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EDUCATION AND TRAINING IN ST. LUCIA
A PARTIALLY ANNOTATED BIBLIOGRAPHY

Compiled by

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CONTENTS

LIST OF ACRONYMS AND ABBREVIATIONS

BERP	Basic Education Reform Project
CARCAE	Caribbean Regional Council for Adult Education
CARNEID	Caribbean Network of Educational Innovation for Development
CBOs	Community-Based Organizations
CBU	Caribbean Broadcasting Union
CDB	Caribbean Development Bank
CEE	Common Entrance Examination
CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
CTTP	Comprehensive Teacher Training Programme
CXC	Caribbean Examinations Council
EC	Eastern Caribbean
EFA	Education for All
GCE	General Certificate of Education
HFLE	Health and Family Life Education
ICAE	International Council for Adult Education
LABCEC	Laborie Early Childhood Education Centre
LDCs	Less Developed Countries
NAECE	National Association of Early Childhood Educators
NEAPs	National Environmental Action Plans
NFE	Nonformal Education
NGOs	Nongovernmental Organizations
OCOD	Organization for Cooperation in Overseas Development
OECS	Organization of Eastern Caribbean States
OERU	OECS Education Reform Unit
PAHO	Pan-American Health Organization
SALCC	Sir Arthur Lewis Community College
TQM	Total Quality Management
TRC	Teachers' Resource Centre
TTC	Technical Training College
TVET	Technical and Vocational Education and Training
TVETT	Technical and Vocational Education Teacher Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
UWI	The University of the West Indies
WHO	World Health Organization
WINBAN	Windward Islands Banana Growers Association

INTRODUCTION

This bibliography on "Education and Training in St. Lucia" has been specifically prepared for the UWI School of Continuing Studies' St. Lucia Country 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 441 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 344 records.

In order to facilitate retrieval of entries through different approaches, the bibliography has been provided with four indexes: a Personal Name Index, an Index of Corporate Authors and Sponsors, a Geographic Index, 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 89 such records in the bibliography, representing some 26% 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
John, Sandra E., comp.
  Caribbean bibliography of literacy materials. Castries, St. Lucia: NRDF, 1990. v, 80 p.

This bibliography attempted to list published and non-published documents on literacy produced in or of relevance to the Caribbean. Entries in the bibliography are arranged in 14 broad subject categories, and author, country, and institution indexes are provided.

002
McDonald, Rose Marie
  Bibliography of St. Lucian material available at the NRDF Library. Castries, St. Lucia: NRDF, 1984. 28 p.

This bibliography, which lists all material held by NRDF about St. Lucia and by St. Lucians, is divided into three sections: 1) Books; 2) Pamphlets, unpublished papers, and newspaper articles; and 3) Periodical or magazine articles.

003
Momsen, Janet Henshall, comp.
  St. Lucia. Oxford, England: Clio Press, 1996. xxxi, 179 p. (World Bibliographical Series; v. 185)

This bibliography attempted to identify everything published in English about St. Lucia that: 1) is available in major libraries or by inter-library loan, 2) is a key work, 3) is considered to be useful to the interested reader, and 4), where technical, is also understandable and makes an important contribution for non-specialist readers. Reports of government ministries have been largely excluded, except where they focus on censuses or similar major sources of information, or provide information about the island not available elsewhere. Entries are arranged under subject categories, including education.

004
Morne Educational Complex Library
  St. Lucia bibliography. Castries, St. Lucia: The Library, 1985. 23 p.

This bibliography is arranged in three sections: 1) Books arranged in subject classified order, 2) Vertical file material arranged by subject categories, and 3) Periodical articles arranged by subject categories.

005
Robertson, Amy; Bennett, Hazel; White, J., comps.
   Select bibliography of education in the Commonwealth Caribbean 1940-1975. Mona, Jamaica:
   Faculty of Education, UWI, 1976. 196 p.

This bibliography provides a select list of documents pertaining to education in 15 English-speaking Caribbean islands and Guyana.

006
Robertson, Amy, comp.
   Select bibliography of education in the Commonwealth Caribbean 1976-1985. Mona, Jamaica:
   Documentation Centre, Faculty of Education, UWI, 1987. 174 p.

This supplement to *Select Bibliography of Education in the Commonwealth Caribbean 1940-1975*, published in 1976, lists items that were published or came to the notice of the compiler during 1976-1985.

007
St. John, Nancy; Wilkinson, Audine
   A bibliography on literacy in the Caribbean area. *Bulletin of Eastern Caribbean Affairs,* vol. 13,
   no. 1, Mar/Apr. 1987, pp. 52-64.

The entries in this bibliography are arranged geographically, with a preliminary section on general material considered relevant to the Caribbean, followed by a section on the Caribbean area as a whole, and a section on entries by individual territory arranged in alphabetical order. The section on St. Lucia contains 23 entries.

008
St. Lucia. Central Library
   *A list of books, pamphlets & articles on St. Lucia and by St. Lucians covering the period 1844
   to date*. Castries, St. Lucia: The Library, 1970. 12 p.

This bibliography is divided into two sections: A) Books by St. Lucians arranged alphabetically by author, and B) Books about St. Lucia arranged alphabetically by title.

009
Vaughn, Robert V., comp.
   *To St. Lucia, with love: The bibliography of a library collection for the people of St. Lucia upon
   achieving independence, presented by the people of the United States of America*. St. Croix,
   Virgin Islands: Aye-Aye Press, 1980. xi, 49 p.

The 380 titles in this bibliography represent a collection given by the United States International Communication Agency as the basis of a core collection housed at the Morne Complex of the Teachers' College, Extra-Mural Department, University of the West Indies (UWI). The items in this collection consist entirely of fiction and non-fiction works in English published in the United States.

010

Wilkinson, Audine

    Education in the Eastern Caribbean: A select bibliography. *Bulletin of Eastern Caribbean Affairs,* vol. 7, no. 4, Sep-Oct. 1981, pp. 36-44.

This bibliography is organized by form of material: 1) Books; 2) Articles; 3) Documents, Papers and Pamphlets; and 4) Theses. Within each section, entries are arranged in alphabetical order by author.

ACADEMIC ACHIEVEMENT

011

Albertin, Marcellus

    The Common Entrance Examination: What can we learn from the results? [Castries, St. Lucia]: Ministry of Education, Culture and Labour, 1993. 13 p.

This analysis of the Common Entrance Examination (CEE) was undertaken with a view to providing some direction and guidance in a few of the areas that the Ministry of Education, in general, and the District Education Officers and principals, in particular, need to address in their efforts to help schools to improve their level of achievement. Most of the analysis was done at the District level and not at the school level, and very little attention was given to subject score analysis. It was hoped that the Curriculum Officers and principals would undertake this task. Some of the areas of concern identified from the analysis include: 1) male vs. female student performance, 2) performance at the CEE and CXC, 3) performance of private schools vs. public schools, 4) effectiveness of large schools vs. small schools, and 5) performance of rural schools vs. urban schools.

012

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, Barbados: Institute of Education, UWI, 1967. 31 p.

013

Cox, David

    Patterns and trends in the 16+ year English Language examination results in seven Caricom territories, 1960-1989: Pointers for policy and practice. In Edwin Philip Brandon & Phillip N. Nissen (comps.), *Proceedings of the 1990 Cross-Campus Conference on Education* (pp. 35-52). Mona, Jamaica: Faculty of Education, UWI, 1991.
Biennial Cross-Campus Conference on Education, 1st, Kingston, Jamaica, 3-6 Apr., 1990.
Sponsored by: The University of the West Indies. Faculty of Education.

This work was primarily intended to provide basic statistics and a comparative analysis of the 16+ English Language examination results at the General Certificate of Education (GCE)

O'Level/Caribbean Examinations Council (CXC) in Barbados, Belize, Grenada, Guyana, Jamaica, St. Lucia, and Trinidad and Tobago over the period 1960-1989. The research is concerned with trends and patterns that have arisen or have been reinforced in the region over the period, rather than with individual member states, in order to furnish data and insights or implications that might prove useful for the generation of policy at the regional and territorial levels. Data were collected from relevant examination departments in individual territories, tabulated, and processed. Copies of the tabulated data were sent to the University of Cambridge Local Examinations Syndicate and the University of London School Examination Board for verification. Data analysis showed that there is room for improvement in the policy guiding, and the provisions made for, the teaching/learning of English in the territories surveyed. The results of the GCE O'Level/CXC English examinations indicated that the bulk of the region's students appear to be, more or less, where they would have been at the start of the period.

014
Epstein, Erwin H.; Weisbrod, Burton A.
    Parasitic diseases and academic performance of schoolchildren. *Social and Economic Studies,*
    vol. 23, no. 4, Dec. 1974, pp. 551-570.

This paper considers the effect of parasitic disease, especially bilharzia, on students' performance in schools across St. Lucia, and seeks to account for the effects of socioeconomic and urban-rural differences, and habits and knowledge in regard to disease. The sample consisted of 162 students from 37 primary schools and 8 secondary schools in almost every community in the island. The results revealed little evidence that bilharzia or other parasitic diseases in St. Lucia exert important effects on the performance of students as measured by reading achievement level or class rank. Neither was there evidence that these diseases adversely affect students' height, weight, or school attendance. On the other hand, socioeconomic status did appear to have an important impact on performance, with children of fathers with high-status occupations generally recording higher on tests. Overall, the findings appear to indicate that when social background factors are considered together with parasitic diseases in areas of high disease prevalence, the social factors might well eclipse disease in influencing the performance levels of students.

015
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, Barbados: Unesco/CARNEID, 1997. 58 p.

This exploratory study covered five Eastern Caribbean (EC) states—Antigua and Barbuda, Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines. The population consisted of three target groups—teachers who taught Form 1, students who repeated or performed poorly at the end-of-year examinations July 1996, and their parents. A total of 276 students (194 males and 82 females) 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 were interested, but that only 37% were able to give guidance and facilitate follow-through school work at home. Encouragement alone or checking work was not enough.

016
Renard, Rosamunde Avril
   An examination of CXC history in St. Lucia. 6 p.
Paper prepared for the Annual Conference of Caribbean Historians, 22nd, St. Augustine, Trinidad, 1-6 Apr., 1990.

This article analyzes the CXC history examination results for selected schools in St. Lucia, the teaching methods employed, reasons for the differing levels of success, teachers' attitudes towards CXC history, and the solutions proposed by teachers. It also examines students' attitudes towards history. The paper concludes that the success rate of CXC history is above average, and that the setting of 13 assignments in addition to the School-Based Assessment (SBA) and motivation are principal factors in determining success.

017
St. Lucia. Ministry of Education, Culture and Labour
   Report on candidates' performance in the local examinations: Common Entrance, Standard Six Certificate and Common Middle School. Castries, St. Lucia: The Ministry, 1995. [n.p.].

018
What the boys think. *Children in Focus,* vol. 5, no. 2, Apr-Jun. 1993, p. 6.

This is a record of some of the responses of boys from an all-boys school, St. Mary's College, St. Lucia, to a question that sought to determine why they thought that their peers were failing in the education system.

ACCESS TO EDUCATION

019
Roberts, Vivienne
   Access to tertiary education in selected Caribbean countries: Enabling and limited factors.
   Ph.D., The University of the West Indies, Cave Hill, 1999. xii, 431 p.

This study analyzed applications and admissions data to determine the tertiary educational demand and supply trends of St. Lucia and Barbados in the 1990s, and in this regard UWI was found to be quite responsive to Barbadians. It also looked at the structure of educational opportunity by tracking the course of a 1990 eleven-plus age cohort through to CXC and A'Level or associate degree achievement. It found that this structure imposed limits, particularly for St. Lucians, on the size of the eligible pool for tertiary education. Frequency distribution patterns in questionnaire responses from over 1,000 secondary school and community college graduates in 1997, who were either employed, unemployed, or enrolled in tertiary education indicated that the major limiting factors on tertiary enrolment were money, qualifications, preference for overseas study, or preference for employment. Enabling factors included belief in the value of tertiary education, financial support, and access to relevant programmes.

020
St. Lucia. Ministry of Education and Culture
   Basic education aspirations and access to secondary education in St. Lucia. Castries, St. Lucia:
   The Ministry, 1989. [15] 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 paper gives an overview of the educational system with special reference to secondary education.

021
St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports
   [Education for All: Assessment report]. Castries, St. Lucia: The Ministry, 1999. 73, [50] 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 St. Lucia, which was presented to the Chairman of the Regional Technical Advisory Group on the EFA assessment.

ADULT EDUCATION

022
Brown, John
    An approach to adult education. Castries, St. Lucia: Government Printer, 1962. 59 p.

023
Campbell, Dunstan; Sandmann, Lorilee R.
    World perspective case descriptions on educational programs for adults: St. Lucia. Battle Creek, MI: Kellogg Foundation, 1989. 111 p.

This document contains a case description of an adult education programme in St. Lucia. The case study is part of a set that reflects a cooperative effort by adult educators to increase international understanding of various educational programmes for adults in their societal context. The Caribbean Agricultural Extension Programme described seeks to help farm families improve farming practices and their quality of life. The project's planning process, recommendations for improvement, level of participation, finances, and the recent history of extension are detailed. Excerpts from an interview with a participant and from a recent study on programme influences in extension are included.

024
Edgar, Jennifer
    Adult literacy classes in St. Lucia: A case study of the La Guerre Literacy Centre. Castries, St. Lucia: Extra-Mural Department, UWI, 1986. [n.p.].

025
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 programmes for women in the Caribbean (Barbados, Grenada, St. Lucia, and St. Vincent and the Grenadines) 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.

026
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 nonformal education (NFE) programmes have contributed to the empowerment of women living in four Caribbean islands. Twelve agencies/organizations/providers on the islands of Barbados, Grenada, St. Lucia, and St. Vincent, which 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 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 were attempting to meet women's educational, social, economic, and political needs, not all of them were consciously using 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 have been unsuccessful in helping women to achieve economic empowerment.

027
Francis, Claudia A.
  Adult literacy education in St. Lucia with a proposal for a new literacy programme.
  Manchester, UK: University of Manchester, 1983. 95 p.

This study supports the view that an inadequate school system is one of the main causes of the high incidence of adult illiteracy. It offers practical suggestions for the working of a national literacy campaign.

028
Jallim-Torrence, Clara
  Mobilization of adults for literacy: A case study of the Mabouya Valley. [St. Lucia]: UWI,
  1986. iv, 41 p.
(Cover title: A paper prepared in partial fulfillment of the requirements for the Certificate in Adult Education)

029
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 nonformal education programmes conducted in eight South Pacific and Caribbean island countries—Fiji, Kiribati, Niue, Tonga, Barbados, Grenada, St. Lucia, and St. Vincent and the Grenadines—drawing on participant interviews. Nonformal education 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.

030

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 nonformal education (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 St. Vincent and the Grenadines 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.

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: Dominica, St. Lucia, Barbados, St. Vincent and the Grenadines, Grenada, and Trinidad and Tobago. It looks at how the programmes fit into United Nations rules for treating prisoners, and makes recommendations for the improvement of those programmes.

032

Niles, Bradley; Bernard, Ayodeji

Beginning again: Approaches to education for rehabilitation in Caribbean prisons. Kingston, Jamaica: Office of the UNESCO Representative in the Caribbean, 2000. x, 58 p. (EFA in the Caribbean: Assessment 2000. Monograph Series; No. 24)

This monograph reviews education offerings in the prison systems of seven Caribbean countries—Bahamas, Barbados, Belize, Curacao, Jamaica, St. Lucia, and Trinidad and Tobago. It specifically describes literacy and skills training programmes; initiatives for the development of positive values and attitudes towards the self, others, and the community; and health education drives within Caribbean prisons. It also examines differences in the policies of the various governments with respect to these programmes. The main sources for the information presented were the country reports produced as part of the EFA 2000 assessment process, research conducted on prison education, and the report of the UNESCO Workshop on "Fostering a Culture of Peace through Education, Rehabilitation and Empowerment." It is concluded that Caribbean countries are moving

towards providing education for all, including the region's prisoners. However, it is necessary to place much more emphasis on the various programmes in the prison systems. The major constraint seems to be the fact that Caribbean governments, due to their ever-increasing debt burden and economic woes, are not able to provide the necessary resources to do this adequately. The main recommendation is that Caribbean states pool their resources, technology, knowledge, and expertise in order to combat the numerous obstacles to the expansion and advancement of education in prisons.

033
Protz, Maria Patricia
   Visual education media for rural development: A comparison of professional and participatory materials in St. Lucia. M.A., University of Guelph, 1988. 320 p.

This study provides a broad, theoretical explanation for miscommunication in development by using the theory of "common-sense knowledge" as developed by Alfred Schutz (1971). It then closely examines the manifestation of cross-cultural miscommunication in the form of visual aids for the purpose of adult education and extension. The relative clarity and appropriateness of professional and participatory materials used in St. Lucia are assessed in order to compare the performance of professional and participatory approaches to visual communication for rural development. Three groups of materials were tested: 1) women-specific flipcharts and posters dealing with health and childcare; 2) posters and brochures produced by the Windward Islands Banana Growers Association (WINBAN) for St. Lucian banana producers; and 3) a series of posters, a booklet on rural women's work, and a videotape produced in the rural community of Oleon through participatory methodology. Through the use of an open-ended interviewing technique, three samples of respondents were obtained for each group of materials—81 respondents were interviewed for the women-specific materials, 70 respondents for the WINBAN materials, and 99 respondents for the participatory materials. It was concluded that, unlike other findings in the literature and depending on the complexity of the visuals involved, cross-cultural visual communication depends on other variables in addition to those usually included in target audience definition. It was found that for many purposes, a participatory visual communication approach is better able to address these variables than is a professional communication approach.

034
St. Lucia. Ministry of Education. Department of Adult Education; National Research and Development Foundation
   Scope, sequence and syllabi in literacy and numeracy for adult St. Lucian learners. Castries, St. Lucia: NRDF, 1985. 27 p.

This paper identifies performance objectives on auditory discrimination, oral comprehension, oral production, vocabulary development, and reading. The syllabus includes performance objectives by levels, sight words to be taught in levels, and a numeracy programme for adult learners.

035
St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports
   Adult and continuing education in St. Lucia: Addressing global transformation and the new millennium. Castries, St. Lucia: The Ministry, 1999. 50 p.

036

St. Lucia. National Commission for Unesco
   St. Lucia: Reply to questionnaire on adult education. Castries, St. Lucia: The Commission,
   1971. 5 p.
Prepared for the World Conference on Adult Education, 3rd, Tokyo, Japan, 1972. Sponsored by:
Unesco.

Official report from the West Indies Associated States for Unesco World Conference on adult
education in relation to national policies. The report emphasizes the need for mass instruction,
community development, and literacy training.

037

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 Eastern Caribbean 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 St. Vincent, 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.

038

Trist, Carolyn Rachel
   Participatory approaches to development in St. Lucia, West Indies. M.S., University of
   Pennsylvania, 1986. [n.p.].

This study reviewed the implementation of the National Literacy Project, which was started in 1984
to overcome the 46% illiteracy in the population over the age of 15, approximately 30,000 people.
The other major project considered was the South-east coast Integrated Resources Management
Project, which drew local resource users such as fishermen and charcoal producers, as well as
school children, into discussions concerning the necessity for protecting the environment. Because
of the unusually high level of illiteracy and the widespread use of Creole, it was felt that non-
conventional meetings and non-verbal communication were often more successful in St. Lucia.

AGRICULTURAL EDUCATION

039
Meaders, O. Donald
>   *Development and strengthening of agricultural education in St. Lucia. A report.* East Lansing,
>   MI: Michigan State University. Department of Agricultural and Extension Education, 1985. 34
>   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 present agricultural education programmes in St. Lucia 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 the St. Lucia College
of Agriculture. The shortage of appropriately trained agriculturalists in St. Lucia sorely limits the
possibility of the further development of agriculture in the country. Strengthening the country's
programme to prepare agricultural education teachers and improving agricultural and general
training at the primary and secondary levels are crucial to the country's development. To
accomplish this, the Ministry of Education should have at least one staff member specifically
assigned the responsibility of administering and supervising agricultural education. Moreover, two
persons should be assigned the task of coordinating agricultural programmes in the primary and
secondary schools. More and better prepared agriculture teachers are needed at all levels, and
periodic studies (occurring at least every 3 years) should be conducted to determine the
occupational attainment of graduates of agriculture programmes. Appendices include a list of
documents reviewed by the researcher, and data on present staffing and training needs.

040
Palmer, J. J.
>   *Agricultural education: St. Lucia - (Mission) April 1973 - March 1974.* [S.l.]: UNDP, 1974. [22
>   p. in various pagings].

041
St. Clair, Albert
>   *Situation of agricultural education in St. Lucia.* Montreal, Canada: McDonald College, 1981.
>   54 p.

This study argues that a nationwide agricultural education system is necessary for St. Lucia if the
objective of a changed attitude by all St. Lucians towards agriculture is to be achieved. It suggests
that what is needed is a transformation from traditional to modern and appropriate methods in
agriculture so that increased production would help to reduce the food import bill. It notes that
although agricultural extension officers claim to be teaching agriculture in schools the teachers
claimed otherwise, and that the hours and facilities to teach the subject are inadequate.
Recommendations are made for a joint commitment between the Ministries of Agriculture and
Education to develop and implement an agricultural education curriculum.

042

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 **037** for abstract]

ASSESSMENT AND EXAMINATIONS

043

Albertin, Marcellus

The Common Entrance Examination: What can we learn from the results? [Castries, St. Lucia]: Ministry of Education, Culture and Labour, 1993. 13 p.

[See Record **011** for abstract]

044

Broomes, Desmond R.

Statistical analyses of final year mathematics examination (1971) in six teachers' colleges of the Eastern Caribbean. Cave Hill, Barbados: 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, St. Lucia and St. Vincent, 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.

045

James, A.

A study of the possible relationship between organizational and certain other variables and the performance of third formers in the core subjects, in the 1977 St. Lucia junior secondary schools' certificate examination. Mona, Jamaica: Faculty of Education, UWI, 1978. [n.p.]. (B.Ed. paper)

046

St. Lucia. Ministry of Education, Culture and Labour

Report on candidates' performance in the local examinations: Common Entrance, Standard Six Certificate and Common Middle School. Castries, St. Lucia: The Ministry, 1995. [n.p.].

[See Record **017** for abstract]

047

St. Lucia. Ministry of Education, Resource Development, Youth and Sports. Educational Evaluation and Examination Unit

Examinations in Saint Lucia. 37 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 St. Lucia.

048

Shorey, Leonard L.

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

Tests in social studies and integrated science given in St. Vincent and the Grenadines, St. Lucia, Grenada, and Dominica 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.

BASIC EDUCATION

049

Caribbean Development Bank

Appraisal report on St. Lucia basic education project. Bridgetown, Barbados: CDB, 1995. [1 v. in various pagings]. (Appraisal report No. AR 95/1 SL)

050

Country summaries: Saint Lucia. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 538-554). Santiago, Chile: Unesco, 1996.

This is a summary of the state of education in St. Lucia 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.

051
St. Lucia. Ministry of Education
Improving the quality of basic education in St. Lucia. In Conference of Commonwealth Education Ministers (11th). *Agenda item 2: Improving the quality of basic education. v. 8: Country papers* (pp. SLU 1-18). London: Commonwealth Secretariat, 1991. (11 CCEM/2/CP 8)
Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct. - 2 Nov., 1990. Sponsored by: Commonwealth Secretariat.

This paper documents the efforts of the Government of St. Lucia to supervise and monitor the educational system in order to improve quality. It discusses the Ministry's attempts to review the performance of schools on a systematic basis.

052
World Bank
Saint Lucia - Basic Education Reform Project: Staff appraisal report. Washington, DC: World Bank, 1994. (Report No. 13646)

The Basic Education Reform Project had the overall objective of accelerating resource development to ensure the existence of the requisite manpower to attain the desired economic transition in St. Lucia. It supported the first stage of a major reform of basic education, aimed at increasing the efficiency and effectiveness of the education system, and at enhancing equity of access to educational opportunities. To these ends, a dual strategy was pursued. The first part sought to strengthen the planning and institutional capacity of the Ministry of Education to guide and carry out the long-term development of the sector, while enabling it to initiate significant, urgent measures to address system-wide qualitative problems and expansion needs at the secondary level. As a second, integral part of the strategy, the project catalyzed a major adjustment process, focused on revision to more reasonable levels of primary and secondary teacher to student ratios, in line with ratios of countries at similar levels of economic and social development. Such adjustment was critical to ensure that already relatively high levels of resource allocations to public education better responded to current and projected needs, including increased financing for system management and educational equipment and supplies, and school facilities and equipment maintenance - all of which were significantly under-financed areas.

