Department] Social studies curriculum,* edited and revised by James T. Watler. [George Town, Grand Cayman: Education Department], 1988. 151 p.

[See Record **013** for abstract]

**062**

*Social studies syllabus 1995/6.* [George Town, Grand Cayman: Education Department, 199?]. [34] p.

[See Record **014** for abstract]

## **SOCIOLOGY OF EDUCATION**

**063**

Minott, Mark

*To what extent do churches in the Cayman Islands influence their associated schools?* George Town, Grand Cayman: Faynot Publishers, 2001. 102 p.

**064**

Rankine, O. M.

*Culture, identity and education in the Cayman Islands.* M.Ed., University of Bristol, 1979. 158 p.

## **SPECIAL EDUCATION**

**065**

Basdeo, J.

*The future of special education in the Cayman Islands.* George Town, Grand Cayman: Education Department, 1982.

**066**

McCallion, Liam

*Special education in the Cayman Islands: An appraisal.* M.Ed., University of Liverpool, 1991. 123 p.

Against the background of a description of the historical development of education in the British West Indies, this study provides a detailed account of special education provision, policy, and practice in the Cayman Islands. The information is based on interviews with professionals involved with special education within the public education system, and deals with aspects of curriculum and resources, identification and assessment of children with special educational needs, and professional development. The study discusses the implications of these and other related issues in the future development of special education in the Cayman Islands.

## **TEACHING MATERIALS**

**067**

Martin, Vivien; Henderson, Euan; Abbott, Jason; Skinner, Chris; Tsang, Mary Tabarsi; Wood, Graham

Supported distance learning for health-care managers: How far can learning materials travel? *Innovations in Education and Teaching International*, vol. 38, no. 4, 2001, pp. 315-326.

[See Record **016** for abstract]

**068**

Morrissey, Mike

*Cayman Islands Social Studies Textbook Writing Workshop, 23-27 March 1987: Report and recommendations.* George Town, Grand Cayman: Education Department, 1987.

**069**

Morrissey, Mike

Stimulating endogenous textbook development in the Caribbean microstates. In Rod Gerber & John Lidstone (Eds.), *Developing skills in geographical education* (pp. 222-227). Brisbane, Australia: International Geographical Union Commission on Geographical Education, 1988.

This paper presents a preliminary description and evaluation of three textbook development projects in Anguilla, the Cayman Islands, and the Turks and Caicos Islands.

## SELECTED WEBSITES

### **International College of the Cayman Islands**

This site provides brief information on the college, a non-profit, privately controlled, American-style senior college at Newlands, Grand Cayman. Information is provided on majors and degrees, the academic programme, faculty, costs, financial aid, academic facilities, as well as on admissions and application requirements.

**URL:** *<http://cayman.com.ky/pub/icci>*

### **John A. Cumber Primary School**

This web site contains Web pages for Year 1 to Year 6 teachers. Each teacher has a page providing information such as: expectations of the class, activities for the term/year, featured student work, assignments, contact information, and favourite sites.

**URL:** *<http://learning.cayman.edu.ky/lv/JC/school.nsf/HomePage/Welcome>*

### **Lighthouse School**

This site provides information on the mission, programmes, and activities of this special school. Its mission is to help children with challenging needs to develop their abilities to the fullest through individualized and innovative programmes.

**URL:** *<http://www.lhs.edu.ky/>*

### **Ministry of Education, Human Resources and Culture**

This site provides information on the Ministry's mission statement, philosophy, guiding principles, review of achievements, and key objectives. It also provides a biographical profile of the Minister and the text of his speeches and messages.

**URL:**

*[http://www.gov.ky/servlet/page?\\_pageid=543&\\_dad=portal30&\\_schema=PORTAL30&\\_mode=3&orgcode=13](http://www.gov.ky/servlet/page?_pageid=543&_dad=portal30&_schema=PORTAL30&_mode=3&orgcode=13)*

### **Triple C School (Creative Christian Character)**

This site provides all the relevant information for each grade level taught at this Christian, coeducational international school—preschool/day care, pre-kindergarten/kindergarten, elementary, and secondary through brochures, which are available as PDF files. In addition, it provides all staff and student forms in Microsoft Word format.