BILINGUAL EDUCATION

053
Dalphinis, Lilith Bernadette
St. Lucian Creole: An untapped resource studies in language, literature and learning: The St. Lucian context. M.A., Institute of Education. University of London, 1990. 285 p.

054

Isaac, Martha Fidelis

French Creole interference in the written English of St. Lucian secondary school students. M.Phil., The University of the West Indies, Cave Hill, 1986. viii, 232 p.

This study examined the interference of St. Lucian French Creole (SLFC) in the written English of 107 fifth form students at a secondary school in Castries, St. Lucia. The corpus for the individual student comprised one dialogue exercise, one narrative exercise, and one of either a letter or formal composition. The existence of SLFC phenomena was apparent in all areas of Standard English (SE) written production in the data examined. The use of non-Standard English forms in all grammatical aspects of the data suggested unfamiliarity with, and incomplete acquisition of, some SE rules. Data treatment of verbs, prepositions, certain syntactic structures, and SE morphology provided evidence that the rules of some system other than those of SE were operative. These showed strong parallels with those of SLFC grammar. It is concluded that there is need to adopt a strategy of teaching acrolectal St. Lucian English or to devise a policy that allows for maximization of St. Lucia's bilingual status rather than for deficits in the education system, and consequently in the quality of societal development.

055

Isaac, Martha Fidelis

Language and pedagogy in a bilingual territory: A sociolinguistic investigation of the teaching of language arts in St. Lucian elementary schools. Ph.D., University of Wisconsin-Madison, 1997. 242 p.

This study sought to interrogate the classroom practice of primary school teachers in the teaching of language arts, with a view to addressing the perennial reports of inadequate competence in English, especially written Standard English. This case study, using ethnographic investigation, was conducted in one of six education districts in St. Lucia, and centred on work with Grade Three students. The underlying proposal was that the work of St. Lucian Poet Laureate, Derek Walcott, reflects the sociolinguistic reality of the island where Kweyol co-exists with English in a diglossic relationship. However, this diglossia subsumes other registers reflecting a linguistic diversity of varying codes, languages, and dialects. Consequently, code shifting is a common dynamic in the communicative process. Mikhail Bakhtin's notion of heteroglossia is reflected in this situation, and provides a frame of reference for a sociolinguistic description that includes historical, social, and cultural forces characteristic of the work of Derek Walcott. In addressing the pedagogy of the classroom, Bakhtin's notion of an act as indivisible and constituted of a theoretical perspective, aesthetic planning, and ethical considerations provided the frame through which the classroom practice was studied. The results of the study reflected the absence of a theoretical foundation sensitive to the sociolinguistic reality, showed how authoritative discourse silenced, revealed instances of closed dialogue, the absence of institutional collaboration, and the inadequacy of training. It therefore suggested need for creating internally persuasive discourses through sensitivity to the sociolinguistic reality, exposure to literature, reflexivity, action research, and on-going national collaborative research in which the classroom teacher has an active and significant role, and the world of the child is validated.

056

Jules, Didacus

    Literacy in St. Lucia. The status of Kweyol in St. Lucia. *Adult Education and Development,* No. 31, 1988, pp. 53-62.

This paper examines adult literacy and second language learning in St. Lucia, a bilingual society (English and Kweyol) where illiteracy is predominant in monolingual speakers and literacy campaigns in Kweyol do not exist. Bilingual pilot projects respond to the high demand for literacy lessons in both languages.

057

Lieberman, Dena

    Language attitudes in St. Lucia. *Journal of Cross-Cultural Psychology,* vol. 6, no. 4, Dec. 1975, pp. 471-481.

Three groups of St. Lucian students and teachers were questioned about their reactions to taped voices reading passages in both English and Patois. It was found that the Patois version was rated as being significantly wiser than the English version, which was seen as funnier. Attributes of good, wise, confident, and hardworking had more positive ratings for the Patois than for the English versions. This underlying positive attitude towards Patois contradicts the view commonly expressed by St. Lucians that they prefer English.

058

Pierre, Kentry D., Jr.

    A feasibility study to determine the adequacy or inadequacy of Kweyol academic terminology infrastructure for formal instruction in primary schools in St. Lucia: A rationalization of an appropriate linguistic paradigm from the perspective of the teacher. M.Ed., University of Sheffield, 2001. 161 p.

This study sought to determine the status of Kweyol in primary education, with particular emphasis on the adequacy or inadequacy of its vocabulary as a medium of instruction for primary school students in St. Lucia. Ultimately, the study attempted to develop, expand, and consolidate an infrastructure for optimizing the use of academic terminology in Kweyol by students, educators, and others who wish to utilize such an infrastructure. It also attempted to rationalize the linguistic paradigm necessary for adequate instruction in primary schools, from the perspective of the teacher.

059

Samuel, Kennedy Phillip

    The challenge of bilingual education in bilingual St. Lucia. M.A. (Ed.), University of Southampton, 1990. 80 p.

This study discusses some of the important issues around the task of language education reform in St. Lucia. It proposes a policy of bilingual education involving the main languages of Kweyol and English, within a broader framework of national language policy reform as the appropriate situation for St. Lucia.

060

Simmons-McDonald, Hazel Christine
   Comparative patterns in the acquisition of English negation by speakers of French Creole and Creole English. *Language Learning,* vol. 44, no. 1, Mar. 1994, pp. 29-74.

This article compares the developmental patterns in the acquisition of negation by five French Creole-speaking and four Creole English-speaking St. Lucian children ages 5 and 6. Similar patterns of development and error types were found for both groups, but the French Creole speakers remained at a less advanced stage than did the Creole English speakers throughout the study.

061

Simmons-McDonald, Hazel Christine
   The learning of English negatives by speakers of St. Lucian French Creole. Ph.D., Stanford University, 1988. 308 p.

This study sought to provide some insight into the language learning problems faced by Caribbean children, by focusing on the development of negation in the speech of children who were native speakers of Kweyol and St. Lucian English vernacular in their first year of school. The sample consisted of six speakers of Kweyol and four speakers of the English vernacular, drawn from the kindergarten class of a rural school in St. Lucia. Data were collected over an 8-month period, and there was one follow-up session two and a half years later. The data from 10 and 8 sessions were used to analyze the speech of Kweyol and vernacular groups respectively. The results indicated that the development of English negation in the speech of Kweyol and vernacular speakers was similar to that of speakers of other languages who were learning English as a second language. There were also similarities to the early development of children acquiring English as a second language. The high frequencies and the persistence of some non-standard forms in the interlanguage of both groups after two and a half years of instruction indicated that some fossilization had occurred. Similarities in the development of both groups suggested the need for second language teaching methodology, and for a language education policy that would address the language problem directly. The results also indicated that the contextual variation of some forms over time was non-systematic, and that the pattern of error occurrence of certain forms was similar to U-shaped behaviour.

CHILD DEVELOPMENT

062

Fraser-Abder, Pamela; Isaacs, Patricia A.
   Cognitive development among grade 1 and 2 students in some Caribbean islands. St. Augustine, Trinidad: UWI, 1985. [n.p.].

This study attempted to determine the cognitive developmental level attained by Grades 1 and 2 students in some Caribbean islands and determine whether differences existed in the attainment of the cognitive development level by students in the different islands. The sample comprised 1,621 first grade students and 1,414 second grade students from six Caribbean islands. The study

involved the administration of the Concepts in Secondary Mathematics and Science Programme Operational Task 1 to the students. In both Grades 1 and 2, the majority of the students were still at the pre-operational stage. About 27% of Grade 1 students were at the concrete and early formal level; 43.4% of the Grade 2 students were at the concrete level, but none were at the formal level. There were some differences in the attainment of cognitive development among students in the islands studied. In St. Lucia, two Grade 1 students were found to be at the early formal level, while in Barbados the highest level attained was the early concrete level. In Jamaica and St. Kitts, the mid-concrete was the highest level attained while the highest level in Trinidad and Tobago was the late concrete. The highest level attained in Grade 2 was the late concrete in Trinidad and Tobago and the mid-concrete in the other countries.

063
Murray, Leona Sandra Phillip
Ciceron Community Development Programme: Nutrition/Health Survey report. Castries, St. Lucia: Ministry of Health, 1986. [iii], 28 p.

This is the report of a survey to determine the need for a school-feeding programme at the Ciceron Combined Primary School. The nutritional status of 370 children (195 boys and 175 girls) was determined by measurement of their heights and weights. A questionnaire was administered to a sample of 54 parents and guardians, which sought to determine the socioeconomic status of the community, feeding patterns, and the need and willingness to participate in a school feeding programme. Data analysis indicated that: 1) about one quarter of the children suffered from some form of under-nutrition; 2) about one quarter missed at least one meal a day, and the majority did not get any snacks; and 3) the predominant reason given for absence from school was lack of food. The study recommends a feeding programme that should be well planned and integrated with education and community participation, in order to ensure that the nutritional needs of the children are being met.

064
Murray, Leona Sandra Phillip
Nutritional status and development of St. Lucian children at day care centres. M.Sc., The University of the West Indies, Mona, 1983. iv, 198 p.

This study compared children who attended day-care centres with those who stayed at home in St. Lucia. The children, who came from very similar social backgrounds, were compared using anthropometry as well as their performance on the Bettye Caldwell Preschool Inventory (Bettye) and the Peabody Picture Vocabulary tests (Peabody). The quality of the service given at the centres was assessed, and the environment compared with that of the homes of the community children. The sample consisted of 60 children—30 in three rural government centres and 30 from neighbouring communities. There were 28 boys and 32 girls with an age range of 40-64 months and a mean age of 51.7+/- 5.7 months. Data analysis showed no significant difference between the combined centre and the combined community anthropometry values. No significant difference was found between the centre and the community children in the Peabody raw scores (centre mean - 16.5+/- 4.6; community mean - 15.9+/- 6.9). However, significant difference was found in the Bettye total scores between centre (mean - 33.8+/-7.7) and community children (mean - 27.7+/- 8.1). The centres were found to offer an environment richer in play equipment than that of the

homes, but were deficient in safety measures, and had limited adult-child interaction. It was concluded that a higher school achievement was associated with attendance at the centre. This may be attributed mainly to the presence of the higher level of play equipment offered.

065

Murray, Leona Sandra Phillip; Grantham-McGregor, Sally M.; Cooper, Edward S.
  Nutrition, social and intellectual performance of rural pre-school children in St. Lucia: The contribution of day-care centres - abstract. *West Indian Medical Journal,* vol. 33, Suppl., 1983, p. 24.
Scientific Meeting of Commonwealth Caribbean Medical Research Council, 29th, 25-28 Apr., 1984.

This study compared day-care attenders with non-attenders, using anthropometry and performances at Bettye Caldwell Pre-School Inventory and Peabody Picture Vocabulary Test. The quality of service given was assessed and the environment was compared with that of the homes of non-attenders. Sixty children (30 in three rural government centres and 30 from nearby communities), ranging in age from 40-64 months, were tested. No significant anthropometric differences were found between attenders and non-attenders. However, the current nutritional status was correlated with the children's performance since very strong negative associations were found between wasting and test scores. It was concluded that although each child's nutritional status strongly predicted his achievement level, it was not the factor contributed by the centres. It is suggested that the main factors contributing to the higher achievement and sociability of attenders were the increased availability of play equipment and the company of different adults.

CURRICULUM DEVELOPMENT

066

Brock, Colin
  Structural and curricular developments at the junior secondary level in the Caribbean island of Saint Lucia. [S.l.: s.n., n.d.]. [n.p.].

067

Evans, Ignatius
  An analysis of styles of curriculum development in the primary schools in St. Lucia: With special reference to Great Britain. M.Ed., University of Bristol, 1983. vi, 157 p.

This study sought to describe, analyze, and interpret the process of curriculum innovation and change in St. Lucia. The main focus of curriculum development activity for the period 1966-1982 in St. Lucia centred on three projects: 1) The St. Lucia/Caribbean Mathematics Project, 2) The Language Arts Project, and 3) the Primary Education Project. The analysis concentrates on the following elements of the curriculum development process, which may give an indication of the styles adopted in each project: 1) the impetus for change, 2) the major orientation of the project, 3) the participants in the project, 4) the nature of decisions taken, and 5) the means of dissemination and implementation adopted. Data were collected from project documents, minutes of meetings, correspondence, a questionnaire, and interviews with key personnel involved in the projects. The

three projects, while sharing the same dynamism and impetus for change, showed differences and variation in their means of dissemination and implementation. The Mathematics Project, having begun in the 1960s, showed the prevailing view of curriculum development of the era, and adopted an instrumental style. The Language Arts Project and the Primary Education Project originated in 1976 and 1979 respectively, and showed evidence of utilizing a combination of the three styles—instrumental, interactive, and individualistic. Three possible reasons for the styles adopted are explored, and these are related to (a) the systems of educational control existing in St. Lucia, (b) the curricular styles of the era when the projects were established, and (c) the personalities of the developmental teams.

068
Gill, Muriel
> *The problem of curriculum implementation in primary schools in St. Lucia.* M.Ed., University of Bristol, 1985. [iii], 145 p.

St. Lucia has set up a unit to undertake curriculum development but experiences problems with the implementation of its curriculum projects. In order to identify relevant methods for successful implementation, this study reviews the structure of the primary school system in which curriculum innovations have to be absorbed, and reflects on the curriculum activities of the unit through a case study to identify the nature of the problem. Four perspectives are examined: 1) models of change, 2) communication of innovations, 3) strategies of planned change, and 4) management and control of change, and from these two possible strategies of implementation applicable to the St. Lucian social context are derived. An implementation plan designed to meet the needs identified is presented.

069
Hatch, Ruth A.
> *Community economics: A curriculum developed for junior secondary schools in St. Lucia, West Indies.* M.S., University of Wisconsin, 1971. [n.p.].

070
Hinds, Henry
> *Survival of a social studies curriculum innovation in a centralized educational system: An organizational study.* Ph.D., Stanford University, 1997. 315 p.

This study sought to identify organizational variables that predicted the continued implementation of a social studies curriculum innovation in the centralized educational system of St. Lucia. The study tested five hypotheses that used teacher professionalism, teacher commitment, teacher participation in curriculum decision-making, and teacher collaboration as predictors of continuation of implementation. Continuation of implementation was measured by teachers' use of non-routine technology, and delegation of authority, as well as the number of lessons taught over a specified period, and number of lessons taught per curriculum unit. Data were collected from 123 teachers in 33 primary schools (urban and rural) using questionnaires. In addition, five primary school principals, personnel involved in the implementation of the original curriculum innovation, and Ministry of Education officials were interviewed. The results showed that the social studies curriculum had a good continuation of implementation rate. Professionalism predicted the use of

non-routine technology; one sub-scale of commitment predicted teachers' use of delegation of authority, and participation in decision making predicted collaboration. Further, individual sub-scales of participation predicted sub-scales of collaboration, some of which, in turn, predicted number of lessons taught and number of lessons taught per unit. The type of qualification teachers held tended to influence continuation of implementation, and the nature and extent of organizational activity. One measure of centralization, education officer influence, tended to have a greater effect on the activities of professionally unqualified teachers, than on professionally qualified teachers.

071

Kaa, B. G. van der

Technical and vocational curriculum development: St. Lucia - (Mission) March 1973 - June 1974. [S.l.: s.n.], 1974. [20 p. in various pagings].

Mission report on the development of technical and vocational education in St. Lucia, with emphasis on curriculum development in the industrial arts. It considers the development of educational testing for student selection and the improvement of their educational level through better reading methods, especially through the establishment of an audiovisual resource centre. The need for improvement in technical teacher training is emphasized.

072

Maynard, N. J.

The Saint Lucia Curriculum Development Project in Language Arts. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Lucia, April 14-17, 1969* (pp. 78-80). Mona, Jamaica: Institute of Education, 1969.

Conference on Teacher Education in the Eastern Caribbean, Castries, St. Lucia, 14-17 Apr., 1969. Sponsored by: The University of the West Indies. Institute of Education.

This paper provides a general outline of the Language Arts Development Project in St. Lucia. It includes information on the structure of the experimental project and the nature of project materials.

073

Mondesir, Jones E.

Curriculum development in relation to the junior secondary school. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean, held at Montserrat, April 6-9, 1970* (pp. 161-162a). Mona, Jamaica: Institute of Education, 1970.

Conference on Teacher Education in the Eastern Caribbean, Plymouth, Montserrat, 6-9 Apr., 1970. Sponsored by: The University of the West Indies. Institute of Education.

A curriculum development survey conducted in 33 primary schools in St. Lucia indicated a lack of provision to meet the needs of adolescents in the school system. Discussions on the data provided by this survey resulted in a comprehensive plan for a junior secondary school system. This paper

outlines the main objectives of the junior secondary school, the syllabus, and provision for guidance and counselling. It also identifies areas for assistance from the Institute of Education.

074
Renard, Rosamunde Avril
> Presentation of a substitute theme for the CXC history syllabus: The sugar industry in Vieux-Fort, St. Lucia. *History Teachers' Journal,* No. 2, Mar. 1983, pp. 31-34.

This article describes an attempt to implement a provision in the CXC history syllabus for teachers to develop their own themes on some aspects of local history and seek approval for their implementation from the Council. The study of the sugar industry in Vieux Fort, St. Lucia was undertaken at Vieux Fort Senior Secondary School. A list of the objectives and activities of the project is provided, and one activity is used to illustrate how these objectives and activities were carried out.

075
St. Lucia. Ministry of Education. Curriculum and Materials Development Unit
> *Proposed plan for curriculum development in St. Lucia, 1978-1983.* Castries, St. Lucia: The Ministry, 1978. 1 v.

076
St. Lucia. Ministry of Education and Culture. Curriculum and Materials Development Unit
> *Development plan phase 2: 1990-1995.* [Castries, St. Lucia]: The Ministry, 1990. 23 p.

077
St. Lucia. Ministry of Education, Culture and Labour
> *Physical education guide for secondary schools.* Castries, St. Lucia: The Ministry, 1994. 239 p.

Collaboration between teachers in St. Lucia and Peace Corps volunteers resulted in a comprehensive physical education programme for children and youth ages 10-18 years, including lesson plans, evaluation and assessment techniques, and psychological and physical growth and development characteristics for this age group. The programme is not geographically specific and it contains pictures, drawings, charts, and graphs to illustrate various points. The curriculum has four main goals: 1) to develop and maintain a high level of health-related fitness, 2) to develop a knowledge of the sciences of physical education, 3) to develop positive attitudes and behaviours for psychosocial development, and 4) to develop and maintain a high level of skill-related fitness. The text includes notes for teachers on anatomy and physiology, biomechanics, body fat and weight control, cardiovascular fitness, circuits, flexibility, nutrition, sport psychology, and skill-related fitness.

078
St. Lucia. Ministry of Health
> *Post basic midwifery curriculum.* Castries, St. Lucia: The Ministry, 1991. 252 p.

CURRICULUM EVALUATION

079
Blanchard, Winston A. D.
> *An evaluation of the science education programme offered at the Division of Teacher Education of the Sir Arthur Lewis Community College in St. Lucia.* M.Ed., University of Bristol, 1997. 101 p.

This study attempted to evaluate the science programme offered at the Division of Teacher Education (DTE) of the Sir Arthur Lewis Community College (SALCC) in St. Lucia, since it was felt that the effectiveness of the science programme at the DTE would, to a large extent, determine the success of science education in the primary schools of St. Lucia. A questionnaire was used to ascertain the opinions of current and past student teachers on the extent to which the programme met their needs, and the programme was also evaluated against modern trends and thinking on the development and implementation of pre-service science teacher education programmes. It was found that the majority of the sample perceived themselves as being very confident in the teaching of primary science after completing the science programme offered at the DTE. However, because the science programme was focused on theory rather than practice, and on the acquisition of scientific knowledge rather than on pedagogical strategies, this increase in confidence was considered as being due to the fact that an increase in their scientific knowledge had enabled the teachers to be better able to pass on scientific knowledge to their students, which was considered the same as being an effective science teacher. The pedagogical and assessment strategies employed in the implementation of the programme were not in keeping with modern trends and thinking in the development and implementation of preservice teacher education programmes. It was recommended that the DTE adopt an assessment scheme focused more on the evaluation of the student teachers' effectiveness in the science classroom through direct classroom observation.

080
Joseph, J. C.
> *A critical study of curriculum innovation in the Caribbean: with special reference to English language in St. Lucia.* M.Ed., University of Bristol, 1983. viii, 151 p.

This study sought to provide a critical account of curriculum innovation in the Caribbean with special reference to English language in the St. Lucian context. It focuses mainly on the introduction and implementation of the new English Language syllabus as a major sub-innovation leading to the formal institutionalization of the new Caribbean School Leaving examinations. Data were collected from documentary analysis and a questionnaire administered to the population of English teachers in senior secondary schools in St. Lucia. Results of the data analysis indicate the need for: 1) proper clarification of the philosophy underlying the integrated approach to language teaching, 2) specification of the possible professional and organizational implications of the new approach to language teaching, 3) continued inservice training, and 4) provision of proper and adequate teaching materials that will help to facilitate the implementation of the innovation.

081
Sifflet, June Cecilia
    Curriculum policy in St. Lucia: Postmodern insights and possibilities. M.Ed., University of
    Bristol, 1997. 94 p.

This study argues that an understanding of the local situations and factors that influence curriculum practice in St. Lucia is needed if curriculum policy is to be appropriate to the St. Lucian reality and capable of orienting education towards the realization of its expressed democratic aims. It therefore attempts a postmodern scrutiny of curriculum practice in St. Lucia through an analysis of practices of power at the micro-level, using accounts of personal experiences at both the organizational and pedagogical sites of the curriculum to facilitate the inquiry. Some key perspectives on the educational context of small states provide a theoretical basis for the application of postmodern perspectives to the analysis of education in St. Lucia and other small states. This postmodern inquiry indicates that the practices of power at the central curriculum planning sites establish and maintain a curriculum discourse that is resistant to change, and which has the potential to inhibit the participation of teachers in curriculum research and innovation. It also suggests that traditional discourse with relation to curriculum and pedagogy at the school level can impede curriculum reform. A case is argued for the reconceptualization of curriculum to cater to difference and thus promote the democratic ideal in education. Principles for the organization of an open and flexible curriculum are proposed, as well as possible strategies for implementing such a curriculum in light of the challenges posed by the current educational context in St. Lucia. The strategies emphasize political action for bringing about desired change and the importance of teacher education.

DISTANCE EDUCATION

082
Frederick, Nicholas O.
    A case study of distance education in St. Lucia with special emphasis on tertiary education. 22
    p.
Paper prepared for the Conference on International Co-operation for Distance Education Practitioners and Policy-Makers in Europe and the Commonwealth: "Partners for Development: Spanning the Distance," Guildford, Surrey, UK, 1993. Sponsored by: Surrey University Centre for Commonwealth and European Education and Development; Commission of the European Communities; Commonwealth of Learning; International Extension College.

This case study suggests that St. Lucia, like many developing countries, offers limited access to tertiary level education. It indicates the relatively high proportion of students who have achieved certification via distance education modes, and suggests that the comparative costs of such studies are low compared with traditional modes of delivery. The case study points to the potential of distance education for enhancing educational provision and national development in St. Lucia.

083
Knox, George

A learning centre for the southern region of St. Lucia and other distance education/open learning projects: A report of a project implementation consultancy. British Columbia, Canada: North Island College, 1991. [n.p.].

084
Lalor, Gerald C.; Marrett, Christine

Report on the University of the West Indies Distance Teaching Experiment. Mona, Jamaica: UWI, 1986. [i], 84 p.