**URL:** *<http://www.triplecschool.org/>*

## INDEX OF PERSONAL NAMES

|                                   |   |
|-----------------------------------|---|
| Abbott, Jason<br>016, 067         | Gerber, Rod.<br>069                         |
| Basdeo, J.<br>065                 | Hammond, S. A.<br>057                       |
| Beckles, Marjorie<br>006, 017     | Hawkins, Antonia Marguerita Carmella<br>002 |
| Beckles, R.<br>003                | Henderson, Euan<br>016, 067                 |
| Bodden, James<br>059              | Lancaster, Colin M.<br>036                  |
| Bodden, Leonard A.<br>058         | Lidstone, John<br>069                       |
| Boulton, Paul G.<br>001           | Look Loy, Deanna<br>031                     |
| Briercliffe, R.<br>057            | McCallion, Liam<br>066                      |
| Bryan, Constance Andrea T.<br>020 | McLaughlin, Marquess R.<br>013, 061         |
| Bush, Pilar<br>031                | Martin, Lyndon<br>031                       |
| Carter, Vaughan<br>004            | Martin, Vivien<br>016, 067                  |
| Carty, Joan<br>015                | Minott, Mark<br>063                         |
| Clark, Andrew F.<br>054           | Morrissey, Mike<br>068, 69                  |
| Connolly, I.<br>056               | Nicholson, R. M.<br>029                     |
| Cook, R.<br>019                   | O'Brien, Derek<br>004                       |
| Cummings, Hugh<br>049             | Orson, Claire M.<br>049                     |
| Curti, Margaret Wooster<br>005    | Rankine, O. M.<br>064                       |
| Davies, Mitchell C.<br>053        | Skinner, Chris<br>016, 067                  |
| Fleury, Bernard J.<br>028         | Stockdale, F. A.<br>057                     |
| George, Shurland<br>054           |   |

Tsang, Mary Tabarsi  
016, 067

Wakefield, A. J.  
057

Watler, James Truman  
013, 051, 061  
Webster, Marion Isabella  
052  
Wood, Graham  
016, 067

## INDEX OF CORPORATE NAMES/SPONSORS

- Antioch University  
052
- Bank Street College of Education  
006, 017
- Bodden Town Primary School  
037
- Cayman Brac High School  
038
- Cayman Islands. Economics and Statistics Office  
047
- Cayman Islands. Education Department  
007, 008, 009, 010, 013, 014, 018, 019, 021,  
036, 039, 055, 060, 061, 062, 065, 068
- Cayman Islands. Government  
023, 024, 027, 040
- Cayman Islands. Laws, Statutes, etc.  
032, 033, 034, 035
- Cayman Islands. Ministry of Education and  
Planning  
003
- Cayman Islands. Ministry of Education and  
Planning and Education Department  
025, 026, 041, 042
- Cayman Islands. Ministry of Education, Culture  
and Aviation  
043
- Cayman Islands. School Inspectorate  
022
- Cayman Islands Law School  
053
- Commonwealth Secretariat  
048
- Florida State University  
002
- George Hicks High School  
044
- Great Britain. Comptroller for Development and  
Welfare in the West Indies  
057
- Institute of Education, UWI  
029
- International Geographical Union Commission on  
Geographical Education  
069
- John A. Cumber Primary School  
045
- John Gray High School  
011, 012
- Queen's University  
059
- Savannah Primary School  
046
- UNESCO  
015
- United Nations Development Programme  
030, 050
- University of Bristol  
020, 051, 058, 064
- University of Liverpool  
066
- The University of the West Indies, Mona  
*See* Institute of Education, UWI



## SUPPLEMENTARY SUBJECT INDEX

- Administrator education  
020  
Administrators *See* Educational administrators  
Annual reports  
027  
Anguilla  
069  
Australia  
016, 067  
  
Black children  
005  
Bodden Town Primary School  
037  
  
Caribbean  
015, 048, 069  
*See also*  
Anguilla  
Turks and Caicos Islands  
Cayman Brac High School  
038  
Cayman Islands Law School  
053  
Cayman Islands Middle School  
020  
Children  
*See*  
Black children  
White children  
Church and education  
063  
Conference reports  
043  
Court litigation  
004  
Cultural environment  
064  
Curriculum guides  
006, 007, 009, 010, 013, 017, 018, 060, 061  
  