From March 1983, UWI conducted a distance teaching experiment that linked its three campuses and the Extra Mural Centres in Antigua, Dominica, and St. Lucia by telecommunications. The network was used for interactive distance teaching and other types of teleconferences. A variety of modern audio and video equipment were used in the programme, including Pulsecom telephone termination equipment, teleconferencing equipment, telephone handsets, scramblers (to ensure confidentiality), slow-scan television, video-cassette recording and playback facilities, and telewriters. Traditional print instructional materials (booklets and charts) were also used. Courses were primarily developed by their presenters, although consultants and researchers provided assistance when necessary. The programme did not insist that teachers confine themselves to a single teaching method; however, the guiding principle of the programme was that maximum use be made of the programme's interactive potential. It was suggested that teachers avoid talking for more than 10-15 minutes without a break for discussions. The following types of programmes were offered: administration, outreach programmes, intercampus assistance for undergraduate programmes, training of science technicians, agriculture, health, social sciences and law, and education. Response to the programme was very encouraging, and it was hoped that the programme would be expanded to serve more of the countries in the region.

085
Marrett, Christine; Harvey, Claudia

Inventory and report on teacher education materials and programmes in the Commonwealth Caribbean. Vancouver, Canada: Commonwealth of Learning, 1998. v, 202 p.

This is a descriptive inventory of the teacher education programmes and training and related distance materials available in six countries (Barbados, Belize, Guyana, Jamaica, St. Lucia, and Trinidad and Tobago) within the Caribbean region. In developing the inventory, particular note was made of courses that involved distance education methodologies. The report is presented in two parts: the first section summarizes the overall findings and the second section presents the individual country reports.

086
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 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 St. Vincent, 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 St. Vincent 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.

087
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/GCE passes, including English, required for entry to teachers' college. Therefore, the governments of Dominica, Grenada, St. Lucia, and St. Vincent, 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.

088
Mitchell, Betty; Murugan, Krishnapillai
   The use of public broadcasting in the Caribbean for open/distance learning: Feasibility study report. Vancouver, Canada: Commonwealth of Learning, 2000. 118 p.
(Available: http://www.col.org/Consultancies/oocaribfeas.htm)

This study sought to determine the feasibility of using broadcast media for open/distance education and training to promote socioeconomic development in the Caribbean region. It involved Antigua and Barbuda, the Bahamas, Barbados, Belize, Grenada, Guyana, Jamaica, Trinidad and Tobago, and St. Lucia. Data were gathered from 54 interviews with post-secondary institutions, broadcasters, government ministries, and regional development agencies across the region; a document/literature review, and an analysis of distance learning enrolment statistics. The findings show that, currently, a few institutions in the region offer courses by distance education. The largest provider is UWI, which has more than tripled its enrolment in distance education courses in the past 10 years. The study revealed a consensus across the region for the need to expand distance education, and identified both radio and television as possible components of this expansion. There was little consensus regarding the type of content that should be offered by educational broadcasting. A wide range of programming was recommended, including both formal educational courses and programmes of interest to the general public. The study identified three educational broadcasting models for consideration. Each model focuses on educational television supported by radio programming and Internet services, but each differs in the extent to which these components are implemented. The differentiating factors are the capacity requirements, complexity, and cost of the three models.

089
Nielsen, Mark
   Instructional design of distance learning workshop/St. Lucia, September 25-29, 1995. Vancouver, Canada: Commonwealth of Learning, 1995. [n.p.].

090
Phillips, Susan
   OECS distance education pilot project/St. Lucia, November 22 - December 3, 1993. Vancouver, Canada: Commonwealth of Learning, 1993. [n.p.].

091
Renwick, William
   Appraisal of distance education at the University of the West Indies: First impressions. Vancouver, Canada: Commonwealth of Learning, 1991. 25 p.

This report contains a tentative interpretation of the author's initial discussions with 49 persons during his three-week visit to Jamaica, St. Lucia, Barbados, and Trinidad in May 1991.

092
Roberts, Judy
Development of a distance education network in the OECS: Feasibility study. Filling a gap in a way that makes sense. Vancouver, Canada: Commonwealth of Learning. , 1992. 41 p. (Report of a consultancy to the Commonwealth of Learning)

A study was conducted to determine the feasibility of a distance education network in the Eastern Caribbean (EC). Two type of consultations were completed: a brief site survey of four EC states (Grenada, Dominica, Antigua, and St. Lucia), and a workshop in St. Lucia to which education officials from government agencies and higher education institutions were invited. Through these sessions, information was gathered on the experience and resources of colleges of further education in distance education; the distance education technologies used by the colleges and their associated costs; the educational needs that such a network might address, and the financial opportunities and constraints for such a project. It was found that there is strong interest in distance education among tertiary institutions in the Eastern Caribbean. Television stations exist as a means of providing distance education, but educational needs and the availability of other resources have not yet been established. Technical issues emerged with regard to the operation of a television network, and further research is needed to take advantage of opportunities. Finally, the study found that information sharing needs are acute at several levels, and that action, not more studies, is wanted. It is recommended that action steps should be taken to implement the recommendations made in the workshop, and that surveys should be made of needs, materials, technical feasibility, and an information clearinghouse.

093
St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports
Distance learning. Castries, St. Lucia: The Ministry, [n.d.]. 2 p.

This paper briefly describes efforts being taken by the Government of St. Lucia to establish mechanisms to manage distance education, and identifies some of the distance education programmes already in place.

EARLY CHILDHOOD CARE AND EDUCATION

094
Carneid Co-ordinating Centre
The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica. Bridgetown, Barbados: CARNEID, [198?]. [1 v. in various pagings]. (Carneid Case Study Series)

Four Caribbean countries—St. Lucia, St. Vincent and the Grenadines, Guyana, Jamaica—were commissioned by Unesco to conduct studies relating to the transition of children from preschool 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 preschools to primary schools. All four countries also identified the need for greater awareness and understanding of the principles and practices of preschool education and learning. The studies therefore focused on the existing status of the preschool 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.

095
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, Barbados: 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, St. Vincent and the Grenadines, Guyana, Jamaica—under the following headings: 1) Philosophy, 2) Administration, 3) Programme execution, 4) Programme evaluation, 5) Observations, 6) Recommendations, and 7) Conclusion.

096
Renard, Rosamunde Avril

> *Bracing freedom: Community based early childhood education in Saint Lucia, West Indies.* Ph.D., University of Liverpool, 2001. [n.p.].

This study recounts the origin, growth, and development of a community-based early childhood centre at Laborie, St. Lucia between 1983 and 2000. It is based on the author's experiences at the centre, cross-validated by parent and staff interviews, questionnaires, home visit records, minutes of local and national meetings, visits to other centres, and the published literature on community-based early childhood education. The study identifies the problems surrounding community participation, ownership, and management at the Laborie Early Childhood Education Centre (LABCEC), and discusses the growth of community-based centres elsewhere in St. Lucia. It outlines a common set of concerns and initiatives raised in this community process. The study also looks at the development of LABCEC's financial sustainability, with reference to such sources as charities, parents, and wider community members. It examines the role of the community and the nation in the finding of early childhood education.

097
Renard, Rosamunde Avril

> *[Caribbean community-based early childhood education centres, national fund raising, and a profile of the National Association of Early Childhood Educators].* Lock Haven, PA: Central Intermediate Unit #10, Development Center for Adults, 1996. 89 p.

This set of booklets provides a proposal and programme characteristics for a community-based early childhood education centre. The six booklets are as follows: 1) "Community Based Preschools," including reasons for community-based preschools and fundraising guidelines; 2)

"The Why, What, and How of a Community-based Early Childhood Education Centre," including activities that would take place, the managerial hierarchy, and how local funding is raised; 3) "Local Fund-Raising in Early Childhood Education Centres," including forms for calculating funding amounts and expenses at the centre level; 4) "National Fund Raising," including form letters requesting sponsorship; 5) "Agendas for Board Meetings of Caribbean Community-based Early Childhood Education Centres," including parent meetings, Parents as Teachers Programme, Parent Educator minutes, scholarships, annual budgets, policies, and elections; and 6) "Profile of the National Association of Early Childhood Educators [NAECE]," including a 5-year action plan, rationale, objectives, and mission statement of the NAECE.

098
Renard, Rosamunde Avril
> *A case for community-run preschools and daycare centres.* Laborie, St. Lucia: LABCEC, 1994. 84 p.

This publication, which is based largely on the experience of the Laborie Community Education Centre (LABCEC) in St. Lucia, describes and advocates the establishment of small, local institutions which are: 1) community managed—run by local boards, parents, staff, and a wider membership; 2) community owned—belonging physically and otherwise to the children, board, parents, staff, and membership in the local community; 3) concerned with quality—meeting the licensing requirements of the local authorities and the accreditation criteria of relevant institutions; and 4) sustainable—financially, socially, intellectually, mostly because trained, experienced, and dedicated community volunteers animate and serve the organization. The structure and operations of a community-run preschool/day care centre are described under the following topic headings: 1) The Institution, 2) Parent Involvement, 3) Role of the Director, 4) Role of the Early Childhood Education Administrator, 5) Role of other Staff, 6) Technical Assistance, 7) The Board, and 8) Financial Sustainability and Membership. There are 15 appendices including samples of job descriptions, staff evaluation forms, budgets, topics for parents' group meetings, summary of licensing requirements, and written policies.

099
Renard, Rosamunde Avril
> *Handbook for Caribbean early childhood caregivers.* Stoke on Trent, UK: Trentham Books, 1997. vii, 87 p.

This handbook is based on work done in St. Lucia by a community-based organization (CBO)—the Laborie Community Education Centre (LABCEC)—and an NGO—the National Association of Early Childhood Educators (NAECE). It covers how to establish, staff, and run community-based early childhood centres, and how to raise and manage funds.

100
Renard, Rosamunde Avril
> *Profile of the National Association of Early Childhood Educators.* Laborie, St. Lucia: LABCEC, 1997. 12 p.

This profile describes various facets of St. Lucia's National Association of Early Childhood Educators (NAECE), whose mission is "to stand up for the rights of children." It first presents the association's 5-year action plan, which includes goals for: 1) technical assistance, for example, scholarships for the poor to attend early childhood education centres; acquisition of equipment for centres; and dissemination of information; 2) training, for parent educators and community-based management, for example; 3) services, including selling low-cost materials to centres and parents; 4) local and international fundraising; 5) infant-school liaison, including publication of a manual on child development; 6) evaluation, including assessment of NAECE's impact on early childhood centres; 7) government advocacy, such as contact with specific education officials; 8) institutional development, such as acquisition of necessary office equipment; and 9) publicity, including releasing information on radio and television. The profile continues with a discussion of the rationale of NAECE, particularly its advocacy of community-based early childhood education, followed by a listing of the organization's nine objectives. It concludes with a presentation of NAECE's budget for 1996-97.

101

Renard, Rosamunde Avril
What mothers have to say. Evaluation: Parents as Teachers Programme: Part one. Laborie, St. Lucia: LABCEC, 1996. 24 p.

A survey was administered to families in St. Lucia during home visits between November 1993 and July 1995, after the local Parents as Teachers Programme had been affiliated with the Parents as Teachers Program in St. Louis, Missouri (affiliation took place in 1991). In all, 2,000 home visits were conducted in the communities of Laborie, Banse, Soufriere, Augier, Vieux-Fort, and Choiseul by eight parent educators, six St. Lucians and two American Peace Corps volunteers. The family profiles gathered revealed that 78% of mothers and fathers had only primary education; 51% of the mothers were between 20 to 30 years of age; 58% of families had more than 3 other family members living with them; 68% of mothers worked as housewives in their homes; and the overwhelming majority of fathers who were employed, were employed in low-status jobs. Four main types of parent concerns emerged from the home visits; abuse (emotional and physical), poverty, irresponsibility of fathers, and enthusiasm for the Parents as Teachers programme. Mothers expressed an overwhelming interest in home visitation as part of the programme.

102

St. Lucia. Ministry of Education
Proposed standards for the regulation of early childhood services under the draft Education Act: Draft document for consultation. Castries, St. Lucia: The Ministry, 1999. [n.p.].

This draft document identifies proposed early childhood services, standards, and inspection criteria for provision for children 0-5 years of age.

103

St. Lucia. Ministry of Education and Culture. Pre-School Services
Regulations for licensing of preschool centres. Castries, St. Lucia: The Ministry, 1991. [n.p.].

104

Williams, Sian

The national survey of the quality of early childhood environments. What can we do to improve quality? [n.p.].

Paper prepared for the National Workshop for Heads of Early Childhood Services, Castries, St. Lucia, 1 Nov., 2002.

105

Yorke, Ruby

Planning, organizing and operating early childhood development programmes: A handbook for administrators. [Castries, St. Lucia]: Ministry of Education, Culture and Labour, 1985. [n.p.].

106

Yorke, Ruby

The status of preschool education in St. Lucia. 7 p.

Paper prepared for the Status of the Young Child in the Caribbean, Castries, St. Lucia, Nov., 1990. Sponsored by: WINSAVE; UNICEF.

This paper describes the preschool education programme administered by St. Lucia's Ministry of Education and Culture. It presents facts and figures on the technical assistance provided by the programme to the 150 privately owned and operated preschool centres.

EDUCATION AND DEVELOPMENT

107

Brown, John

Education and the development of St. Lucia. Mona, Jamaica: University College of the West Indies, 1962. 20 p.

108

Protz, Maria Patricia

Visual education media for rural development: A comparison of professional and participatory materials in St. Lucia. M.A., University of Guelph, 1988. 320 p.

[See Record **033** for abstract]

109

Scotland, Miriam

National human resource development in St. Lucia. *Advances in Developing Human Resources,* vol. 6, no. 3, 2004, pp. 355-362.

Human resource development (HRD) is seen as vital to the development process in St. Lucia, and the government has identified education and HRD as key strategies for its development agenda. This article examines the concept of national human resource development in St. Lucia.

110

Trist, Carolyn Rachel
Participatory approaches to development in St. Lucia, West Indies. M.S., University of Pennsylvania, 1986. [n.p.].

[See Record **038** for abstract]

111

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 St. Vincent and the Grenadines) 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

112

Anthony, Remise
Literacy at work and in school: A descriptive study. M.A., The University of the West Indies, Cave Hill, 1997. ix, 102 p.

This study sought to generate a description of in-school and on-the-job literacy processes in order to assess the degree of congruence between them. Two case study vocational classrooms and two corresponding jobs constituted the sample for the study. Data were collected through a literacy task analysis in both contexts, which included 10 hours of on-site observations, subsequent interviews, and document analyses. A qualitative discussion of the results revealed a considerable gap between the two foci. Implications for policy makers, teachers, educators, and those responsible for shaping educational reform for bridging schooling with working are discussed.

113
Boulogne, T.
    Education and business links in St. Lucia. *Vocational Aspect of Education,* vol. 46, no. 1, 1994, pp. 81-88.

This article outlines some existing relationships between education and business in St. Lucia, in the context of the provision of adequately trained manpower for economic development. A number of possible developments are suggested.

114
Brathwaite, Marjorie
    A case study of education and productive work in St. Lucia. Bridgetown, Barbados: CARNEID, 1984. [n.p.].

This paper sketches the sporadic attempts at linking education with productive work in the primary and secondary school system before developing on skills training in the nonformal education sector. An attempt is made to assess the achievement and impact of the Youth Development Programmes in the absence of evaluation studies. The paper also assesses the possibilities for the future, and examines some of the barriers to progress. Appendices on the St. Lucia College of Agriculture and Teachers' Training College are included.

115
CARNEID
    Summaries of case studies of education and productive work in Barbados, Dominica, Grenada, Haiti, Jamaica, St. Christopher/Nevis, St. Lucia, Trinidad and Tobago. Bridgetown, Barbados: CARNEID, [n.d.]. 80 p.

A certain number of concerns, common to a varying degree to all countries in the Caribbean, have resulted in efforts of integrating education with productive work. Among these concerns are nation-building, achieving a more egalitarian society, meeting economic demands, creating self-reliance and improving cost effectiveness. At the human development level, objectives are related to combining intellectual with manual work, preparing students for active life and creating positive attitudes towards work. In one country's view, linking education and productive work seems most rational in countries where children assume adult roles at a very early age. The brief country studies in this volume outline approaches to integrating productive work into the formal system as well as into nonformal programmes, discuss assessment procedures, and look into possibilities for the future.

116
Mellanson, Cleopatra
    Organisational effectiveness in a tertiary level institution: A case study of a tertiary level college in the Caribbean. Ph.D., The University of the West Indies, Cave Hill, 2000. viii, 269 p.

This study sought to investigate the organizational hierarchy, the decision-making approach, the principal's leadership style, and organizational culture, and the impact of each on staff and student satisfaction at a tertiary level college in St. Lucia. It also investigated the perception of external

constituents, graduates, and the business sector of the extent to which the college prepares students for the workplace. Data were collected through questionnaires, semi-structured interviews, group interviews, and observation. The results showed that, generally, staff and students were satisfied with their jobs and attendance at the college respectively. However, the level of satisfaction for the staff was greater than that of the students. The business sector and graduates of the college who were interviewed were also generally satisfied with the preparation for employment.

117
Seaver-Taylor, Mary Ellen
  Youth unemployment in St. Lucia, the West Indies: Perceptions and expectations on education and work. Ph.D., University of Illinois at Urbana-Champaign, 1987. xv, 225 p.

This case study compared and contrasted the views of two dominant actor groups—policymakers and employers, and of two subordinate actor groups—teachers and students, in Castries, St. Lucia in 1982. A number of qualitative data gathering techniques were employed, the results of which included data from elite interviews conducted with a convenience sample of policymakers and employers, and from questionnaires administered to stratified cluster samples of secondary school teachers and students. The evidence suggested that: 1) constant conflict and complexity existed in the ways in which status groups viewed the link between education and work; 2) the extent to which St. Lucian schools served the needs of the formal labour market appeared to be quite exaggerated; and 3) social struggles over occupational positions manifested themselves along complex social networks of communication where "godfathers" and their relatives and friends bargained with other "godfathers" and their relatives and friends for valued social goods (e.g., jobs). These patterns of complexity suggested that the process of educational planning might not, by itself, be the only appropriate means for solving the problem of youth unemployment in St. Lucia.

118
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 **111** for abstract]

EDUCATIONAL ADMINISTRATION

119
Aubrey Armstrong Management Assoc.
  Draft report of the education management consultancy; for the Ministry of Education, Culture and Labour of St. Lucia. [Bridgetown, Barbados]: Aubrey Armstrong Management Assoc, [199?]. 141 p.

120

Bray, Mark, ed.

Ministries of Education in small states: Case studies of organization and management. London: Commonwealth Secretariat, 1991. 307 p.

This volume contains 14 case studies of Ministries of Education from states with populations under 1.5 million, and displaying a wide range of economic, geographic, and cultural diversity. The country studies are grouped in five sections by their geographical location. The following countries are included in the Caribbean section: Barbados, Dominica, Guyana, Montserrat, and St. Lucia.

121

Charles, Benoit

Educational management and administration in St. Lucia: Policy, practice and challenges for small education systems. Ph.D., University of London. Institute of Education, 2001. 373 p.

122

De Launey, Julian

An investigation into the relationship between principals' administrative behaviour and performance in St. Lucia's primary schools. Mona, Jamaica: UWI. , 1984. [n.p.]. (B.Ed. Study)

123

Edward, Cyril

Primary school inspection systems in the UK and St. Lucia: A comparison and critique. M.Ed., University of Bristol, 1998. 87 p.

This study argues for a more systematic and effective approach to primary school inspection in St. Lucia than the school performance review in order to ensure school effectiveness and improvement in St. Lucia. It compares the St. Lucian inspection system with that in England, where the OFSTED inspection system operates with much success. Recommendations are offered for improving the inspection system and its effectiveness in relation to school improvement in St. Lucia.

124

Edward, Marcus

Decentralizing education in St. Lucia: The first steps. Dip. Ed., University of Malta, 1998. 70 p.

This study was intended to contribute to the growing discussion on educational decentralization, with particular reference to St. Lucia. It provides a historical survey of the development of the education system in St. Lucia, which shows how the state gradually assumed control of the education system, resulting in the highly centralized nature of the existing system. In addition, anecdotal case studies are provided of two countries at different points in their decentralization process: Britain and Malta, as well as the findings of interviews with a sample of Maltese educators on issues related to decentralization in general, and decentralization of education in Malta in particular. Against this background, the study discusses the implications for decentralizing some facets of the education system in St. Lucia, and provides some guidelines for developing a scheme for decentralization.

125

Edward, Marcus

   Decentralising education in St. Lucia. In Godfrey Baldacchino & Charles J. Farrugia (Eds.), *Educational planning and management in small states: Concepts and experiences* (pp. 237-254). London: Commonwealth Secretariat, 2002.

This chapter discusses the feasibility of decentralization policies, with special reference to the educational system in St. Lucia. It assesses educational decentralization within a context that raises questions about the autonomy, accountability, efficiency, and equity of the process.

126

John, Marylene Margaret

   The School Co-operative Programme in St. Lucia: A case study. M.Ed., University of Bristol, 1998. 76, [25] p.

This study sought to evaluate the effectiveness of a school programme in St. Lucia—the School Cooperative Programme—which has been in operation in the country's primary and secondary schools for over 20 years. Data were collected from Ministry of Education reports on school cooperatives and questionnaires administered to 84 students of a primary school in Education District 2 and 14 teacher supervisors in that district. The analysis indicated an upward trend in the levels of membership and savings of school cooperatives in St. Lucia. The emphasis on regularity of savings rather than the amount saved is not only a fundamental aspect of the programme, but also a prime indicator of the savings trends of members. Existing school cooperatives are generally managed by teacher supervisors, with members only being involved in the operations of the savings activities on a small scale. Parental support is manifest in the encouragement given to the children to join the school savings scheme and the provision of fund for members' savings. Time and manpower are among the factors affecting the operation, administration, and management of the programme.

127

Joseph, Peter

   Total quality management for St. Lucia's primary schools. In Godfrey Baldacchino & Charles J. Farrugia (Eds.), *Educational planning and management in small states: Concepts and experiences* (pp. 55-70). London: Commonwealth Secretariat, 2002.

This chapter explores how school effectiveness could be achieved in primary schools in St. Lucia through Total Quality Management (TQM). It proposes a model of how TQM could promote effectiveness in the primary schools through the development of teamwork, effective communication, leadership, empowerment, quality assurance, quality control, and auditing mechanisms. Each of these requirements is reviewed in turn, and assessed in the light of the prevailing situation in St. Lucia's primary school sector.

128

Mellanson, Cleopatra

Organisational effectiveness in a tertiary level institution: A case study of a tertiary level college in the Caribbean. Ph.D., The University of the West Indies, Cave Hill, 2000. viii, 269 p.

129

Mortley-Modeste, Agatha

The role of the school principal in staff development in St. Lucia. M.A., McGill University, 1993. ix, 114 p.

This study explored the role of the principal in staff development and whether it corresponded with the expectations of school teachers. It found that, generally, school principals play a positive role in staff development and that this matches teachers' expectations. This role takes the form of conducting orientation sessions for new staff, advising staff on teaching techniques, encouraging staff to pursue further studies, inviting their input in school related matters, and preparing effective professional development day sessions.

130

Okhandiar, V.

St. Lucia. Ministry of Education, Human Resource Development, Youth and Sport

Interim report on education data management consultancy. Castries, St. Lucia: The Ministry, 1998. 100 p.

131

Paul, Brenda

A critical analysis of the management responsibilities and training needs of vice-principals in secondary schools in St. Lucia. M.Ed., University of Bristol, 2000. xii, 95, [25] p.

This study sought to clarify the responsibilities of vice-principals in secondary schools in St. Lucia and to identify the management training needs that would assist in improving their performance and enhancing their contribution to more effective secondary school management. Data were collected from vice-principals and principals of secondary schools in St. Lucia through a questionnaire. It was concluded that vice-principals in St. Lucia perform a wide range of administrative and management tasks, with the most prominent responsibility being that of disciplining students. The views of vice-principals and principals were fairly consistent on the issue of management responsibilities, although it was observed that, in general, principals perceived themselves to be performing more duties than principals gave them credit for. The need for training of vice-principals received overwhelming support from the respondents, with the top five areas for training identified being: 1) school management/administration, 2) resource/financial management and budgeting, 3) counselling, 4) curriculum management, and 5) human/interpersonal relations. Workshops, seminars, orientation, and in-house training were the training methods preferred by respondents. Generally, respondents opted for a mix of local and overseas training, although a few preferred local training only.