Denominational schools  
063  
Development plans  
023, 025, 026, 039, 040, 041, 042  
  
Directories  
015  
  
Education and church *See* Church and education  
Education for All  
003  
Educational administrators  
020  
Educational discrimination  
004  
Educational environment  
064  
Educational media  
048, 049  
Educational missions  
050  
Educational projections  
059  
Educational projects  
029  
Educational radio  
050  
Educational reviews  
024, 028, 030, 036  
English  
002  
Environment  
008  
*See also*  
Cultural environment  
Educational environment  
Social environment  
Ethnic groups  
005  
Evaluation  
*See*  
Materials evaluation  
Textbook evaluation  
Expulsion  
004  
  
Geography  
011  
George Hicks High School  
044

Guides  
   *See*  
   Curriculum guides  
   Manuals

Handbooks *See* Manuals

Health personnel  
   016, 067

History  
   012

Hong Kong  
   016, 067

Human resources development  
   058

Identity  
   064

Individually guided education  
   028

Intelligence tests  
   005

International College of the Cayman Islands  
   049

John A. Cumber Primary School  
   004, 045

John Gray High School  
   011, 012

Junior secondary schools *See* Cayman Islands  
   Middle School

Latin America  
   015

Law schools *See* Cayman Islands Law School

Laws  
   32, 033, 034, 035

Legal decisions  
   004

Legal education  
   053

Lifelong education  
   049

Lower secondary education  
   014, 062

Management education  
   020

Managers  
   016, 067

Manuals  
   021, 022

Materials evaluation  
   016, 067  
   *See also* Textbook evaluation

Mathematics  
   *See*  
   Primary school mathematics  
   Secondary school mathematics

Media *See* Educational media

Missions *See* Educational missions

Mothers  
   002

National surveys  
   003, 015, 019

Parent student relationship  
   002

Pensions  
   035

Plans *See* Development plans

Policies *See* Tourism policy

Preprimary curriculum  
   006, 010, 017, 018

Preschool centres  
   006, 010, 017, 018, 019

Primary school curriculum  
   007, 008, 009, 013, 060, 061

Primary school mathematics  
   002, 009

Primary school science  
   008

Primary school social studies  
   007, 013, 060, 061

Primary school students  
   002

Primary schools  
   052  
   *See also*  
   Bodden Town Primary School  
   John A. Cumber Primary School  
   Savannah Primary School

Projections *See* Educational projections  
   069

Projects *See* Educational projects

Public education  
   055, 059

Radio *See* Educational radio

Rastafari Movement  
   004

Regional surveys  
   048  
 Religious belief  
   004  
 Reports  
   *See*  
     Annual reports  
     Conference reports  
 Reviews *See* Educational reviews  
  
 Savannah Primary School  
   046  
 School inspection *See* School supervision  
 School planning  
   037, 038, 044, 045, 046  
 School regulations  
   004  
 School supervision  
   022  
 Schools  
   *See*  
     Denominational schools  
     Primary schools  
     Secondary schools  
 Science *See* Primary school science  
   008  
 Secondary school curriculum  
   011, 012, 014, 062  
 Secondary school social studies  
   014  
   *See also*  
     Geography  
     History  
 Secondary school teachers  
   058  
 Secondary schools  
   051, 052  
   *See also*  
     Cayman Brac High School  
     George Hicks High School  
     John Gray High School  
  
 Self evaluation  
   002  
 Social environment  
   057  
 Social studies textbooks  
   068  
 Staff development *See* Human resource  
   development  
 Statistical data  
   047  
 Student parent relationship *See* Parent student  
   relationship  
 Surveys  
   *See*  
     National surveys  
     Regional surveys  
 Syllabuses  
   011, 012, 014, 062  
  
 Teacher welfare *See* Pensions  
 Tests *See* Intelligence tests  
 Textbook evaluation  
   069  
   *See also* Materials evaluation  
 Textbook production  
   068, 069  
 Tourism policy  
   054  
 Tourism education  
   054  
 Turks and Caicos Islands  
   069  
  
 United Kingdom  
   016, 067  
  
 White children  
   005  
 Workshop reports  
   068