132

St. Lucia. Ministry of Education and Culture. Planning Division
Profile of the organization and administration of the educational system in St. Lucia. Castries, St. Lucia: The Ministry, 1992. 14 p.

133

St. Lucia. Ministry of Education, Culture and Labour
Achievements 1987/92, Projections 1992/97 and Budget Notes 1992/93; draft. Castries, St. Lucia: The Ministry, 1992. 49 p.

This document presents the achievements of the Ministry of Education, Culture and Labour in St. Lucia during the period 1987-1992, and plans for the period 1992-1997 and for the fiscal year 1992/93 in the areas of: preschool education, special education, primary education, secondary education, tertiary education, adult and continuing education, science and technology education, and technical and vocational education.

134

St. Lucia. Ministry of Education, Culture and Labour; National Principals Association
Report on the twelfth annual principals' conference: Held on Monday 12th December, 1994 at the Skyway Inn, Vieux-Fort. [Castries, St. Lucia: s.n.], 1994. 57 p.
Principals' Conference, 12th, Vieux-Fort, St. Lucia, 12 Dec., 1994.

135

St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports
School boards: Towards a modality for effective governance of St. Lucian primary and secondary schools. Castries, St. Lucia: The Ministry, 1999. 70 p.

The implications of worldwide economic development and transformation, coupled with declining student performance, are forcing school administrators in St. Lucia to seriously examine governance at public primary and secondary schools. The Education Act (1999) makes provision for St. Lucia, along with other OECS member states, to establish school boards to manage public primary and secondary schools.

136

United Nations Development Programme
Educational development and administration: St. Lucia - (Mission). Project findings and recommendations. [S.l.]: UNDP, 1982. 46 p.

137

Williams, Gwendoline; King, Wilbert
Institutional strengthening of the education system in St. Lucia: Educational planning and management. [S.l.: s.n.], 1974. [n.p.].

EDUCATIONAL DEVELOPMENT

138
Bent, Rupert M.
  Saint Lucia five year development plan, 1966-1970; Education: report and recommendations.
  Cave Hill, Barbados: Institute of Education, UWI, 1965. 16 p.

139
Emerson, L. H. S.
  The present situation and an outline development plan 1969/70 - 1974/75: St. Lucia - (Mission)
  February 1969. [S.l.: s.n.], 1969. 85 p.

This is a mission report on an educational plan for St. Lucia, with special reference to priorities for educational development.

140
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, Jamaica: Institute of Social and Economic Research, 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 St. Vincent and the Grenadines—is organized in three sections. The first section examines some of the regional literature that 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.

141
Gordon, Shirley
  Report on education appraisal mission to St. Lucia, 26 September - 10 October 1979. [S.l.: s.n.,
  n.d.]. 35 p.

This report reviewed the existing educational system in St. Lucia and made proposals for development. Recommendations included: 1) a national seminar on education with teams from UWI and Unesco joining the discussions, 2) curriculum development and materials production to define, grade by grade, the skills, understanding, and attitudes that should be the objectives for each grade; 3) on-the-job teacher education; 4) school leavers' work/study production programmes; and 5) community college development.

142
Holmes, Keith Philip
  Whose knowledge for educational development? Research capacity in small states with special
  reference to St. Lucia. Ph.D., Bristol University, 2001. xii, 258 p.

This study critically explored questions relating to how knowledge for educational development is produced and whose interests are served, through an analysis of discourses relating to knowledge for educational development and research capacity in small states, with special reference to St. Lucia. A post-colonial analytical framework was developed from two bodies of theoretical literature. The first relates to knowledge development and postcolonialism. The second relates to contemporary debates about the nature and purpose of social and educational research. Consistent with a postcolonial perspective, the case study of St. Lucia utilized and tested a collaborative research methodology. Data from observations, interviews, focus groups, and documentary sources were analyzed in the interpretative tradition. Critical perspectives and themes emerged, which highlight the complex interrelationship between cultures, research capacity, and knowledge for educational development. Finally, implications for social and educational research in St. Lucia, the Commonwealth Caribbean, other small states, and metropolitan countries, as well as for the related policy and theoretical literature were considered.

143

St. Lucia. Committee on Educational Priorities

Final report. Castries, St. Lucia: Ministry of Education, 1980. iv, 151 p. (Chairman: Joseph Edmunds)

This report gives a summary of the history of education in St. Lucia, analyzes the existing education system, and makes suggestions for the development of a new philosophy of education. Recommendations are made for the development of all levels and aspects of the education system.

144

Unesco

St. Lucia: Education sector survey: An analysis of the education and training system and recommendations for development. Paris: Unesco, 1982. x, 92, [46] p.

145

United Nations Development Programme

Educational development and administration: St. Lucia - (Mission). Project findings and recommendations. [S.l.]: UNDP, 1982. 46 p.

EDUCATIONAL FINANCE

146

Caribbean Development Bank

Agreement amending loan agreement (student loans for higher education) (second additional loan) between CDB and St. Lucia and National Development Corporation. Wildey, Barbados: CDB, 1977. [n.p.].

This agreement makes amendments to Loan Agreement No. 5/SFR-ST.L for the purposes of providing additional financing, substitution, and clarification.

147

Caribbean Development Bank

Appraisal report on student loan scheme (second loan) St. Lucia. Wildey, Barbados: CDB, 1977. [n.p.].

Prepared for the Board of Directors Meeting, 40th, Port of Spain, Trinidad, 25 Apr., 1977.

This report appraises a request from the Government of St. Lucia for a second loan for on-lending to eligible students wishing to pursue approved courses in higher, technical, and vocational education.

148

Caribbean Development Bank

Education finance in the OECS region: St. Lucia. Wildey, Barbados: CDB, 1990. [i], 23, [21] p. (OECS Technical and Vocational Education Project)

This analysis of education finance in St. Lucia, which deals only with recurrent expenditure, is based on information in the annual estimates relating to allocations and expenditure for the period 1983/84 - 1987/88. The report documents trends in educational costs, and identifies areas of potential savings. It includes data on enrolment, wastage, completion rates, and selected economic indicators.

149

Caribbean Development Bank

Grant agreement (Caribbean Educational Development Project) and (basic human needs - employment sector project) between Caribbean Development Bank and St. Lucia. Wildey, Barbados: CDB, [n.d.]. [n.p.].

This grant was intended to finance projects for construction and/or rehabilitation in St. Lucia, and to assist the government in implementing a maintenance plan for primary schools.

150

Caribbean Development Bank

Loan agreement (student loan scheme) (second loan) between Caribbean Development Bank and St. Lucia and National Development Corporation. Wildey, Barbados: CDB, [n.d.]. [n.p.].

This loan was intended to provide funds for the National Development Corporation to make sub-loans to students for study in a number of subject areas.

151

Caribbean Development Bank

Supplemental loan agreement (student loans for higher education) (Additional loan) between CDB and St. Lucia and National Development Corporation. Wildey, Barbados: CDB, 1976. [n.p.].

This loan was intended to assist the St. Lucian government with funds for financing loans to students for the purpose of pursuing approved courses of higher or technical education.

152
Caribbean Development Bank; Plant Engineers Limited
Existing maintenance practices: St. Lucia: Volume I Series: School maintenance plan for selected borrowing member countries. Wildey, Barbados: CDB, 1997. 25 p.

153
Frederick, Nicholas O.
Country paper: Saint Lucia. 41 p. (Working Document IIEP/S.136/9)
Paper prepared for the International Seminar on Financing Education in the Caribbean Countries, Kingston, Jamaica, 27-28 Jan., 1994. Sponsored by: International Institute for Educational Planning; The University of the West Indies.
(See also Maureen Woodhall, *Financing Education in the Caribbean Countries* (pp. 236-262)

Against the background of an economic overview of St. Lucia, 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.

154
Joseph, Peter
Financing formal education: An analysis of alternative approaches with implications for St. Lucia. M.Sc., University of Bradford, 2000. 80 p.

This study analyzes alternative models of financing to determine their implications for St. Lucia. These include: 1) the approach advocated by neo-liberals who challenge the view that government should finance and provide education, and argue that education financing should be left to market forces because government is unable or unwilling to address serious inadequacies in the education system; 2) the approach where government finances while the private sector provides (GFPP)—private schools financed by government; and 3) the approach where the private sector finances and the government provides (PFGP)—user fees in public schools to recover the cost of providing the service. It is concluded that the traditional model—government financing and provision--is likely to continue as the dominant form of financing education in St. Lucia, with other models having valuable contributions to make as supplementary sources. The study stresses the need to put mechanisms in place to ensure that the poor are not severely disadvantaged in assessing educational opportunities when new models are introduced.

155
Renard, Rosamunde Avril
[Caribbean community-based early childhood education centres, national fund raising, and a profile of the National Association of Early Childhood Educators]. Lock Haven, PA: Central Intermediate Unit #10, Development Center for Adults, 1996. 89 p.

[See Record **097** for abstract]

EDUCATIONAL INFRASTRUCTURE

156
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, Canada: [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: suggested strategies for organizing TRCs; ways that the vision can be translated into action; and implications for each of the following territories: Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. 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.

157
Brown, Gerald R.
Organization for Cooperation in Overseas Development; Organisation of Eastern Caribbean States
   Report to OCOD Executive Director, Mr. Claude De Gagne on a project to develop operating systems for the implementation and management of the Regional Resource Centre in St. Lucia. [Winnipeg, Canada: s.n.], 1996. [68 p. in various pagings].
(At head of title: Organization for Cooperation in Overseas Development and Organization of Eastern Caribbean States education reform strategy: Project 4B)

158
St. Lucia. Ministry of Education
   Request to the United Nations/FAO World Food Programme for Food Aid for a Multi-Purpose Project for Educational Construction/Renovation of Primary School Buildings. Castries, St. Lucia: The Ministry, 1981. 52 p.

EDUCATIONAL LEGISLATION

159
St. Lucia. Laws, Statutes, etc.
   Education Act No. 41 of 1999.
(Available: http://www.education.gov.lc/pdffiles/EducationAct.pdf)

An Act to provide for a regulatory system for the delivery of educational services in Saint Lucia.

160
St. Lucia. Laws, Statutes, etc.
   Sir Arthur Lewis Community College Act (Act No. 8 of 1985).

EDUCATIONAL ORGANIZATION

161
Gordon, Shirley
   Report on education appraisal mission to St. Lucia, 26 September - 10 October 1979. [S.l.: s.n., n.d.]. 35 p.

[See Record **141** for abstract]

162
St. Lucia. Committee on Educational Priorities
   Final report. Castries, St. Lucia: Ministry of Education, 1980. iv, 151 p. (Chairman: Joseph Edmunds)

[See Record **143** for abstract]

163
St. Lucia. Ministry of Education and Culture. Planning Division
   Profile of the organization and administration of the educational system in St. Lucia. Castries, St. Lucia: The Ministry, 1992. 14 p.

[See Record **132** for abstract]

164
St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports
   Profile of the organization and administration of the education system in St. Lucia. Castries, St. Lucia: The Ministry, 1998. [6] p.

This document provides a brief overview of the principles and objectives of education in St. Lucia, and the structure and organization of the education system.

165
Unesco
   St. Lucia: Education sector survey: An analysis of the education and training system and recommendations for development. Paris: Unesco, 1982. x, 92, [46] p.

EDUCATIONAL PLANNING

166

Bent, Rupert M.
Saint Lucia five year development plan, 1966-1970; Education: report and recommendations. Cave Hill, Barbados: Institute of Education, UWI, 1965. 16 p.

167

Caricom Advisory Task Force on Education
Report of Advisory Task Force on Education Subcommittee Consultations/Meetings, Castries, St. Lucia, 13-15 January 1993. Georgetown, Guyana: Caricom Secretariat, 1993. [ii], 32, [27] p.

This is a report of a sub-committee of the Advisory Task Force on Education on a series of consultations which were held in St. Lucia with Ministry of Education officials, staff of the Sir Arthur Lewis Community College, and primary and secondary schools, as well as with representatives of interest groups and members of the OECS Secretariat. It records the views of the participants on the major issues and concerns needed to be addressed in St. Lucia's education system, and their reactions to the recommendations of the OECS Reform Group, especially with regard to primary, secondary, and tertiary education.

168

Emerson, L. H. S.
The present situation and an outline development plan 1969/70 - 1974/75: St. Lucia - (Mission) February 1969. [S.l.: s.n.], 1969. 85 p.

[See Record **139** for abstract]

169

St. Lucia. Advisory Team
Educational perspectives for the 80s; report. Castries, St. Lucia: Government of St. Lucia, 1982. 59 p. (Team Leader: Rudolph V. Goodridge)

This report deals with the issue of a national commitment to education and suggests specific approaches to: 1) the various levels of the educational system, 2) the Ministry of Education and Culture, 3) the curriculum, and 4) teacher education needs. A conceptual model is provided to assist in planning the financing of educational developments.

170

St. Lucia. Ministry of Education and Culture
Draft report of the National Consultation on Education Conference. Castries, St. Lucia: The Ministry, 1980. [122 p. in various pagings].
National Consultation on Education Conference, Castries, St. Lucia, 21-24 Apr., 1980. Sponsored by: St. Lucia. Ministry of Education and Culture.

This report contains the discussion papers presented at the consultation and the reports of the discussion groups that considered the presentations. Among the topics discussed were: 1) education and national development, and 2) the implications for the education system of: (a) adult education, (b) democratization of education, (c) science and technology education policy, and (d) cultural development.

171

St. Lucia. Ministry of Education, Culture and Labour. Planning Division
Outline of the educational plan: St. Lucia (1994-99). Castries, St. Lucia: The Ministry, 1993. [36] p.

172

St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports
Education development plan 2000-2005 and beyond. Castries, St. Lucia: The Ministry, 2000. 3 v.

This plan sets out the mission, values and principles, philosophy of education, expected outcomes, key policy objectives and priorities to continue educational development in St. Lucia to 2005 and beyond. It covers the entire education sector from early years to tertiary level, and also focuses on technical and vocational education and training, including information technology, adult and continuing education, human resource development, youth, and sports.

173

Williams, Gwendoline; King, Wilbert
Institutional strengthening of the education system in St. Lucia: Educational planning and management. [S.l.: s.n.], 1974. [n.p.].

EDUCATIONAL POLICIES

174

Charles, Benoit
Educational management and administration in St. Lucia: Policy, practice and challenges for small education systems. Ph.D., University of London. Institute of Education, 2001. 373 p.

175

Frederick, Nicholas O.
Approach to education policy: The St. Lucia experience. Bridgetown, Barbados: [s.n.], 1991. [n.p.]. (Paper prepared for UNESCO/UWI Workshop)

176

Hippolyte, Jane King
St. Lucia. Ministry of Education, Human Resource Development, Youth and Sport
A final draft of a national policy on health and family life education: St. Lucia. [Castries, St. Lucia: The Ministry], 2001. 25 p.

This document identifies the policy goals for health and family life education (HFLE) in St. Lucia.

177
Holmes, Keith Philip; Crossley, Michael
   Whose knowledge, whose values? The contribution of local knowledge to education policy processes: A case study of research development initiatives in the small state of Saint Lucia. *Compare,* vol. 34, no. 2, Jun. 2004, pp. 197-214.

This paper draws upon a case study of education in St. Lucia to examine how local knowledge and values can influence the education policy process. It is argued that recent research development initiatives have strengthened the ability of St. Lucia to mediate international education agendas to suit its distinctive "social ecology" and circumstances of a small state. St. Lucians, it is argued, are reconceptualizing educational research in ways that better reflect the society's Kweyol-majority culture, oral traditions, and post-colonial context. The boundaries of educational research are therefore being stretched to incorporate local knowledge and values and multiple modes of meaning-making. The paper argues that increased recognition of the epistemological issues and cultural values that are at the heart of efforts to strengthen research capacity can play a crucial role in democratizing the education policy process and educational research itself.

178
James, Egbert Lincoln
   Secondary education in St. Lucia: Policy, practice and prospects. M.Ed., University of Bristol, 1996. 76 p.

This study evaluated the prospects for the provision of effective universal secondary education in St. Lucia. It was felt that the prospects for the effective and universal provision of the type of secondary education currently offered in St. Lucia were dim, and that effective universal provision might only be possible through a substantial contraction of the existing curriculum. However, it was recognized that this possibility was fraught with difficulty and limitations, and was, therefore, an unlikely course of action. It was suggested that the system was faced with two options in terms of the provision of secondary education: 1) continue the present type of provision while gradually improving access and quality; and 2) offering effective universal secondary education through a limited curriculum. However, senior primary sector students appear to be on the losing end of the first option. Therefore, a role is proposed for the senior primary sector, which allows it to be seen as an important part of the government's overall strategy. Taking this proposal seriously would involve researching the factors that might militate against it, such as the perceptions and values of citizens with regard to schooling and the world of status and opportunity.

179
Nicholson, R. M.
   The role of the administrator as mediator in the implementation of educational policy: A case study of the Eastern Caribbean. In Robin H. Farquhar & Ian E. Housego (Eds.), *Canadian and comparative educational administration* [5 p.]. [Vancouver, Canada]: Centre for Continuing Education, British Columbia University, 1980.

In 1964, St. Lucia began the St. Lucia Mathematics Programme—a five-year programme designed to develop materials and a primary level programme of modern mathematics for use in the English-speaking Caribbean. Representatives from the Ministry of Education, the teachers' college, and UWI Institute of Education developed a programme in which school personnel were recruited and trained to develop materials. The Chief Education Officer acted as mediator of the programme by 1) convincing the government of the importance of the programme; 2) obtaining government funding; 3) establishing a steering, advisory, and executive project committee; 4) performing as chairman of the committee; 5) authorizing the release of teachers to be trained to write and implement the programme; 6) convincing principals and teachers to support the programme; 7) arranging communication and public relations about the programme; 8) convincing local universities to help with the production of workbooks; 9) obtaining donations; and 10) enabling parents to get workbooks at a subsidized price. The programme produced definitive editions of mathematics materials for Grades 1-7.

180
Nwenmely, Hubisi
    Language policy and planning in St. Lucia: Stagnation or change? *Language and Education,* vol. 13, no. 4, pp. 269-279.

This article draws on policy documents and interviews with educational policy makers and leading figures in the field of Kweyol literacy to document changes in the status of the Kweyol language in official and popular domains in St. Lucia.

181
St. Lucia. Ministry of Education and Culture
    Policy directions, 1992-1997; draft. Castries, St. Lucia: The Ministry, 1992. [123] p.

This document outlines philosophy and enunciates policies for each of the following sectors of the education system in St. Lucia: 1) preschool education, 2) special education, 3) primary education, 4) secondary education, 5) tertiary education, 6) continuing education, 7) adult education, 8) science and technology, 9) management, and 10) culture.

182
Sifflet, June Cecilia
    Curriculum policy in St. Lucia: Postmodern insights and possibilities. M.Ed., University of Bristol, 1997. 94 p.

[See Record **081** for abstract]

183
Simmons-McDonald, Hazel Christine
    Language education policy: The case for Creole in formal education in St. Lucia. In Pauline Christie (Ed.), *Caribbean language issues: Old and new* (pp. 120-144). Mona, Jamaica: The Press, University of the West Indies, 1996.

EDUCATIONAL PROJECTS

184

Maynard, N. J.

> The Saint Lucia Curriculum Development Project in Language Arts. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Lucia, April 14-17, 1969* (pp. 78-80). Mona, Jamaica: Institute of Education, 1969.

Conference on Teacher Education in the Eastern Caribbean, Castries, St. Lucia, 14-17 Apr., 1969. Sponsored by: The University of the West Indies. Institute of Education.

185

St. Lucia. Ministry of Education and Culture

> *The Major Education Project: A proposed outline of the plan of action.* Castries, St. Lucia: The Ministry, 1982. 32 p.

186

Salasan Associates Inc; Canadian International Development Agency

> *St. Lawrence College/Sir Arthur Lewis Community College Linkage Project: Midterm review.* [S.l.]: Salasan Associates, 1988. (Report prepared for the Canadian International Development Agency)

187

Scott, Fentey Berkeley

> Developing human resources for effective school management in small Caribbean states. *International Journal of Educational Development,* vol. 21, no. 3, May 2001, pp. 245-256.

This article describes and analyzes a collaborative venture involving CIDA, the Commonwealth of Learning (COL), UWI, and Lakehead University, Ontario, to provide training for headteachers in Anguilla, Antigua and Barbuda, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. It particularly focuses on the collaboration, teamwork, and planning aspects of the project, and demonstrates how such a process can be used to meet crucial needs in small states.

188

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 Eastern Caribbean and Jamaica, which was funded by the 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 St. Vincent and the Grenadines.

189
Thomas, L.
> Education projects, 1968 - St. Lucia. In The University of the West Indies. Institute of
> Education. *Report of Conference on Teacher Education in the Eastern Caribbean held at*
> *Antigua, April 21-24, 1968* (pp. 99-102). Mona, Jamaica: Institute of Education, 1968.

Conference on Teacher Education in the Eastern Caribbean, St. John's, Antigua, 21-24 Apr., 1968. Sponsored by: The University of the West Indies. Institute of Education.

This article reports on 1) the transfer of the St. Lucia Teachers' College to the educational complex at Morne Fortune, 2) the development of a full-time training centre for pupil teachers, 3) the St. Lucia Mathematics Project, 4) the reorganization of the programme for the 12-15 age group in combined schools, and 5) the enhancement of supervisory processes and procedures.

190
World Bank
> *Saint Lucia - Basic Education Reform Project: Staff appraisal report.* Washington, DC: World
> Bank, 1994. (Report No. 13646)

[See Record **052** for abstract]

EDUCATIONAL PSYCHOLOGY

191
Joseph, Mary Morella
> *Risk and resilience in adolescence and young adulthood: A cross-sectional study of*
> *educationally resilient children in St. Lucia.* Ph.D., University of Bristol, 1996. xvi, 424 p.

This exploratory cross-sectional study sought to find factors relating to educational resilience in the main sample of 126 adolescents and young adults from poor neighbourhoods in St. Lucia, who had experienced adverse circumstances and stresses known to carry a substantial risk of educational failure. They represented both educationally resilient and non-resilient children from all levels of the school system. From the most disadvantaged cases, 40 were selected and divided in 4 sub-samples of 10, and studied more in-depth using interviews and case studies to help determine the factors contributing to educational resilience. It was hypothesized that several factors potently mediate the debilitating effects of stressors for these high-risk children, and consequently have a bearing on educational resilience. These protective factors include early attachment, good home and family environment, parental interest in education, having a mentor, teacher effectiveness, intellectual ability, and internal locus of control. It was found that the protective factors predicted educational success. However, the most powerful predictors were intellectual ability and internal locus of control. This was discovered by utilizing an original model of educational resilience developed for the study, which highlighted the stress, risk, and competence equation in educational resilience.

192

Payne, Monica Anne; Furnham, Adrian

Sex role ideology in the Caribbean: Teachers' views in Barbados and St. Lucia. *Journal of Psychology in Africa; South of the Sahara, the Caribbean, and Afro-Latin America,* vol. 1, no. 4, 1991, pp. 72-84.

In this study, 120 male and 131 female teachers in Barbados and St. Lucia completed the Sex-Role Ideology Scale. As predicted, females were more feminist in their views than males, and Barbadians more feminist than St. Lucians. The great majority of teachers, nevertheless, expressed fairly traditional ideologies, although views concerning occupational equality were more liberal than those relating to other areas of adult male-female relationships. However, factor analytic examination indicated that responses to some items on the scale had been influenced by financial and other considerations as well as, or instead of, sex role beliefs per se.

193

Perks, S. M.; Jameson, M.

The effects of witnessing domestic violence on behavioural problems and depressive symptomatology: A community sample of pupils from St. Lucia. *West Indian Medical Journal,* vol. 48, no. 4, Dec., 1999, pp. 208-211.

Behavioural problems and depressive symptomatology were evaluated in a sample of 60 St. Lucian students who came from homes where parents were either in violent or non-violent marital relationships. Teachers rated students using the Revised Behaviour Problem Checklist (RBPC), while self-rating scores were obtained from students using either the Reynolds Child Depression Scale (RCDS) or the Reynolds Adolescent Depression Scale (RADS), depending on the age of the student. The results indicated that those students whose parents were experiencing violent marital discord showed significantly higher levels of both depression and behavioural problems than those students not exposed to domestic violence. In addition, exposed children exhibited more behavioural problems but less depressive symptomatology than adolescents.

EDUCATIONAL QUALITY

194

Country summaries: Saint Lucia. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 538-554). Santiago, Chile: Unesco, 1996.

[See Record **050** for abstract]

195

Di Gropello, Emanuela

Monitoring educational performance in the Caribbean. Washington, DC: World Bank, 2003. xii, 111 p. (Report No. 24337)

This study represents the first attempt at providing a comprehensive quantification of educational outcomes in the Caribbean region. Its main objectives were to: 1) define a set of operationally relevant education indicators, to be used in countries of the Caribbean region; 2) provide a database of comparable education indicators in Caribbean countries where data are available, namely, Belize, Dominica, Dominican Republic, Grenada, Guyana, Jamaica, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago; and 3) propose methods on how the common set of indicators could be used for analyses of the education sectors. The study gave rise to the development of a special database on Caribbean Education Indicators, which was included in the EDStats website. Part II of the report includes the country profiles and comparative tables part of this database.

196

St. Lucia. Ministry of Education
    Improving the quality of basic education in St. Lucia. In Conference of Commonwealth
    Education Ministers (11th). *Agenda item 2: Improving the quality of basic education. v. 8:
    Country papers* (pp. SLU 1-18). London: Commonwealth Secretariat, 1991. (11 CCEM/2/CP 8)
Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct. - 2 Nov.,
1990. Sponsored by: Commonwealth Secretariat.

[See Record **051** for abstract]

197

Sammy, Paul
    Schools in District 3: Status and progress. 29 p.
Paper prepared for the Regional Workshop on Education Indicators in the Caribbean, Georgetown,
Guyana, 13-17 Mar., 1995. Sponsored by: Unesco; Caricom.

This is the report of a review of the instructional programmes of the schools in District 3, St. Lucia in 1993/94. Detailed analysis of key variables forms the basis of the report. These include: 1) the evaluation of information explaining changes in time on tasks by students and teachers, 2) performance in school based on both internal and external examination results, and 3) the quality of staff as facilitators of instruction. The changes are compared at various levels and periods using percentages, ratios, and averages to simplify the analysis. The review finds that the schools in District 3 are performing below national expectations. It is suggested that management of performance must be the focus in the district in order to improve the quality of instruction and output in the schools. Instructional leadership is the strategy proposed for improving conditions. This would involve the establishment of mechanisms for evaluating teachers' performance, providing a supportive climate for teachers, articulating the goals of the school to teachers and students, and providing a conducive environment for learning.

EDUCATIONAL REFORM

198

Caribbean Development Bank

Appraisal report on St. Lucia basic education project. Bridgetown, Barbados: CDB, 1995. [1 v. in various pagings]. (Appraisal report No. AR 95/1 SL)

[See Record **049** for abstract]

199

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 St. Vincent and the Grenadines—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.

200

James, Arsene V.

Managing the change from a secondary grammar school to comprehensive in St. Lucia. M.Ed., University of Bristol, 1985. viii, 160 p.

This study sought to provide an organizational framework for managing the change from a secondary grammar school to comprehensive in St. Lucia. The emphasis is on an organizational structure designed to help bring about the management of change through a planned implementation process.

201

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 Eastern Caribbean, through a study of current offerings in primary education in the following states: Antigua, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent. 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 streamline curriculum offerings for the lower levels of primary education; 6) improved teacher training; and 7) improved training for primary school principals.

202

World Bank
Saint Lucia - Basic Education Reform Project: Staff appraisal report. Washington, DC: World
Bank, 1994. (Report No. 13646)

[See Record **052** for abstract]

EDUCATIONAL RESEARCH

203
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, Barbados: School of
Education, [197?].
Biennial Eastern Caribbean Standing Conference on Teacher Education, 1st, Bridgetown,
Barbados, 18-22 Apr., 1977. Sponsored by: The University of the West Indies. School of
Education.

This paper reports on a project, Profiles of Abilities of Persons in Teachers' Colleges, launched by
the School of Education. It was designed to collect information about persons who were in teachers'
colleges in Antigua, Barbados, Dominica, Guyana, St. Lucia and St. Vincent, 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.

204
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 Dominica, Antigua,
Montserrat, St. Kitts-Nevis, Grenada, St. Lucia, and St. Vincent, 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 is embarrassing to
them, and it is costly and inconvenient for researchers at the UWI campuses to conduct research in
them.

205
Holmes, Keith Philip
*Whose knowledge for educational development? Research capacity in small states with special
reference to St. Lucia.* Ph.D., Bristol University, 2001. xii, 258 p.

[See Record **142** for abstract]

206

Holmes, Keith Philip; Crossley, Michael

    Whose knowledge, whose values? The contribution of local knowledge to education policy processes: A case study of research development initiatives in the small state of Saint Lucia. *Compare,* vol. 34, no. 2, Jun. 2004, pp. 197-214.

[See Record **177** for abstract]

207

Louisy, Pearlette

    Dilemmas of insider research in a small-country setting: Tertiary education in St. Lucia. In Michael Crossley & Graham Vulliamy (Eds.), *Qualitative educational research in developing countries: Current perspectives* (pp. 199-220). New York: Garland Publishing, 1997. (Reference Books in International Education; Vol. 35; Garland Reference Library of Social Science, vol. 927)

EDUCATIONAL STATISTICS

208

St. Lucia. Ministry of Education, Culture and Labour

    *Statistical Digest (*Annual)*.* Castries, St. Lucia: The Ministry.

(Available: http://www.education.gov.lc/Statistics)

This digest provides statistics on school population, staffing, examination results, and other relevant information on the education system of St. Lucia. Most of the data are based on public schools, but some information is provided on private institutions, preschools, special education, and adult literacy.

EDUCATIONAL TECHNOLOGY

209

Deodat, Rovin

    Radio as an educational medium in the Commonwealth Caribbean. Vancouver, Canada: 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, St. Vincent and the Grenadines, 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 non-formal 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, CANA's radio division, Ministries of Education Broadcasting Units and specialist producers in individual Caribbean countries can be co-opted in a genuine regional effort utilizing radio and broadcasting, in general, for education and development.

210
Louis, Claudia Alice
> *An assessment of factors affecting technology adoption by teachers: The case of Caribbean secondary schools.* M.B.A., Carelton University, 2002. 136 p.

This study sought to identify the factors that influence teachers' intentions to use and integrate computer technology in their lessons. The research model goes beyond most technology adoption studies and combines two existing bodies of research—education technology and information systems—in an attempt to find the best mix of explanatory factors. These factors were categorized into two main groups: institutional level factors (strategic direction and policies, time, lack of adequate/appropriate hardware and software, access to technology, integration into curriculum, training, technical and institutional support) and individual level factors (perceived usefulness of computers, attitude towards computers, and peer and superior influence). Data were collected through a combination of surveys and interviews involving schools in eight Caribbean islands: Anguilla, Antigua, Dominica, Grenada, Montserrat, St. Kitts, St. Lucia, and St. Vincent. Results showed that the most significant factors were attitude to computers, perceived usefulness, and availability of hardware. Recommendations are made for promoting technology adoption.

211
Mitchell, Betty; Murugan, Krishnapillai
> *The use of public broadcasting in the Caribbean for open/distance learning: Feasibility study report.* Vancouver, Canada: Commonwealth of Learning, 2000. 118 p.
(Available: http://www.col.org/Consultancies/oocaribfeas.htm)

[See Record **088** for abstract]

212
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, 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.

213
Phillips, Susan
   Report: Computer workshop for education and curriculum officers. Vancouver, Canada: Commonwealth of Learning, 1993. [n.p.].

214
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 St. Vincent and the Grenadines) 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

215
Burt, Justine Nigale
  Environmental education practice: A St. Lucian case study. M.Ed., Queen's University, 1993. xii, 231 p.

This study researched environmental education practice in St. Lucia. Its main purpose was to investigate, pull together, and document environmental education practice in the island: its concerns, operations, strategies, programmes and initiatives; and nature of involvement of groups and their various perspectives. Topics covered include: a literature review, methodology, overview of the case, nonformal sector involvement, environmental education in the formal education system, and analysis and discussion of findings.

216
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 and Nevis, St. Lucia, and St. Vincent and the Grenadines) 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.

217
Deveaux, R. J.; Murphy, Z.
  Environmental education and environmental protection in St. Lucia. In Walter Leal Filho (Ed.), *Environmental education in small island developing states* (pp. 161-175). Vancouver, Canada: Commonwealth of Learning, 1994.

This chapter describes an innovative approach for integrating environmental education into environmental protection in a small island developing state. It is based on the experience registered in the development of the Plan for a System of Protected Areas (PSPA) for St. Lucia, and exemplifies the extent to which an awareness-raising dimension may be included in the framework

of environmental conservation programmes. Community consultation and education is seen as serving a two-fold purpose: 1) in the process of representing public views on, and expectations of, heritage management programmes in a country; and 2) in the noticeably increased awareness and knowledge of the system on the part of the general public who will ultimately benefit from it. This knowledge awareness encourages the community to learn more and appreciate their natural and cultural heritage.

218
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, St. Vincent and the Grenadines, 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.

219
Jules, Carleen Theresa
> *Non-formal environmental education on the island of St. Lucia: A critical appraisal of the status of nonformal environmental education in St. Lucia with particular reference to communication.* M.Phil., University of Bradford, 1996. 180 p.

On the basis of a perceived need to investigate the impact of nonformal environmental education in St. Lucia, a survey of communication in nonformal environmental education was undertaken. The study identified the fact that the main difficulties encountered in communicating environmental issues in St. Lucia are largely cognitive, affective, involving praxis, material or political/policy. As the development of environmental communication, and nonformal environmental education in particular, needs to take place on a sound basis, some measures that could address the identified problems and which could contribute to the further development of environmental education in St. Lucia are identified.

220

[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 Subregional Workshop on Teacher Training in Environmental Education for the Caribbean, with individual reports from the Bahamas, Barbados, Belize, Dominica, Grenada, Jamaica, St. Lucia, St. Vincent and the Grenadines, 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.

221

St. Lucia. Ministry of Agriculture. Forest and Lands Department. Environmental Education Unit
Learning for Environmental Action Project (LEAP) teacher's manual: Mangrove kit, river kit, sea turtle kit, solid waste kit. Castries, St. Lucia: OECS/ENCORE/LJSAID, 1994. [n.p.].

222

Strong, Michelle
Curriculum/resource development: The "CARE for St. Lucia" resource pack. *Environmental Education Bulletin,* No. 7, Oct. 1993, pp. 11-14.

This article describes a resource packet that utilizes a four-point approach to make environmental action concerning land use more accessible to teachers. The points are: 1) construct a map of the area under consideration; 2) assess the impact of historical development, natural cycles, mining, and eco-tourism on the problem; 3) research land use options, and 4) encourage conservation.

GUIDANCE AND COUNSELLING

223

Bynoe, Hilary St. R.
Developing support services for the Sir Arthur Lewis Community College, St. Lucia. M.Ed., University of Bristol, 1998. vii, 92 p.

This study sought to examine the issues surrounding the establishment and development of support services for staff and students at the SALCC. Data were collected through 12 semi-structured interviews with the central and divisional administration of the college. Based on the analysis of the data, recommendations are made for the establishment and implementation of support services for the students and staff of the SALCC, and a proposal is offered for a staff development structure at the college.

224
Powlette, Rita Patsie
Guidance and counselling in schools in St. Lucia: School counsellors' and a curriculum officer's perspectives. M.Ed., University of Bristol, 1999. 116 p.

This study explored the perceptions, attitudes, and beliefs of school counsellors and that of the Curriculum Officer for HFLE about the current system of guidance and counselling in St. Lucian secondary schools. Data were collected through semi-structured interviews. It was found that there is a need for guidance and counselling in all schools and the need for a formal policy to govern the practice and delivery of guidance and counselling.

225
Semei, Arthusa
Vocational guidance in secondary schools in St. Lucia. M.Ed., University of Bristol, 1987. 76 p.

This study examines the theoretical bases of vocational guidance to identify a theory that could underpin the practice of vocational guidance in secondary schools in St. Lucia. A survey of the provision and stage of development of vocational guidance in St. Lucia indicates that it is either cosmetic or non-existent. Guidelines are provided for vocational guidance and a careers education programme is outlined.

HEALTH AND FAMILY LIFE EDUCATION

226
Hippolyte, Jane King
St. Lucia. Ministry of Education, Human Resource Development, Youth and Sport
A final draft of a national policy on health and family life education: St. Lucia. [Castries, St. Lucia: The Ministry], 2001. 25 p.

[See Record **176** for abstract]

227
Khipple, Kanta; Brissett, Deloris D.
Report: Family life education workshop in counselling skills for community workers, October 16-19, 1984, Ministry of Health, St. Lucia. Castries, St. Lucia: Ministry of Health, 1984. 112 p.

228
St. Lucia. Ministry of Education and Culture
The prevention and control of AIDS, St. Lucia, West Indies. Castries, St. Lucia: The Ministry, 1987. 8 p.

229
St. Lucia. Ministry of Education and Culture. Curriculum and Materials Development Unit
  Curriculum guide: Family life, guidance and counselling for secondary schools, Forms 1-5.
  [Castries, St. Lucia]: The Ministry, 1989. xvi, 264 p.

230
St. Lucia. Ministry of Education and Culture. Curriculum and Materials Development Unit
  Curriculum guide: Health and family life education for primary schools, Standards I-IV.
  [Castries, St. Lucia]: The Ministry, 1989. xviii, 138 p.

231
The University of the West Indies, Cave Hill. School of Education
  CARICOM Multi-Agency Health and Family Life Education Project: Regional report of needs
  assessment study. Cave Hill, Barbados: School of Education, UWI, 1998. 37 p.

The HFLE Needs Assessment Study was carried out to obtain data on student knowledge and views
about health lifestyles, a range of psychosocial issues affecting youth, and some aspects of the
modus operandi of the existing HFLE curriculum. It also sought to explore the problems, concerns,
and values of young people; possible goals, outcomes, and teaching and assessment methods in
HFLE; and factors affecting the teaching of HFLE. The intended respondents were students in
primary and secondary schools, and their teachers, principals, and parents. This report summarizes
and discusses the findings described in the various country reports—Antigua, Barbados, Belize,
Guyana, Jamaica, St. Lucia, and Trinidad and Tobago. The analysis is organized by HFLE issue,
and within each issue by respondent group.

232
Vaughan, Peter W.; Regis, Alleyne; St. Catherine, Edwin
  Effects of an entertainment-education radio soap opera on family planning and HIV prevention
  in St. Lucia. *International Family Planning Perspectives,* vol. 26, Pt. 4, Dec. 2000, pp. 148-
  157.

An entertainment-education radio soap opera, Apwe Plizi, was broadcast from Februrary 1996 to
September 1998 in St. Lucia. The programme promoted family planning, HIV prevention, and
other social development themes. Its effects were assessed through analysis of data from nationally
representative pretest and posttest surveys, focus group discussions, and other qualitative and
quantitative sources. Among 1,238 respondents to the posttest survey, 35% had listened to Apwe
Plezi, including 12% who listened at least once per week. Multivariate analyses showed significant
effects of both time and listenership category on several knowledge, attitude, and behaviour
variables. For example, 16% of posttest respondents knew a slang term for condoms that was
coined for the radio programme, and the proportions of respondents who considered it acceptable
for husbands to have sex partners outside their marriage declined from 27% in the pretest to 14% in
the posttest survey. Compared with nonlisteners, regular listeners were more likely to trust family
planning workers (83% versus 72%) and considered a significantly lower number of children the
ideal (2.5 versus 2.9). Fourteen percent of listeners reported having adopted a family planning
method as a result of listening to the programme. It was concluded that Apwe Plezi influenced

listeners to increase their awareness of contraceptives, improve important attitudes about fidelity and family relations, and adopt family planning methods.

HIGHER EDUCATION

233
Association of Caribbean Tertiary Institutions
Looking ahead in tertiary education: The St. Lucian experience. A report. Castries, St. Lucia: ACTI, 1993. 89 p.

234
Bynoe, Hilary St. R.
Developing support services for the Sir Arthur Lewis Community College, St. Lucia. M.Ed., University of Bristol, 1998. vii, 92 p.

[See Record **223** for abstract]

235
Caribbean Development Bank
Agreement amending loan agreement (student loans for higher education) (second additional loan) between CDB and St. Lucia and National Development Corporation. Wildey, Barbados: CDB, 1977. [n.p.].

[See Record **146** for abstract]

236
Caribbean Development Bank
Appraisal report on student loan scheme (second loan) St. Lucia. Wildey, Barbados: CDB, 1977. [n.p.].
Prepared for the Board of Directors Meeting, 40th, Port of Spain, Trinidad, 25 Apr., 1977.

[See Record **147** for abstract]

237
Caribbean Development Bank
Loan agreement (student loan scheme) (second loan) between Caribbean Development Bank and St. Lucia and National Development Corporation. Wildey, Barbados: CDB, [n.d.]. [n.p.].

[See Record **150** for abstract]

238
Caribbean Development Bank
Supplemental loan agreement (student loans for higher education) (Additional loan) between CDB and St. Lucia and National Development Corporation. Wildey, Barbados: CDB, 1976. [n.p.].

[See Record **151** for abstract]

239
Caribbean Development Bank; Plant Engineers Limited
Existing maintenance practices: St. Lucia: Volume I Series: School maintenance plan for selected borrowing member countries. Wildey, Barbados: CDB, 1997. 25 p.

240
Commonwealth Secretariat
A Pan-Commonwealth meeting on post-secondary colleges in the small states of the Commonwealth: Summary report: Castries, St. Lucia, 16-23 June, 1988, Sir Arthur Lewis Community College. London: Commonwealth Secretariat, 1988. 42 p.

241
Cooper, Edward S.; McCaw-Binns, Affette M.
UWI medical outreach and St. Lucia in the eighties - abstract. *West Indian Medical Journal,* vol. 37, Suppl. 2, Nov. 1988, p. 28.
UWI Medical Alumni International Conference to Commemorate the 40th Anniversary of the University of the West Indies, Ocho Rios, Jamaica, 20-26 Nov., 1988.

This is a personal account of the influence of the Faculty of Medical Sciences, UWI as perceived at one of the "end-organs": St. Lucia. It is suggested that UWI graduates had even more influence than the formal programmes of assistance of the faculty to the St. Lucia Government. Nevertheless, the early 1980s saw great activity in direct provision of resources from the faculty to the Ministry of Health.

242
Crossley, Michael; Louisy, Pearlette
The changing role of the small state in higher education: A comparison of national and regional initiatives in the Caribbean and the South Pacific. *Compare,* vol. 24, no. 2, 1994, pp. 109-125.

This is a comparative analysis of the changing role of the state in higher education in small states, drawing upon a critical review of policy and practice within the two largest groupings of small states: the Caribbean and the Pacific, and on a detailed case study of the evolution of the Sir Arthur Lewis Community College in St. Lucia. The comparative analysis focuses on an assessment of the relative strengths and limitations of national and regional policy options for the development of higher education in these two regions.

243
Dubak, Penny; Pearson, Dorothy; Brady, Sharon
Report to the Director, Caribbean Programme, The Commonwealth of Learning and the President, North Island College: Sir Arthur Lewis Community College, Department of Continuing Education, Southern Extension Project. [S.l.: s.n.], 1992. [n.p.].

244

Frederick, Nicholas O.

A case study of distance education in St. Lucia with special emphasis on tertiary education. 22 p.

Paper prepared for the Conference on International Co-operation for Distance Education Practitioners and Policy-Makers in Europe and the Commonwealth: "Partners for Development: Spanning the Distance," Guildford, Surrey, UK, 1993. Sponsored by: Surrey University Centre for Commonwealth and European Education and Development; Commission of the European Communities; Commonwealth of Learning; International Extension College.

[See Record **082** for abstract]

245

Lalor, Gerald C.; Marrett, Christine

Report on the University of the West Indies Distance Teaching Experiment. Mona, Jamaica: UWI, 1986. [i], 84 p.

[See Record **084** for abstract]

246

Louisy, Pearlette

Dilemmas of insider research in a small-country setting: Tertiary education in St. Lucia. In Michael Crossley & Graham Vulliamy (Eds.), *Qualitative educational research in developing countries: Current perspectives* (pp. 199-220). New York: Garland Publishing, 1997. (Reference Books in International Education; Vol. 35; Garland Reference Library of Social Science, vol. 927)

247

Louisy, Pearlette

Tertiary education in St. Lucia: Implications for small island states. Ph.D., University of Bristol, 1994. xiii, 288, xcviii p.

This study critically evaluated developments in tertiary education in the two largest groupings of small states--the Caribbean and the South Pacific. It was based upon original fieldwork data collected for a detailed study of the SALCC in St. Lucia. A comparative analysis of tertiary provision in the non-campus territories served by the two regional universities—UWI and the University of the South Pacific—supplemented the case study data. The analysis identified factors that contributed to the establishment of national tertiary level institutions in both regions, and considered the policies that national authorities had adopted for the ongoing expansion of in-country provision of tertiary education. It is argued that the development of national tertiary education sectors is primarily motivated by issues of access, cost, control, and human resource development needs. National responses to a wide range of local needs have thus resulted in a multi-level tertiary sector that has the potential to be politically and economically viable.

248

Louisy, Pearlette

    Tertiary education in St. Lucia: Implications for small island states. *International Journal of Educational Development,* vol. 15, no. 2, 1995, p. 196-?

249

Mellanson, Cleopatra

    Organisational effectiveness in a tertiary level institution: A case study of a tertiary level college in the Caribbean. Ph.D., The University of the West Indies, Cave Hill, 2000. viii, 269 p.

[See Record **116** for abstract]

250

Peters, Bevis Franklin

    The emergence of community, state and national colleges in the OECS member countries: An institutional analysis. Cave Hill, Barbados: ISER (EC), UWI, 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 St. Vincent and the Grenadines. 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.

251

Roberts, Vivienne

    Access to tertiary education in selected Caribbean countries: Enabling and limited factors. Ph.D., The University of the West Indies, Cave Hill, 1999. xii, 431 p.

[See Record **019** for abstract]

252

Roberts, Vivienne

    Report on tracking student progress and monitoring institutional development: An assessment of the University of the West Indies Level I programmes at the Antigua State College and Sir Arthur Lewis Community College. Cave Hill, Barbados: Tertiary Level Institutions Unit, UWI, 1997. [n.p.].

253

St. Lucia. Sir Arthur Lewis Community College Task Force

    Report. Castries, St. Lucia: Government Printery, 1986. [n.p.].

254
Salasan Associates Inc; Canadian International Development Agency
   St. Lawrence College/Sir Arthur Lewis Community College Linkage Project: Midterm review.
   [S.l.]: Salasan Associates, 1988. (Report prepared for the Canadian International Development
   Agency)

HISTORY OF EDUCATION

255
Agyemang, Solomon
   The early education of a Nobel Laureate in the West Indies. *Bulletin of Eastern Caribbean*
   Affairs, vol. 18, no. 1, Mar. 1993, pp. 49-57.
(Address delivered at a memorial service commemorating the first anniversary of the death of Sir
Arthur Lewis, June 1992)

This address sought to assess the achievements of Sir Arthur Lewis against the background of the
seemingly insurmountable obstacles inherent in his early education in a colonial West Indian
environment bereft of opportunity for its natives.

256
Bundy, Fred E.
   The system of education in the Windward Islands: (b) St. Lucia. In Great Britain. Board of
   Education. *Educational systems of the chief crown colonies and possessions of the British*
   Empire, including reports on the training of native races. Part 1. West Indies and Central
   America, St. Helena, Cyprus and Gibraltar (pp. 315-356). London: Dawsons of Pall Mall,
   1968. (Special Reports on Educational Subjects; Vol. 12)

Against the background of an historical sketch of St. Lucia, this report examined the state of (a)
primary education, (b) secondary education, and (c) the Agricultural School. Appendices include:
1) The Education Ordinance, 1889, 2) The Elementary Instruction Ordinance, 1889, 3) Code of
Rules for the Government of Primary Schools, framed under the provisions of the Education
Ordinance, 1889, 4) Progress of Education, 1889-1901, and 5) statistics on the number of children
on the roll in elementary schools on the last day of June, 1900 and general statistics of primary
schools for the year 1901.

257
Calderon, Gerard
   St. Mary's College, Castries under the Presentation Brothers: Their contribution to Catholic
   secondary education in St. Lucia from 1947-1975. St. Augustine, Trinidad: UWI, 1994. [vi], 28,
   [21] p (Caribbean Studies Paper)

Against the background of a description of St. Mary's College before 1947, this study examines the
work of the Presentation Brothers at the school during the following periods: 1) 1947-1956, 2)
1956-1961, 3) 1961-1968, 4) 1968-1973, and 5) 1973-1975.

258

Charles, Carmen Miranda

Educational contributions made by the Seventh-day Adventist Church towards formal education in St. Lucia from 1934-2001: Progression or regression? M.Ed., University of Sheffield, 2001. 192 p.

This study examines the contribution of the Seventh-day Adventist Church to formal education in St. Lucia. It provides a history of the various educational institutions, including both past and existing schools, as well brief histories of the communities in which the schools were or are situated. The study also provides analyses of external examination results. The findings reveal that although the services being rendered to St. Lucia by the Seventh-day Adventist Church is both important and appreciated, it is not without problems. Some suggestions are offered for improving the education product.

259

Easter, B. H. M.

St. Lucia teachers' college, Morne Fortune. Castries, St. Lucia: St. Lucia Archaeological and Historical Society, 1968. 8 p.

260

Hammond, Stanley Alfred Andrew

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

Memoranda on education in St. Lucia. [Castries, St. Lucia: s.n.], 1942. 1 v.

261

Papers III: Educational systems of the chief colonies not possessing responsible government. St. Lucia. London: HMSO, 1915. 101 p. (Part of Series III of conference papers that were published in three series)

Imperial Education Conference, 1st, London, UK, 1911.

262

St. Lucia. Committee on Educational Priorities

Final report. Castries, St. Lucia: Ministry of Education, 1980. iv, 151 p. (Chairman: Joseph Edmunds)

[See Record **143** for abstract]

263

St. Lucia. Education Office

Report on St. Mary's College (Lower classes) 1989. [Castries, St. Lucia]: Education Office, 1900. 5 p.

264

Taylor, G. T.

Fisheries Training School in St. Lucia. *The Caribbean,* vol. 14, no. 3, Mar. 1960, pp. 51-52.

This article reports that only St. Lucia carried out the original recommendations for the Fisheries Training School that was proposed for the Windward Islands in 1954 and the school was opened in 1959. It had three instructors, dormitories for 16 students, workshops, and a classroom. Sturdy open skiffs, measuring 30 ft. in length, and powered by diesel engines, were built at the school. Such boats equipped with modern fishing gear enabled fishermen to be much more productive than they could be in the traditional Carib Canoe.

INFORMATION RESOURCES

265

Ambrose, Lorna Ursula

A case study of the reading practices and library use of students in the junior sector secondary school in St. Lucia. M.Ed., University of Sheffield, 2002. 88 p.

This study was conducted to determine the factors that influence the reading practices and library use of students at a secondary school in St. Lucia. It was found that: 1) library skills classes and assignments by teachers influenced students to use the library for research and leisure reading; 2) students enjoyed reading fiction more than other types of material in the library, and their reading patterns reflected their reading patterns at home; 3) organizational factors such as the library stock, library hours, and the library atmosphere had an effect on students' use of the library; and 4) the academic performance of students who used the library most was better than that of students who used the library less

266

Brown, Gerald R., comp.

St. Lucia, West Indies Ministry of Education. School Library and Information Services: A status report with recommendations. Winnipeg, Canada: Canadian International Development Agency. Organization for Cooperation in Overseas Development, 1997. 139 p.

This research report addressed the scope of school library and information services programmes in secondary schools in St. Lucia. Most schools were found to be seriously lacking in the three areas investigated: Independent Learning Skills, Literacy/Literary and Cultural Appreciation, and Organization and Administration. Library staff generally worked in isolation from the teachers, and there was relatively no integration of the skill development processes into the curriculum content. The appointment of quality, full-time staff was seen as a priority, as was increasing and improving the collection of library materials. Staff development activities were also considered imperative for the successful adoption of a school library and information services programme in St. Lucia. The report included the following sections: Executive Summary; Introduction; Methodology; Defining a School Library and Information Services Programme; Staffing Components; Collection Development, Facilities, Equipment and Planning; Strategies for Implementation; Quantum Impact; Principals' Comments; Recommendations; and Bibliography. Appendices included: project funding proposal; Library and Information Services 1997-98 Action Plan; list of secondary school principals and library staff; School Library Information Services Survey; position paper on development of school libraries in St. Lucia and staffing schedule; agenda and evaluations for the

Seminar on School Library Information Services; school staff meeting agenda; and reading research proposal.

267
Promoting reading and library use in your school: A resource pack. Castries: Voluntary Services Overseas, 1994. 66 p. (Series of Caribbean Volunteer Publications; No. 13)

This resource guide contains worksheets and ideas that can be used to promote reading and library use in a school library setting. The pack provides a framework around which a programme of library and information skills training can be built, and suggest activities for reinforcing lessons learned at each stage of the process. Many of the activities are designed to build confidence, familiarity, and enthusiasm in the use of the library and its resources. The guide is divided into three sections: 1) Learning to use the library: Library skills; 2) Making the most of books: Information skills; and 3) Enjoying reading.

268
Your school library: How it works and how to keep it working. Castries, St. Lucia: Voluntary Services Overseas, 1994. 28 p. (Caribbean Volunteer Publications; No. 15)

The school library exists to support the educational work of a school in three main areas: by providing the opportunity for children to be taught and learn for themselves research and independent learning skills; by exposing children to a broad range of literature in order to promote reading for pleasure and to produce children who want to read; and by encouraging the idea that libraries are positive, useful, and interesting places, thus developing a habit of using libraries that will remain into adulthood. The school library must be recognized as an essential part of the school and play a central role in the teaching programme and daily life of the school. The importance placed on the school library will be reflected in the way that it is organized and maintained on a day-to-day basis. This guide helps school librarians to carry out the necessary tasks essential for maintaining an organized, and thus effective, library in the school. The guide is divided into three sections: 1) Book Stock, 2) Management and Administration, and 3) Keeping up appearances

LANGUAGE EDUCATION

269
Abd-Kadir, J.; Hardman, F.; Blaize, J.
Dialect interference in the writing of primary school children in the Commonwealth of Dominica. *Educational Studies in Language and Literature,* vol. 3, no. 3, 2003, pp. 225-238.

This article reports on a small-scale, exploratory study into the impact of Creole dialect forms on the writing of 9-11-year-old students in Dominica. The grammatical features of these non-standard dialects and the frequency with which they occur in the students' writing (N=55) are itemized and compared with similar studies carried out in England and St. Lucia. The investigation found that the use of non-standard dialect in writing was a comparatively rare phenomenon compared with other grammatical and orthographic features, and supported the findings of earlier studies.

Pedagogic implications arising from the findings are considered together with some tentative pointers for future research.

270
Carrington, Lawrence D.
> Deviations from Standard English in the speech of primary school children in St. Lucia and Dominica: A preliminary survey. *International Review of Applied Linguistics in Language Teaching,* vol. 7, no. 3, 1969, pp. 165-184; vol. 7, no. 4, 1969, pp. 259-281.

This paper intends to present those non-standard features of the speech of school children in St. Lucia and Dominica that fall into readily recognizable patterns on examination of a restricted sample of recorded speech. The corpus comprised the tape-recorded speech of 59 children—37 St. Lucian and 22 Dominican from 9 different schools (6 in St. Lucia and 3 in Dominica). All the recorded material was transcribed phonetically. It was assumed that the informants were speaking what in their estimation was English. All items that were not acceptable as being consistent with the requirements of Standard English in the particular contexts were extracted and separately noted. The items were then grouped according to type and patterns of deviation established.

271
Edward, Gwendoline
> *Developing reading readiness strategies for Grade Two pupils with SEN at one primary school in St. Lucia.* M.Ed., University of Sheffield, 2001. 163 p.

This study investigated the various strategies employed in a classroom for teaching students who experience difficulties in reading. It is argued that much of the current research which claims to address special and inclusive education is not new, but rather a re-visitation, re-examination, and attempted improvement of ideas, which demands further investigation before implementation. Recommendations are made for improved communication between the teachers at the infant and primary levels; harmonization of the syllabus, instructional methods, and disciplinary methods; and sharing of resources.

272
Isaac, Martha Fidelis
> *French Creole interference in the written English of St. Lucian secondary school students.* M.Phil., The University of the West Indies, Cave Hill, 1986. viii, 232 p.

[See Record **054** for abstract]

273
Isaac, Martha Fidelis
> *Language and pedagogy in a bilingual territory: A sociolinguistic investigation of the teaching of language arts in St. Lucian elementary schools.* Ph.D., University of Wisconsin-Madison, 1997. 242 p.

[See Record **055** for abstract]

274
Joseph, J. C.
   A critical study of curriculum innovation in the Caribbean: with special reference to English language in St. Lucia. M.Ed., University of Bristol, 1983. viii, 151 p.

[See Record **080** for abstract]

275
Kuntz, Patricia S.
   Beliefs about early language learning: St. Lucian beginning students of French and Spanish. [S.l.: s.n.], 1997. 36 p.

This study investigated the attitudes towards language learning held by early secondary school students (ages 11-13) on the island of St. Lucia, who were studying French and Spanish simultaneously, as required in the first two years of secondary school. Subjects were students at two schools, and included 121 boys and 72 girls. The survey consisted of demographic data and 47 questions about language learning, framed in a Likert scale. Data were compared with those from a similar study of students in the United States. In general, St. Lucian students had more strongly held beliefs than US students, viewing languages as a serious academic subject, and expecting to learn to speak a second language well. Differences between groups were found on many questions. Some of the differences that were found between the two St. Lucian school populations were attributed, to some degree, to the type of schooling offered in the two institutions or the different student populations. Implications for curriculum development in the St. Lucian context were discussed.

276
Lieberman, Dena
   Language attitudes in St. Lucia. *Journal of Cross-Cultural Psychology,* vol. 6, no. 4, Dec. 1975, pp. 471-481.

[See Record **057** for abstract]

277
Nwenmely, Hubisi
   Kweyol language teaching in the Caribbean and the UK. Ph.D., Reading University, 1994. [n.p.].

This study explored the teaching of Kweyol, an Afro-French Creole, in St. Lucia and Dominica, and in classes in London. It was situated within the framework of critical ethnography and set out to explore the author's perceptions that the study of language was inextricably linked with the assertion of cultural identity. It used a multi-strand approach and drew on a variety of methods of data collection. A description of language in the Caribbean and the Kweyol speech community in the UK provided a backdrop for a discussion of the origins and development of the classes. Language use and attitudes in the Caribbean were examined before a discussion of the Kweyol speech community in the UK. Attention was focused on reasons why students attended the classes, looking not only at the opportunities which were afforded for improving language and literacy

skills, but at the social benefits and at the ways in which feelings of pride and cultural identity were reinforced. An exploration of the resources supporting written Kweyol looked in detail at issues such as language standardization, the development of the Kweyol writing system, and the production of materials such as dictionaries and grammars to support the teaching of the language in both the Caribbean and the UK. The study also considered questions of assessment and accreditation, including the purpose of assessment; the different forms of language assessment schemes in use; and the reasons why some students attending the Kweyol classes wished to be accredited for their learning. The findings underlie the central role which Kweyol language and culture play in defining students' identity and point to the wide range of challenges involved in the teaching of the language.

278
Nwenmely, Hubisi
Language reclamation: French Creole language teaching in the UK and the Caribbean. Clevedon, Eng: Multilingual Matters, 1996. vi, 138 p. (Multilingual Matters; 106)

This book provides an account of the teaching of Kweyol, the Antillean French Creole of St. Lucia and Dominica, in metropolitan London, with references to related activities in the islands. The early chapters provide an account of the instrumentalization processes that have taken place in St. Lucia and Dominica, especially since the 1970s.

279
Raymond, Meuris Gatianus
The implementation of the Caribbean Examinations Council (CXC) Spanish programme in St. Lucia. M.A. (Ed.), University of Southampton, 1990. 153 p.

This study investigated the Spanish teaching-learning process at secondary schools in St. Lucia. It sought to identify some of the factors that are militating against the proper implementation of the CXC Spanish programme in the country. Data were gathered through questionnaires administered to teachers and students from the four secondary schools where Spanish is taught. Data analysis revealed that the problems of programme implementation emanate from teacher, curriculum, material, and learner related variables. Suggestions are offered for improving current practices in the Spanish classrooms of St. Lucian secondary schools.

280
Simmons-McDonald, Hazel Christine
Comparative patterns in the acquisition of English negation by speakers of French Creole and Creole English. *Language Learning,* vol. 44, no. 1, Mar. 1994, pp. 29-74.

[See Record **060** for abstract]

281
Simmons-McDonald, Hazel Christine
The learning of English negatives by speakers of St. Lucian French Creole. Ph.D., Stanford University, 1988. 308 p.

[See Record **061** for abstract]

282
Simon, Veronica Calista
The implementation of the CXC English syllabus in St. Lucian secondary schools. M.Phil., The University of the West Indies, St. Augustine, 1997. vii, 153 p.

This study is an exploration of the implementation process, as it applies to the use of the CXC English 'A' syllabus, by teachers in St. Lucian secondary schools. Data were obtained through questionnaires, interviews, and classroom observation from a sample of 14 teachers, reflecting the range of teacher categories/qualifications, from seven secondary schools drawn from the major geographical areas of the country. The findings indicated that secondary school teachers in St. Lucia experienced difficulty in implementing this syllabus for several reasons: 1) a narrow interpretation of syllabus aims; 2) a lack of professional training, which inhibited teachers' ability to utilize appropriate methodology; 3) ignorance of the nature of the linguistic reality of the students' situations; and 4) a tendency to teach from examination papers. The overall aims of the syllabus were therefore not being realized in the classrooms observed.

283
Watson-Goodridge, Imelda
A comparative analysis of errors of Barbadian and St. Lucian French language students. Cave Hill, Barbados: UWI, 1999. ii, 61 p. (Research paper)

284
Winch, Christopher; Gingell, John
Dialect interference and difficulties with writing: An investigation in St. Lucian primary schools. *Language and Education,* vol. 8, no. 3, 1994, pp. 157-182.

This article reports on the writing performance of St. Lucian school children, with particular reference to possible dialect interference in written speech. The study focuses on characteristic errors in the writing as well as the causes and significance of these errors, and explores the available remedies.

285
Yorke, Ruby
Preschool oral language and the first reader: Implications for a Language Arts Programme in St. Lucia. M.Ed., University of Alberta, 1973. xiii, 164 p.

LITERACY

286
Anthony, Patrick A. B.
Education as liberation: The St. Lucian context: Manuscript essay. Castries, St. Lucia: Folk Research Centre, 1979. [n.p.].

287
Anthony, Remise
Literacy at work and in school: A descriptive study. M.A., The University of the West Indies, Cave Hill, 1997. ix, 102 p.

[See Record **112** for abstract]

288
Bonnani, C.
Proposal for a national adult literacy programme aiming at eradicating illiterates from St. Lucia before the end of this decade. Castries, St. Lucia: Unesco, 1982. [n.p.].

289
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 St. Vincent and the Grenadines, 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, 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.

290
Carasco, Beryl
National Research and Development Foundation; St. Lucia. Ministry of Education
Report of an evaluation study of the National Literacy Programme and Pilot Project. Castries, St. Lucia: Ministry of Education, 1985. [ii], 42 p.

The objectives of this report were to: 1) trace and examine the characteristics of the process of project development; 2) assess and compare performance operations within the project in relation to targeted objectives and scheduled activities; 3) determine the interim overall impact of the project at learner, facilitator, and participating agency levels; and 4) provide guidelines for mid-course adjustment and long-term planning.

291
Caribbean Research Centre, St. Lucia
A report on the feasibility of a National Literacy Programme for St. Lucia. Castries, St. Lucia: CRC, 1980. [iii], 38, [58] p.

This report identifies the extent of illiteracy among the adult population, evaluates previous literacy programmes, identifies individuals and groups engaged in nonformal education, and considers the constraints attendant on the dual language situation in St. Lucia. It advises on the feasibility of a

literacy programme with recommendations on administration, methodology, personnel, training, materials, cost, and planning.

292

Carrington, Lawrence D.

Literacy and rural development: A look at the St. Lucian initiative. In International Council for Adult Education. *Seminar Report: Adult Education, Training and Employment* (pp. 83-100). Toronto, Canada: ICAE, 1981.

293

Charles, Patricia

The problem of illiteracy in St. Lucia: Towards a solution. Castries, St. Lucia: Ministry of Education, 1980. [n.p.].

294

Charles, Patricia

A report on the National Conference on Literacy. Castries, St. Lucia: NRDF, 1984. [ii], 41 p. National Conference on Literacy, Castries, St. Lucia, 16-17 Aug., 1984. Sponsored by: St. Lucia. Ministry of Education and Culture; Organization of American States; Unesco.

This conference was intended to launch the pilot project, with a broad base of national support and appreciation by the general public of the needs and directions of the national programme. The proceedings were designed to actively engage participants in a process of exploring, clarifying, and determining directions of critical issues inherent in such a programme. The report indicates the materials presented and the assignments to the work groups, and presents the results of the working sessions.

295

Charles, Patricia

Summary statement of objectives and achievements of the National Literacy Programme and Pilot Project. Castries, St. Lucia: NRDF, 1984. 3 p.

296

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 St. Vincent and the Grenadines. It also reviews various practical ways of tackling the issue of functional literacy.

297

Compton, Petrus; Isaac, Martha Fidelis

Removing the shame: Report of an evaluation study of the National Literacy Programme & Pilot Project, Saint Lucia. [S.l.: s.n.], 1986. [iii], 46, [7] p.
(Prepared for CUSO and the National Research and Development Foundation)

The terms of reference for this study were to: 1) trace and examine key characteristics of the process of project development with special reference to its planning base; 2) identify factors that contributed to or constrained the pilot project; 3) measure the level of progress made within the project in relation to targeted objectives and scheduled activities; 4) determine the overall impact of the project at learner, facilitator, and participating agency levels; 5) examine the overall impact of the project, and linkages within the project, including project participation, and community organization and spirit; 6) assess the project management; and 7) make recommendations for the National Literacy Programme based on the findings of the evaluation. The report presents the findings in each of these areas, and examines pedagogical and language issues in the Literacy Pilot Project.

298

Edgar, Jennifer
 Adult literacy classes in St. Lucia: A case study of the La Guerre Literacy Centre. Castries, St. Lucia: Extra-Mural Department, UWI, 1986. [n.p.].

299

Francis, Claudia A.
 Adult literacy education in St. Lucia with a proposal for a new literacy programme. Manchester, UK: University of Manchester, 1983. 95 p.

[See Record **027** for abstract]

300

Jallim-Torrence, Clara
 Mobilization of adults for literacy: A case study of the Mabouya Valley. [St. Lucia]: UWI, 1986. iv, 41 p.
(Cover title: A paper prepared in partial fulfillment of the requirements for the Certificate in Adult Education)

301

Jules, Didacus
 An analysis of the literacy surveys of Ti Rocher and La Guerre (St. Lucia). Castries, St. Lucia: NRDF, 1984. [ii], 21 p.
(Surveys conducted July 1984 by the Adult Education Department, Ministry of Education)

This report analyzes the responses to questions posed to the entire adult population of the two communities in St. Lucia in which the Literacy Pilot Project was sited. The survey was intended to determine the extent of illiteracy and the community needs and priorities.

302

Jules, Didacus
 Education as conscientization: A case study of a prison literacy project in St. Lucia. Castries, St. Lucia: Folk Research Centre, 1978. 78 p.

303

Jules, Didacus

Literacy in St. Lucia. The status of Kweyol in St. Lucia. *Adult Education and Development,* No. 31, 1988, pp. 53-62.

[See Record **056** for abstract]

304

Jules, Didacus

Literacy in St. Lucia: Theoretical and practical parameters of the language experience. *Bulletin of Eastern Caribbean Affairs,* vol. 14, nos. 1/2, 1988, pp. 11-23.

This article identifies and discusses several of the linguistic, socio-political and methodological problems confronting policy makers in St. Lucia when they have attempted to choose the language or medium through which literacy should be attained by the significant Kweyol speaking segment of the society. The methods and findings of various researchers and projects are reported, and "imperatives for action" in the immediate future are suggested.

305

Jules, Didacus

A review of community based literacy initiatives in the Caribbean in the 1980s. Castries, St. Lucia: NRDF, 1990. 18, viii p.

This paper reports on a survey of community-based literacy initiatives that 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 St. Vincent - 16 projects.

306

Jules, Didacus, ed.

Breaking new ground: A commemorative magazine produced by newly literate learners in the St. Lucia Literacy Pilot Project. [Castries, St. Lucia: Ministry of Education], 1987. 13 p.

This magazine was prepared by a representative grouping of learners who had graduated from the St. Lucia Literacy Pilot Project, with the assistance of facilitators.

307

Jules, Didacus

St. Lucia. Department of Adult Education; National Research and Development Foundation

Enumerators guidelines in using the Literacy Survey questionnaire. Castries, St. Lucia: Ministry of Education, 1985. 6 p.

This document is an orientation for enumerators of the literacy survey, intended to assist in the recording of as accurate information as possible.

308
Knight, Betty
Taxonomy of English language competencies for St. Lucian learners. Castries, St. Lucia: Ministry of Education, [n.d.]. [n.p.].

309
National Research and Development Foundation
Survey of community based literacy initiatives in the Caribbean, v. 6: Country report, St. Lucia. Castries, St. Lucia: NRDF, 1990. [n.p.].

310
St. Lucia. Ministry of Education. Department of Adult Education; National Research and Development Foundation
Scope, sequence and syllabi in literacy and numeracy for adult St. Lucian learners. Castries, St. Lucia: NRDF, 1985. 27 p.

[See Record **034** for abstract]

311
St. Lucia. Ministry of Education and Culture
1990 National Literacy Survey: Final report. Castries, St. Lucia: The Ministry, 1992. [n.p.].

This report provides the results of the first National Literacy Survey carried out in St. Lucia by the Ministry of Education and Culture. It deals with the administrative and technical aspects of the survey, and summarizes the findings of the survey in addition to providing statistical data.

312
Saunders, Ronald
Training curriculum for adult English literacy. Castries, St. Lucia: OAS, 1982. [n.p.].

313
Task Force on the Planning, Organization and Implementation of Literacy Programmes in the Caribbean, Castries, St. Lucia, October 31 - November 4, 1983
Report. Bridgetown, Barbados: CARNEID, 1983. 43, 4 p.

LITERATURE EDUCATION

314
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, St. Vincent and the Grenadines, 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.

MATHEMATICS EDUCATION

315
Barrett, Everard
Mathematics teaching: St. Lucia, Grenada, Jamaica - (Mission). [S.l.: s.n.], 1981. 28 p. (Development of National Infrastructure and Strategies for Science and Technology Education)

316
James, Clermina A.
The usefulness of ethnomathematics in the mathematics curriculum of schools in St. Lucia. M.Ed., University of Bristol, 1999. viii, 104 p.

This study is entirely literature based, and attempts to answer the following questions: 1) What is meant by ethnomathematics? 2) How useful is ethnomathematics in the school mathematics curriculum? 3) If useful, how can we use it to develop a mathematics curriculum? and 4) Can we recognize forms of ethnomathematics in St. Lucia's culture? Based on the literature review, a mathematics curriculum with an ethnomathematical basis is developed, and through pictures, and explanation is provided of some aspects of the traditional culture practised in St. Lucia which may constitute some form of ethnomathematics.

317
Nicholson, R. M.
The role of the administrator as mediator in the implementation of educational policy: A case study of the Eastern Caribbean. In Robin H. Farquhar & Ian E. Housego (Eds.), *Canadian and comparative educational administration* [5 p.]. [Vancouver, Canada]: Centre for Continuing Education, British Columbia University, 1980.

[See Record **179** for abstract]

NUTRITION AND HEALTH

318
Alexander, Steve S.; McCaw-Binns, Affette M.
   Oral health status of 12-year-old children in northern St. Lucia [Abstract]. *West Indian Medical Journal,* vol. 50, Suppl. 2, 2001, pp. 41-42.

This study sought to determine the oral health status of 12-year-old children in St. Lucia and its association with oral health knowledge, attitudes, and practices. A cross-sectional study was undertaken between June to August 2000. Four schools were randomly selected from among 30 schools in the north of the island. Simple random sampling was used to select 97 students. A structured questionnaire was used to determine students' knowledge, attitudes, and practices, and dental nurses performed a dental examination and recorded the DMFT. Results showed that the DMFT level was 2.0, which by WHO standards is low; however, 65% had decayed teeth, 8% had 1-4 missing teeth, and only 9% had 1-2 filled teeth, indicating the need for access to routine dental treatment. Knowledge and practice levels were good, which may explain the low DMFT level. It was concluded that dental health education needs to be supported by increased access to routine examination and treatment by dental health personnel.

319
Alexander, Steve S.; McCaw-Binns, Affette M.
   Oral health status of 12-year-old children in St. Lucia and its association with oral health knowledge, attitudes and practices [Abstract]. *West Indian Medical Journal,* vol. 49, Suppl. 4, Nov. 2000, p. 14.

A cross-sectional survey was undertaken. Four schools (two rural and two urban) were randomly selected from 14 schools in the north of the island, and simple random sampling was used to select 97 students aged 12 years (15% of the school population). Trained dental health personnel performed a dental examination and recorded the students' decayed, missing, or filled teeth (DMFT) status. Results showed that the DMFT level of the students was 2.0, which by World Health Organization (WHO) standards is low. Some 65.3% of children had 1 to 7 decayed teeth; 8.2% had 1 to 4 missing teeth, with only 9.2% having filled teeth, indicating the need for access to routine dental examination and treatment. Knowledge and practice levels were generally good. Dental health education is integrated into the school curriculum and is provided by teachers. However, it needs to be supported by increased access to routine examination and treatment by dental health personnel.

320
Cook, Joseph A.; Baker, S. T.; Warren, Kenneth S.; Jordan, Peter
   A controlled study of morbidity of Schistosomiasis mansoni in St. Lucian children, based on quantitative egg excretion. *American Journal of Tropical Medicine and Hygiene,* vol. 23, no. 4, Jul. 1974, pp. 625-633.

A study of the morbidity of *schistosomiasis mansoni* was made in 138 school children (aged 7-16 years) in St. Lucia. The study was based on quantitative egg excretion data collected over a four-

year period before the study and included a comparable uninfected control group. Infected subjects were divided into three levels of intensity of infection: heavy—400 or more eggs/ml of feces; moderate—100-300 eggs/ml; and light-10-75 eggs/ml. The children were hospitalized for medical histories and physical and laboratory examinations. Gastrointestinal symptoms were present at relatively high levels in all groups, and were more frequent in the *Schistosoma mansoni*-infected subjects than in the controls. Anthropometric measurements showed no differences between the groups. Hepatomegaly and splenomegaly were significantly more frequent in the heavy-moderate infection group, and extension of the liver below the coastal margin was found to increase with intensity of infection; serum albumin level was inversely related. It was clear that in this St. Lucian study, infection with *S. mansoni* did not result in disease in most of the school-age subjects investigated.

321

Epstein, Erwin H.; Weisbrod, Burton A.
    Parasitic diseases and academic performance of schoolchildren. *Social and Economic Studies,* vol. 23, no. 4, Dec. 1974, pp. 551-570.

[See Record **014** for abstract]

322

Lees, Ronald E. M.; deBruin, A. M.
    Skin disease in school children in St. Lucia. *West Indian Medical Journal,* vol. 12, no. 4, Dec. 1963, pp. 265-267.

This article reports on a survey of skin diseases conducted in a rural and an urban school in St. Lucia, and provides comparisons between the incidence of each disease in the two groups. In all, 1,239 children were examined—641 from the rural and 598 from the urban school. The incidence of skin disease was found to be 27% and 17.4% respectively. In conditions appearing in both schools, only in the case of impetigo was the incidence found to be higher in the urban children. It is suggested that social, economic, and environmental conditions were probably all implicated in determining the results found in the survey.

323

Low, Doreen Iris Deen
    Evaluating nutrition education programs on two Caribbean islands, St. Kitts and St. Lucia. Ph.D., University of California, Berkeley, 1970. xvi, 269 p.

This investigation of applied nutrition programmes (ANP) in the Caribbean islands of St. Lucia and St. Kitts included an examination of educational methods causing improvement of food habits, and assessment of indices denoting improvement. Schools and health centres were designated "pilot" if included in ANP and "control" if not. For three consecutive years from 1966, weight-height data were obtained from approximately 5,000 school children, of whom 131 pilot and 146 control participated in five-day food recall interviews each year of study. A total of 540 mothers and 592 children of three years and younger were included in weight-height-length and one-day food recall investigations. Between 1966 and 1969 data collection, ANP operated in pilot schools, health centres, and communities. ANP methods of improving food habits included home and school

participation in improved crop and poultry production, and preparation and consumption of produce. Practical nutrition education was integrated into the curriculum of schools, teachers' training, and student nurses.

Numerical results of the data analysis were approximately: St. Lucia pilot – 80%; control – 30% of all indices score; St. Kitts pilot and control – 60% of weight-height points; pilot – 50%; control – 40% of food intake score. It was concluded that ANP had been chiefly responsible for improvement in food habits reflected in better weight-height-length of pilot participants.

324
Murray, Leona Sandra Phillip
Ciceron Community Development Programme: Nutrition/Health Survey report. Castries, St. Lucia: Ministry of Health, 1986. [iii], 28 p.

[See Record **063** for abstract]

325
Murray, Leona Sandra Phillip
Nutritional status and development of St. Lucian children at day care centres. M.Sc., The University of the West Indies, Mona, 1983. iv, 198 p.

[See Record **064** for abstract]

326
Murray, Leona Sandra Phillip; Grantham-McGregor, Sally M.; Cooper, Edward S.
Nutrition, social and intellectual performance of rural pre-school children in St. Lucia: The contribution of day-care centres - abstract. *West Indian Medical Journal,* vol. 33, Suppl., 1983, p. 24.
Scientific Meeting of Commonwealth Caribbean Medical Research Council, 29th, 25-28 Apr., 1984.

[See Record **065** for abstract]

PRIMARY EDUCATION

327
Carneid Co-ordinating Centre
The transition from pre-primary to primary: Four studies - St. Lucia, St. Vincent & the Grenadines, Guyana, Jamaica. Bridgetown, Barbados: CARNEID, [198?]. [1 v. in various pagings]. (Carneid Case Study Series)

[See Record **094** for abstract]

328

Constantine, Lawrence W.

A study to investigate the impact of the school performance review on school improvement in primary schools in St. Lucia. M.A., University of London. Institute of Education, 1997. 133 p.

This study sought to obtain evidence from six schools on the impact of the Schools Performance Review of St. Lucia. Three of the schools were reviewed in 1994 and three in 1995. The study focused on four key areas: 1) the extent to which the schools had implemented the recommendations arising out of the review, 2) the perception of principals and teachers of the review, 3) the extent of consistency among the members of the review team in assessing the main features of the school, and 4) the extent of consistency between principals and the review team in assessing these features. Data were collected from members of the review team, principals, and teachers through interviews, questionnaires, and official documents. It was found that review reports had not been issued to schools between 6-18 months after the review. Most principals claimed that they had taken some action aimed at remedying their "perceived weaknesses." However, this was unsystematic and ad hoc and there was no record of what was done. Most principals and teachers felt comfortable with the review itself, but one young principal felt threatened and battered by the exercise. The majority of principals and teachers viewed the review as desirable; however, there were differences in the perceived outcomes. While teachers felt that the feedback augured well for their professional development, principals felt that the exercise made no contribution to their professional growth. In the main, there were serious concerns about the time frame of the review, extent of teacher observations, and the quality of the feedback. The study found little consistency in the judgments of both the members of the review team and principals of the criteria used in assessing the key features of the schools.

329

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, Barbados: CARNEID, [198?]. (Carneid Case Study Series)

[See Record **095** for abstract]

330

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 **201** for abstract]

331

Shorey, Leonard L.

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

[See Record **188** for abstract]

PROFESSIONAL TRAINING

332
Barnard, Teddy Anthony
Staff development in St. Lucia: A critique of policy and practice. M.Ed., University of Bristol, 1991. ix, 100 p.

This study critically examined the policy and practice of staff development in St. Lucia for primary and secondary school teachers. Staff development, or inservice education and training, is provided by the Ministry of Education, and takes the form of off-site award-bearing courses and workshops. The study sought to determine the effectiveness of the Ministry of Education's policy and practice. In terms of practice, the focus was on pre-course preparation, training methods impact, and follow-up. Data were obtained from questionnaires used in two surveys conducted in St. Lucia. One of the surveys evaluated a 1989 workshop, mounted jointly by the Organization for Cooperation in Overseas Development (OCOD) and the Ministry of Education. The OCOD workshops surveyed were fairly successful. The other survey was primarily intended to serve as a basis for making suggestions for improvement.

333
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, Barbados: [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.

334
Cox, Marie Marcelline Patricia
Staff development for quality teaching in St. Lucian schools. M.A., University of Reading, 1998. 75 p.

This study sought to link the realities of staff development to resolving the many problems which face the education system in St. Lucia, on the premise that organized staff development activities in schools can help to solve the problems associated with: (a) underachievement of students, (b) dissatisfied parents, (c) frustrated teachers, and (d) a concerned Ministry of Education. Data were collected from teachers and principals of nine schools in St. Lucia from three geographical areas, using a questionnaire that sought information on the teachers' and principals' present level of training, and about their perceived need for training. The data analysis revealed the need for knowledge in and through staff development for quality teaching in schools. There was also need for training in management skills.

335

Hsu, C.

Making midwives: Postmodern conditions and midwifery training in Saint Lucia. *Medical Anthropology,* vol. 20, no. 4, 2001, pp. 313-344.

Drawing on material from fieldwork conducted in St. Lucia, this article examines how St. Lucian nurse-midwives and student midwives negotiate multiple ways of understanding and evaluating their practices and roles in light of contradictory and powerful cultural, historical, and political forces. It is argued that although St. Lucian nurse-midwives may not qualify as "postmodern" according to the criteria proposed by Davis-Floyd and Davis (1996), they are nonetheless struggling with postmodern conditions as they negotiate between competing healing ideologies. The article illustrates the significance of these negotiations through analyzing: 1) the ways nurse-midwives understand and articulate the healing ideologies at play in St. Lucia, 2) historical and ideological aspects of the St. Lucian nurse-midwifery training programme, and 3) a classroom discussion during which students reported on "bush-midwives."

336

Jules, Didacus; St. Prix, Pamela

Preliminary report on the impact of training on the public sector in St. Lucia. [n.p.].
Paper prepared for the Round Table Meeting on HRD Strategies, Havana, Cuba, 2-5 Dec., 1991.
Sponsored by: ECLAC/CDCC.

337

Niles, Marcella J.

Reducing the odds in immunization programmes for children in Saint Lucia with focus on continuous educational programme for health workers. St. Augustine, Trinidad: Extra-Mural Studies Department, UWI, [n.d.]. 100 p.

338

Paul, Brenda

A critical analysis of the management responsibilities and training needs of vice-principals in secondary schools in St. Lucia. M.Ed., University of Bristol, 2000. xii, 95, [25] p.

[See Record **131** for abstract]

339

Professional development programme for teachers of junior secondary schools in St. Lucia. In R. M. Nicholson (Ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 167-169). Mona, Jamaica: Institute of Education, 1971.
Conference on Teacher Education in the Eastern Caribbean, Basseterre, St. Kitts, 19-23 Apr., 1971.
Sponsored by: The University of the West Indies. Institute of Education.

This paper provides a description of the Professional Development Programme for junior secondary school teachers in St. Lucia. It includes an outline of the position of junior secondary education in St. Lucia, a list of the objectives of the programme, details on the staffing and administration of the programme, and the requirements for admission to the programme.

340

Reid, George

Report on survey of training needs for planning officials in the Eastern Caribbean. Port of Spain, Trinidad: 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, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines—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.

341

[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 **220** for abstract]

342

Scott, Fentey Berkeley

Developing human resources for effective school management in small Caribbean states. *International Journal of Educational Development,* vol. 21, no. 3, May 2001, pp. 245-256.

[See Record **187** for abstract]

343

The University of the West Indies (St.) Lucia. Department of Extra-Mural Studies; St. Lucia. Ministry of Health

Report on the in-service programme towards the development of primary health care in St. Lucia. Castries, St. Lucia: Extra-Mural Studies Department, UWI, 1985. 168 p.

Health Development Planning and Management Project. Sponsored by: The University of the West Indies; St. Lucia. Ministry of Health.

RELIGIOUS EDUCATION

344

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, this study described Southern Baptist-related work in the Windward Islands of Dominica, St. Lucia, St. Vincent and the Grenadines, 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 Caribbean Baptist Fellowship 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

345

Blanchard, Winston A. D.

An evaluation of the science education programme offered at the Division of Teacher Education of the Sir Arthur Lewis Community College in St. Lucia. M.Ed., University of Bristol, 1997. 101 p.

[See Record **079** for abstract]

346

Charles, Augustin

St. Lucian Grade 10 students' conceptions of electrical phenomena. M.A., The University of the West Indies, Mona, 1996. viii, 163 p.

This study investigated the conceptions and performance of St. Lucian Grade 10 students in six categories of electrical phenomena. A national sample of 146 students, or approximately 68% of all Grade 10 students enrolled to do physics, was surveyed. In addition, a 6-week intervention, based on the heuristics of the Alternative Conceptions Movement's research programme, was also administered to a selected sample of 16 physics students to assess changes in performance and distribution of conceptions. Results of the data analysis showed that the students subscribed to a range of conceptions of electrical phenomena, and that many of these conceptions could be grouped

under broader models with fairly well-defined heuristics. It was also found that these conceptions/models were largely pre-paradigmatic, peripatetic, hybridized, or reversed versions of the scientific models. Overall, the national sample had not attained a satisfactory level of performance in the domain. The relationships between age, gender, school attended, students' rating of difficulty on the topic, location, and performance were also considered. It was found that the correlations were generally weak and mostly insignificant, and that the independent variables were not good predictors of performance. The results for the national sample and the pre-intervention sub-sample were generally similar; significant changes were, however, found in the post-intervention results.

347

Charles, Vincent

> The science curriculum in teachers' colleges and its impact on society. 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. 112-115). Cave Hill, Barbados: School of Education, [197?].

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

This paper analyzes the use of the RLA-142 Teachers' College Science Curriculum at the St. Lucia Teachers' College, and its impact on the student teachers.

348

Lubben, Fred; George, June M.

> *Science education in St. Lucia: Definition of the core curriculum and implications for learning spaces, equipment, materials and teacher education: Report and recommendations for science education in St. Lucia.* [S.l.: s.n.], 2002. 21 p.

(At head of title: Organisation of Eastern Caribbean States (OECS). Education Development Project; Consultancy on behalf of the World Bank)

This study sought to define the implications for science education in St. Lucia in light of: 1) the need to strengthen and refocus the curriculum for core disciplines, 2) the use of a more integrated approach to science education, and 3) the introduction of technology as a way to develop students' knowledge and capabilities. Discussions were held with small groups and individuals. Observations are offered on issues pertinent to science education at the Form 1-3 level, which specifically build on the great strides made in the Basic Education Reform Project (BERP) and on the ongoing initiative by the OECS Education Reform Unit (OERU) in identifying the core curriculum for the lower secondary school. These issues are: the science curriculum, pedagogy in science classes at the Form 1-3 level, science learning spaces, science equipment, educational materials, professional development, and integrated technology. Four priority areas are suggested for action in order to improve the teaching and learning of science in Forms 1-3: curriculum content and pedagogy, laboratory spaces and equipment, professional development, and integrated technology.

349
Sir Arthur Lewis Community College. Division of Teacher Education and Educational
Administration. Department of Curriculum Studies
  Science student handbook. Castries, St. Lucia: SALCC, 1997. [n.p.].

350
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 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, St. Vincent and the Grenadines, 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

351
Brock, Colin
  Junior secondary innovations in Nigeria and Saint Lucia: A comparative study. *Aspects of
  Education,* No. 32, 1984, pp. 54-65.

This paper examines the development of a junior secondary sector in Nigeria and St. Lucia,
selected on the basis of their contrasting geographical scales and approaches. They are both the
inheritors of a British tradition of selective and academic secondary education for an elite minority,
and of elementary provision for the mass of the population. Therefore, the junior secondary
initiative was faced with similar structures to which to relate in each case. The countries are treated
consecutively in the paper, which concludes with some comparative discussion.

352
Brock, Colin
  *Structural and curricular developments at the junior secondary level in the Caribbean island of
  Saint Lucia.* [S.l.: s.n., n.d.]. [n.p.].

353
Calderon, Gerard
  *St. Mary's College, Castries under the Presentation Brothers: Their contribution to Catholic
  secondary education in St. Lucia from 1947-1975.* St. Augustine, Trinidad: UWI, 1994. [vi], 28,
  [21] p (Caribbean Studies Paper)

[See Record **257** for abstract]

354
Etherington, Alan; Simon, Leonard
Canadian International Development Agency
　　Castries Comprehensive Secondary School: Final evaluation report. [Toronto, Canada: s.n.],
　　1979. 58, A2-A73 p.
(Cover title: Report on the evaluation of the Castries Comprehensive Secondary School presented
to Canadian International Development Agency and Government of St. Lucia)

355
Gill, Muriel
　　Handbook of secondary schools. Castries, St. Lucia: Ministry of Education and Culture, 1987.
　　[n.p.].

356
James, Arsene V.
　　Managing the change from a secondary grammar school to comprehensive in St. Lucia. M.Ed.,
　　University of Bristol, 1985. viii, 160 p.

[See Record **200** for abstract]

357
James, Egbert Lincoln
　　Secondary education in St. Lucia: Policy, practice and prospects. M.Ed., University of Bristol,
　　1996. 76 p.

[See Record **178** for abstract]

358
Mondesir, Jones E.
　　Curriculum development in relation to the junior secondary school. In The University of the
　　West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern
　　Caribbean, held at Montserrat, April 6-9, 1970* (pp. 161-162a). Mona, Jamaica: Institute of
　　Education, 1970.
Conference on Teacher Education in the Eastern Caribbean, Plymouth, Montserrat, 6-9 Apr., 1970.
Sponsored by: The University of the West Indies. Institute of Education.

[See Record **073** for abstract]

359
St. Lucia. Education Office
　　Report on St. Mary's College (Lower classes) 1899. [Castries, St. Lucia]: Education Office,
　　1900. 5 p.

360
St. Lucia. Ministry of Education
　　Handbook on the junior secondary school. Castries, St. Lucia: The Ministry, 1969. 24 p.

361

St. Lucia. Ministry of Education and Culture
   Basic education aspirations and access to secondary education in St. Lucia. Castries, St. Lucia:
   The Ministry, 1989. [15] 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.

[See Record **020** for abstract]

SOCIAL STUDIES EDUCATION

362

Brathwaite, Marjorie; Brock, Colin; Leonce, Johannes
   St. Lucia 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. 177-186). Mona, Jamaica: School of Education, 1973.
Conference on Teacher Education in the Eastern Caribbean, Bridgetown, Barbados, 30 Apr. - 4
May, 1973. Sponsored by: The University of the West Indies. School of Education.

This paper describes the place and development of social studies in St. Lucia's education system,
with special reference of the role of the St. Lucia Teachers' College.

363

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 inservice training programme at the teachers' colleges in
Antigua and Barbuda, Barbados, Grenada, St. Kitts-Nevis, St. Lucia, and St. Vincent and the
Grenadines. 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.

364

Hatch, Ruth A.
   *Community economics: A curriculum developed for junior secondary schools in St. Lucia, West
   Indies.* M.S., University of Wisconsin, 1971. [n.p.].

[See Record **069** for abstract]

365
Hinds, Henry
Survival of a social studies curriculum innovation in a centralized educational system: An organizational study. Ph.D., Stanford University, 1997. 315 p.

[See Record **070** for abstract]

366
Paul, Lewis
Exploring relationships in the social studies. *Social Studies Education,* No. 13, Oct. 1978, pp. 5-6.

This article reports on an experiment in the methodology of social studies, to involve students of the Micoud Primary School, St. Lucia in discovering ideas related to the concept of "Industry."

367
Schweisfurth, Michele; Davies, Lynn; Harber, Clive, eds.
Learning democracy and citizenship: International experiences. Oxford: Symposium Books, 2002. 304 p.

SOCIOLOGY OF EDUCATION

368
Agyemang, Solomon
The early education of a Nobel Laureate in the West Indies. *Bulletin of Eastern Caribbean Affairs,* vol. 18, no. 1, Mar. 1993, pp. 49-57.
(Address delivered at a memorial service commemorating the first anniversary of the death of Sir Arthur Lewis, June 1992)

[See Record **255** for abstract]

369
Alleyne, Albert B.
The situation of teachers in the English-speaking Caribbean. *The Major Project in the Field of Education in Latin America and the Caribbean,* No. 17, pp. 7-23.

Under the sponsorship of Unesco, a Seminar on the "Status of Teachers" was held in Kingston, Jamaica during September 1988, in which the situation of teachers in the English-speaking Caribbean was reviewed. This paper presents part of what was analyzed at this event. The first part examines the status of Caribbean teachers in respect of specific clauses of the International Recommendation for the improvement of this status developed in 1966 and discussed in the 1984 ILO/Unesco Joint Commentaries which address the following: 1) Teachers' salaries, 2) Social security, and 3) Teacher shortage. Data were obtained form eight Caribbean territories: Jamaica, Trinidad and Tobago, Antigua, St. Kitts, St. Lucia, Dominica, Guyana and Belize. A questionnaire was designed to elicit the required information, and written responses were received from teachers,

principals and/or representatives of teachers' organizations. In some instances, interviews were held with respondents. The second part looks at educational objectives and policies, and preparation for the profession and further education for teachers. Questionnaires were sent to Ministries of Education in the Caribbean and to Teachers' Unions in some of the territories, and a distillation of the data and ideas received from the respondents is presented here.

370
Epstein, Erwin H.
> *Sense of nationality among schoolchildren: 'Center' - 'periphery' differences with special reference to St. Lucia, West Indies.* 29 p.

Paper prepared for the World Congress for Rural Sociology, 3rd, Baton Rouge, Louisiana, USA, 22-27 Aug., 1972.

This study examined the norms of behaviour and the expectations of a child's primary groupings to determine if they were consistent with those of the larger, more impersonal society. If the norms and expectations were consistent, then primary socialization was likely to be important in shaping the child's sense of nationality. Thus, the school could be viewed as an extension of the family in achieving that objective, or it could be commissioned by society to resocialize the child. This filter-effect theory of schooling was examined by means of a survey conducted in St. Lucia. Data were collected from 1,448 students aged 13-14 years. The study focused on three main questions: 1) What national type best represented the way of life the student would most like to follow? 2) What language would the student most like to speak well? and 3) Which nationality did the student value most? The findings indicated that rural students exhibited a greater preference for St. Lucian life ways, languages, and nationality in comparison to their more urban peers; and these relationships generally endured across paternal, occupational, and educational levels.

371
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, Barbados, Guyana, Jamaica, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, 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.

372

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 **030** for abstract]

373

Nwenmely, Hubisi
    Kweyol language teaching in the Caribbean and the UK. Ph.D., Reading University, 1994. [n.p.].

[See Record **277** for abstract]

374

Ricketts, Heather
    Poverty and education: The Caribbean experience. Bridgetown, Barbados: 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 St. Vincent and the Grenadines, 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.

375

Roberts, Vivienne
    Access to tertiary education in selected Caribbean countries: Enabling and limited factors. Ph.D., The University of the West Indies, Cave Hill, 1999. xii, 431 p.

[See Record **019** for abstract]

376
Sewell, Tony
  Organisation of Eastern Caribbean States Education Development Project. Youth at Risk:
  Report on consultancy mission. [S.l.: s.n.], 2002. 55 p. (Prepared for the World Bank)

This report describes the outcomes of a consultancy assignment in the field of Youth at Risk in three countries of the OECS—Dominica, St. Kitts-Nevis, and St. Lucia. One of the problems faced at the secondary school level in these countries is the under-performance of young people. Related to this is a general lack of interest in school activities, a growing problem of indiscipline, low attendance, and high dropout rates, especially in the upper forms. Visits were paid to schools and programmes in each of the three countries and discussions held with a wide range of stakeholders, including school principals, teachers, students, programme managers, social workers, counsellors, and senior education ministry officials. A series of options for development are presented in the report under five headings: 1) Curriculum development, 2) Teaching and learning strategies, 3) Teacher training and inservice development, 4) Learning support services and the learning environment, and 5) Strategic policy.

377
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, Barbados:
  UNICEF CAO, [199?]. xxxii, 138 p. (Situation Analysis of Children and their Families)

This subregional report analyzes the situation of children and their families in seven Caribbean countries, under the following headings: 1) Children and their socioeconomic 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.

378
United Nations Economic Commission for Latin America and the Caribbean; Caribbean
Development and Cooperation Committee
  Developing social policy for youth with special reference to young men in Saint Lucia. Port of
  Spain, Trinidad: UNECLAC, 2001. 28 p. (LC/CAR/G.667)

This document highlights some issues raised during consultations about the apparent alienation of some sectors of the youth population in St. Lucia. These include rising levels of involvement of male youth in criminal activity and violence, high dropout rates, and increased rates of drug abuse. It examines the education system, noting its lack of responsiveness to the development needs of

contemporary St. Lucia, the lack of economic opportunities on the island, and socialization trends. Recommendations are made for a revision of the curriculum, making the education system more technically oriented, teacher training, and increased parental involvement in the academic life of children.

SPECIAL EDUCATION

379
Gill, Muriel, ed.
> *Early stimulation manual for parents of deaf infants: Appropriate technologies for development.* Washington, DC: Peace Corps. Information Collection and Exchange Division, 1985. 57 p.

This sign language manual, intended to help St. Lucian parents teach language to, and communicate with, their deaf or hard-of-hearing children, is prefaced by a child's description of living with a deaf sibling. An introduction discusses symptoms of hearing loss, defines speech and language, traces general expectations at school, and touches briefly on hearing aids, sign systems, and ways parents can help, including learning sign language. Subsequent sections address the following topics very briefly: Causes of deafness; significance of early detection; directions for three teaching activities; hearing aids and how to care for them; discipline; toilet training; multiple handicaps; and vocational guidance. The bulk of the document consists of an illustrated sign language glossary, including the alphabet, numbers 1-10, nouns, pronouns, basic verbs, common phrases, and simple sentences.

380
Mendis, Pamani
> *Training the disabled in the community: Report on the introduction of a simplified community-based rehabilitation program in St. Lucia, 2nd May - 19th June 1981.* Bridgetown, Barbados: PAHO, 1981. 2, 22 p.

381
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 and Nevis, St. Lucia, St. Vincent and the Grenadines, 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 and 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.

382

An overview of training opportunities open to persons with disabilities in St. Lucia. In Beverly Beckles, *Perez Guerrero Trust Fund Project (Caribbean Programme to Promote Equalization of Training Opportunities for Persons with Disabilities): Report* [2] p. [S.l.: s.n.], 2000.

This is a brief overview of training opportunities for disabled persons in St. Lucia.

383

Yorke, Ruby
   Special education: The Saint Lucia experience. Castries, St. Lucia: The Ministry, 1991. 11 p.

Against the background of the policy statement on special education proposed to the St. Lucian government by the National Council of the Disabled, this paper discusses the programmes and activities of the Saint Lucia School for the Blind, the Saint Lucia School for the Deaf, and the Dunnottar School. It also discusses an earlier attempt at the provision of special education in the public school system, which only lasted for five years, as well as new plans for the provision of learning/instructional materials for children with learning difficulties.

TEACHER EDUCATION

384

Blanchard, Winston A. D.
   An evaluation of the science education programme offered at the Division of Teacher Education of the Sir Arthur Lewis Community College in St. Lucia. M.Ed., University of Bristol, 1997. 101 p.

[See Record **079** for abstract]

385

Brathwaite, Marjorie; Brock, Colin; Leonce, Johannes
   St. Lucia 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. 177-186). Mona, Jamaica: School of Education, 1973.
Conference on Teacher Education in the Eastern Caribbean, Bridgetown, Barbados, 30 Apr. - 4 May, 1973. Sponsored by: The University of the West Indies. School of Education.

[See Record **362** for abstract]

386

Broomes, Desmond R.

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

[See Record **044** for abstract]

387

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, Barbados: School of Education, [197?].

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

[See Record **203** for abstract]

388

Charles, Vincent

The science curriculum in teachers' colleges and its impact on society. 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. 112-115). Cave Hill, Barbados: School of Education, [197?].

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

[See Record **347**for abstract]

389

Dockree, Joy

Manual for St. Lucia School of Music: Teachers' course, Dept. of Methodology in Music Education. [S.l.]: Voluntary Services Overseas, 1993. 49 p. (Series of Caribbean Volunteer Publications; No. 18)

390

Easter, B. H. M.

St. Lucia teachers' college, Morne Fortune. Castries, St. Lucia: St. Lucia Archaeological and Historical Society, 1968. 8 p.

391

Gram, J. P.

St. Lucia Teachers' College: Principal's report on activities - April 1967 to March 1968. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean held at Antigua, April 21-24, 1968* (pp. 93-95). Mona, Jamaica: Institute of Education, 1968.

Conference on Teacher Education in the Eastern Caribbean, St. John's, Antigua, 21-24 Apr., 1968. Sponsored by: The University of the West Indies. Institute of Education.

This is a report of activities at the St. Lucia Teachers' College during the period April 1967 - March 1968. It includes features of the Probationary Assistants Course and the Two Year College Programme.

392

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 inservice and preservice teacher training in Barbados, St. Kitts-Nevis-Anguilla, Antigua, Montserrat, Grenada, St. Lucia, Dominica, St. Vincent, Jamaica, and British Honduras.

393

Joseph, Raymonde

Redesigning teacher preparation: A college perspective. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 134-140). Cave Hill, Barbados: UWI, 1995.

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

This paper discusses some of the activities of the Division of Teacher Education, SALCC, under the major components of the teacher preparation programme, and highlights some of the problems being experienced. Suggestions are made for consideration in redesign.

394

Khodra, Rufus A.

Improving teacher quality in St. Lucian primary schools. M.Ed., University of Bristol, 1989. ix, 109 p.

This study sought to teacher education and training of St. Lucian primary school teachers, and to suggest strategies aimed at improving teacher quality. Data were collected from documentary analysis and a questionnaire administered to a sample of primary school teachers in St. Lucia. The analysis focuses on the effectiveness of the training provisions in meeting the system and individual needs and reasons for their failure. Special attention is given to the Pre-College Inservice Programme for unqualified teachers. The recommendations relate to the restructuring of the

primary school day to make available time for INSET activities, strategies for correcting the weaknesses of the existing programmes, and for meeting the needs of the system, individual schools, as well as those of qualified and unqualified teachers and headteachers.

395

Leonce, Johannes

The performance of intern teachers in Jamaica and St. Lucia. M.A., The University of the West Indies, Mona, 1981. 210 p.

This study examined intern perception of the training college programme, and certain intern and internship school characteristics, in relation to classroom performance in Jamaica, compared to St. Lucia. A questionnaire was administered to 289 interns from two teachers' colleges in Jamaica and 53 final-year students in St. Lucia. Grades awarded interns and final-year students as a result of their final teaching assessment were used as classroom performance scores. Analysis of the data showed that: 1) "Adequacy of curriculum content" was inversely related to classroom performance in St. Lucia, but was not related in the Jamaican groups; 2) "Frequency of college instructional methods" was inversely related to classroom performance in the Jamaican "secondary" group but not in either the Jamaican or St. Lucian "primary" group; 3) "Importance of methods employed in the acquisition of cognitive abilities" was directly related to classroom performance in the Jamaican "primary" group of interns but was not related in the Jamaican "secondary" or the St. Lucian group; 4) "Importance of the college final examinations" was related directly to classroom performance in St. Lucia but not in Jamaica; 5) "Adequacy of internship supervision" was directly related to classroom performance with Jamaican "primary" interns but not with Jamaican "secondary" or St. Lucian "primaries"; 6)"Previous teaching experience" was directly related to classroom performance in the "total" primary group, but was not related to either of the Jamaican or St. Lucian sub-groups; and 7) there was a direct relationship between entry qualification and classroom performance among Jamaican "secondary" interns but not among Jamaican or St. Lucian "primaries."

396

Louis, Michael

Redesigning recruitment into teaching. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 29-38). Cave Hill, Barbados: UWI, 1995.

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

This paper examines the need to revise and enforce policies relating to recruitment in order to select the best possible persons into the teaching service. This is necessary in order to establish and maintain standards and to reduce existing disparities, in terms of teacher quality, across the various educational districts.

397

Marrett, Christine; Harvey, Claudia

Inventory and report on teacher education materials and programmes in the Commonwealth Caribbean. Vancouver, Canada: Commonwealth of Learning, 1998. v, 202 p.

[See Record **085** for abstract]

398

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 **086** for abstract]

399

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 **087** for abstract]

400

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, St. Vincent and the Grenadines, 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.

401

Problems of recruitment and training of Training College staff: [Papers presented at the Conference on Teacher Training, St. Augustine, Trinidad, 19-28 July, 1964]. [S.l.: s.n.], 1964. 23 p.

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

This volume contains papers on the problems of recruiting and training staff of the training colleges in Jamaica, Barbados, Antigua, British Honduras, Grenada, and St. Lucia.

402
Remy, Dawn Cheryl
Training and practice: A case study of teacher education in St. Lucia. Ph.D., University of Southampton, 1995. 255 p.

This study focused on the impact of the Teacher Education Programme at the SALCC, St. Lucia, on a cohort of student teachers as they experienced their final term of training in the teaching of primary science. It also followed a sample of six of these teachers during their first four months of their first post-college year. The results suggest that while student teachers seemed to endorse the philosophy of the programme, their rationales for doing so may not be congruent with those intended by the designers of the programme. Though there was no faithful implementation by the sample studied, there was evidence of limited mutual adaptation. Adoption and implementation were seen to depend on both institutional and individual factors, which appeared to be linked by five major themes or issues: degree of integration, coordination and control, time, support, and the personal. Teachers seemed to have four major concerns as they experienced the change: curiosity, congruence, confidence and competence, and commitment.

403
Report on teacher education activities in Eastern Caribbean - 1979-81: St. Lucia Teachers' College. In *[Papers presented at the Third Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 6-8, 1981]* [7 p]. Cave Hill, Barbados: School of Education, 1981.
Biennial Eastern Caribbean Standing Conference on Teacher Education, 3rd, Bridgetown, Barbados, 6-8 Apr., 1981. Sponsored by: The University of the West Indies. School of Education.

This paper reports on the major changes in teacher education programmes at St. Lucia Teachers' College during the period 1979-81, under the following headings: 1) The Use of Block Periods in Education, 2) Reorganization of Year I Practice Teaching, 3) Reorganization of the Individual Study, 4) Reorganization of the Curriculum Laboratory, 5) Reorganization of Class Activities, and 6) Planning for the Implementation of the Junior Secondary Level Specialist Subject Teacher Training Programme.

404
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, St. Vincent and the Grenadines -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.

405

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, St. Vincent and the Grenadines -110) with those of beginning teachers in developed countries (Veeman, 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.

406

Sabaroche, Herbert F.; Withington, T.

Evaluation report: Organisation of Eastern Caribbean States (OECS) Technical Teacher Training Programme at the Sir Arthur Lewis Community College, St. Lucia. Bridgetown, Barbados: British Development Division in the Caribbean, 1991. [n.p.].

407

Shorey, Leonard L.

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

[See Record **048** for abstract]

408

Theophilus, J. L.

Mass upgrading for teachers: The St. Lucia situation. 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. 105-117). Cave Hill, Barbados: Faculty of Education, 1987. Biennial Eastern Caribbean Standing Conference on Teacher Education, 6th, Bridgetown, Barbados, 27-30 Apr., 1987. Sponsored by: The University of the West Indies. Faculty of Education.

This paper describes an intensive two-year upgrading programme developed by the Division of Teacher Education, SALCC, in order to train the backlog of untrained teachers in St. Lucia who do not qualify for entry to the existing training programmes, based on the regulations of UWI for teachers' colleges.

409

Theophilus, Lusca

   The St. Lucia Junior Secondary programme. In Desmond C. Clarke (Ed.), *Report of the Fourth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 32-36). Cave Hill, Barbados: UWI, [198?].

Biennial Eastern Caribbean Standing Conference on Teacher Education, 4th, Cave Hill, Barbados, 13-15 Apr., 1983. Sponsored by: The University of the West Indies, Cave Hill. School of Education.

This paper gives an historical overview of the design of the St. Lucia Secondary Training Programme, and presents a proposal for a new course to be offered from September 1983.

410

Thomas, Marjorie

   Main teacher training activities at St. Lucia Teachers' College. In R. M. Nicholson (Ed.), *Report of the Second Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 23-27, 1979* (pp. 48-52). Cave Hill, Barbados: School of Education, [197?].

Biennial Eastern Caribbean Standing Conference on Teacher Education, 2nd, Bridgetown, Barbados, 23-27 Apr., 1979. Sponsored by: The University of the West Indies. School of Education.

This report provides brief descriptions of the following activities at St. Lucia Teachers' College: Faculty seminar, Child study, Practice teaching, Individual study, Curriculum laboratory, Enrichment period, Students' Council, Morning assembly, Social afternoon, Christmas dinner, College magazine, and Overseas educational tour.

411

Toynbee, W. M.

   St. Lucia Teachers' College: Principal's report on activities, March 1968 - April 1969. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Lucia, April 14-17, 1969* (pp. 96-98). Mona, Jamaica: Institute of Education, 1969.

Conference on Teacher Education in the Eastern Caribbean, Castries, St. Lucia, 14-17 Apr., 1969. Sponsored by: The University of the West Indies. Institute of Education.

This report covers activities at the St. Lucia Teachers' College during the period March 1968 - April 1969, in the areas of developmental activity, teaching practice, and student and staff activity.

412

Toynbee, W. M.

   St. Lucia Teachers' College: Principal's report on activities, April 1969 - April 1970. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean, held at Montserrat, April 6-9, 1970* (pp. 177-179). Mona, Jamaica: Institute of Education, 1970.

Conference on Teacher Education in the Eastern Caribbean, Plymouth, Montserrat, 6-9 Apr., 1970. Sponsored by: The University of the West Indies. Institute of Education.

This is a report on the activities of the St. Lucia Teachers' College during the period April 1969 - April 1970, in the areas of staff, students, curriculum development, and future plans.

413
Toynbee, W. M.
    St. Lucia Teachers' College: Principal's report on activities, April 1970 - April 1971. In R. M. Nicholson (Ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 197-200). Mona, Jamaica: Institute of Education, 1971.
Conference on Teacher Education in the Eastern Caribbean, Basseterre, St. Kitts, 19-23 Apr., 1971.
Sponsored by: The University of the West Indies. Institute of Education.

This report covers activities at the St. Lucia Teachers' College during the period April 1970 - April 1971. It includes student enrolment, staffing, curriculum development, and plans for future development.

414
Toynbee, W. M.
    St. Lucia Teachers' College: Principal's report on activities, April 1971 - April 1972. In R. M. Nicholson (Ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 215-221). Mona, Jamaica: Institute of Education, 1972.
Conference on Teacher Education in the Eastern Caribbean, Roseau, Dominica, 10-14 Apr., 1972.
Sponsored by: The University of the West Indies. Institute of Education.

This report covers activities at the St. Lucia Teachers' College during the period April 1971 - April 1972. It includes student enrolment, staffing, programme evaluation, curriculum development, plans for future development, and student admission.

TEACHER EFFECTIVENESS

415
Charles, Marylene
    Understanding teacher appraisal: Implications for St. Lucia. Nottingham, UK: University of Nottingham, 1991. [n.p.]. (B.Ed. Study)

416
Cox, Marie Marcelline Patricia
    Staff development for quality teaching in St. Lucian schools. M.A., University of Reading, 1998. 75 p.

[See Record **334** for abstract]

417

Husbands-Mathurin, Hilda Rosemarie

Introducing school-focused staff development into primary schools in St. Lucia: A case study of teacher development. Ph.D., University of Sussex, 1999. 242 p.

This study was an adaptation of the model of staff development proposed by Hewton (1988). It offered the staff of schools the opportunity for growth through the formulation of development plans and participation in activities designed to address the needs of teachers, the school, the education system, and learners. The variety of activities for achieving these goals were chosen through collaborative efforts of the staff. This model of staff development was introduced into three primary schools on the island of St. Lucia. The process was examined throughout the academic year August 1996 to June 1997. Many factors assisted the initiation and adoption of the intervention. However, there were severe limitations to the use of the intervention as a strategy for teacher development and for school improvement. This was due to the following: 1) the lack of compatibility between the characteristics of the participants and that of the intervention; 2) the focus on the "school" for development as opposed to the "teacher" proved to be not suitable for the context, although some development did take place; 3) teachers' conceptualization of themselves, the school, and their role therein also had significant implications for whether they viewed the model as a form of development or not; and 4) ownership of the process by the staff of schools was never achieved, which reduced its potential for use as a form of teacher development.

TEACHER MOTIVATION

418

Gilkes, Pearline

Teachers as adult learners: An investigation into factors that influence teachers' willingness to pursue higher education - the case of one secondary school in St. Lucia. M.Ed., University of Sheffield, 2001. 161 p.

This study investigated teachers' willingness to pursue higher professional education and the benefits they perceived would be gained from successful participation, focusing on one secondary school in an urban area of St. Lucia. Data were collected through the use of teacher questionnaires, interviews with the principal and vice-principal, and a focus group session with the teachers. It was found that: 1) most teachers were willing to pursue some form of higher education, although the majority of teachers were more willing to pursue higher education outside the teaching profession; 2) personal willingness was the most significant factor that influenced teachers' willingness positively, while organizational factors had the least positive influence on teachers' willingness; 3) teachers were influenced to pursue higher education mainly for the personal benefits they perceived to be gained from successful participation, and did not perceive that their involvement in higher professional education would bring benefits to the organization; and 4) teachers reported low levels of awareness of relevant programmes to the extent that this factor had not influence on their willingness to pursue higher professional education; however, level of awareness did influence the perceived benefits in a positive manner.

TEACHING MATERIALS

419
Folk Research Centre
   Cultural education resource kit: The folk culture of St. Lucia. Castries, St. Lucia: Folk Research
   Centre, 1992. 5 booklets.

Teaching materials in the context of cultural education on five central areas of the culture of the
people of St. Lucia: religion, language, oral literature, work and social events (presented in the
form of a social calendar). The materials are aimed at the 13-16 age group. They were produced
with maximum participation from teachers and educators.

420
Nicholson, R. M.
   The role of the administrator as mediator in the implementation of educational policy: A case
   study of the Eastern Caribbean. In Robin H. Farquhar & Ian E. Housego (Eds.), *Canadian and
   comparative educational administration* [5 p.]. [Vancouver, Canada]: Centre for Continuing
   Education, British Columbia University, 1980.

[See Record **179** for abstract]

421
Renard, Rosamunde Avril
   *An evaluation of Caribbean history text books used in secondary schools in St. Lucia: Their
   relevance to CXC's objectives.* 50 p.
Paper prepared for the Annual Conference of the Association of Caribbean Historians, 16th,
Barbados, 8-13 Apr., 1984.

This study evaluated seven textbooks using five primary evaluation criteria—historical content,
sociocultural content, language, pedagogy, and evaluation.

422
St. Lucia. Ministry of Education and Culture. Curriculum and Materials Development Unit
   Syllabi guide for primary schools. Castries, St. Lucia: The Ministry, 1991. [n.p.].

TEACHING TECHNIQUES

423
Isaac, Martha Fidelis
   *Language and pedagogy in a bilingual territory: A sociolinguistic investigation of the teaching
   of language arts in St. Lucian elementary schools.* Ph.D., University of Wisconsin-Madison,
   1997. 242 p.

[See Record **055** for abstract]

424

Meghay, St. George

Interaction in the classroom. *Social Studies Education,* No. 13, Oct. 1978, pp. 4-5.

This is a report of a study carried out with senior students of the Vide Boutielle Government Primary School, St. Lucia, to illustrate how organized instructional material provided opportunities for student response, which in turn led to teacher response.

425

Nwenmely, Hubisi

Language reclamation: French Creole language teaching in the UK and the Caribbean. Clevedon, Eng: Multilingual Matters, 1996. vi, 138 p. (Multilingual Matters; 106)

[See Record **278** for abstract]

426

Paul, Lewis

Exploring relationships in the social studies. *Social Studies Education,* No. 13, Oct. 1978, pp. 5-6.

[See Record **366**for abstract]

427

Polius, Cynthia

Effects of process-oriented writing portfolios on the attitude and quality of writing of fourth graders in St. Lucia. M.A.(Ed.), The University of the West Indies, Mona, 1998. viii, 159 p.

This study investigated the effects of process-oriented writing portfolios on students' quality of writing and attitude towards writing, using a pre- and post-test design. The sample comprised 103 Grade 4 students (42 boys and 61 girls) from six intact classes in three rural schools in a particular educational school district in St. Lucia. Three teachers were trained for one month to implement a process-oriented writing portfolio instructional programme; the experimental and control groups were instructed using process-oriented writing portfolios and traditional product approach respectively, for two months. Data were provided by pre- and post-tests, which included students' writing attitude survey and composition tests, teachers' questionnaire, observations, informal interviews, writing samples, and students' portfolios.

The results revealed that students in the experimental and control groups had improved significantly in the quality of their writing, with the former showing a higher statistically significant improvement than the latter. The experimental students exhibited statistically significant and positive attitudinal changes. There were statistically significant gender differences in the improvement in the quality of students' writing and their attitudes towards writing in favour of the girls. Additionally, there were statistically significant correlations between students' attitudinal change and the improvement in the quality of their writing, as well as statistically significant relationships between teachers' attitudes towards teaching writing and their students' attitude and writing quality. Teachers' participation in the training programme and their involvement in

implementing the process-oriented portfolio instructional programme had a positive impact on the teachers' pedagogical strategies and attitude.

428

Thomas, Leton F.

> Grouping in primary schools in St. Lucia: Principles, practice & issues. *CARSEA Journal,* vol. 3, no. 1, Mar. 1978, [n.p.].

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

429

Austin, John H.

> *Instructor's manual and planning guide for training of trainers.* Bridgetown, Barbados: 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, St. Vincent and the Grenadines, and Canada, and the Pan-American Health Organization (PAHO).

430

Figueroa-Colon, A.

> *Report to the Government of St. Lucia on the development of vocational training.* Geneva, Switzerland: ILO, 1966. 57 p. (ILO/TAP/St. Lucia/R.1)

This report noted that regional cooperation in training would be very beneficial, and recommended the establishment of a vocational training planning body, facilities to upgrade the skills of the existing workforce, and an apprenticeship scheme in order to provide basic workshop training.

431

Kaa, B. G. van der

> *Technical and vocational curriculum development: St. Lucia - (Mission) March 1973 - June 1974.* [S.l.: s.n.], 1974. [20 p. in various pagings].

[See Record **071** for abstract]

432

Leon, Cecilia Catherine

> *Towards improving the status of technical education in St. Lucian secondary schools.* M.Ed., University of Huddersfield, 1996. [6], 109, [20] p.

This study sought to examine and compare the technical curriculum of secondary schools in the UK and St. Lucia. Data were collected through observation of students in the UK, interviews with Heads of Departments of Design and Technology in the UK, and a literature review.

Recommendations are made on how the technical subjects could be designed, renamed, piloted, and implemented in St. Lucian secondary schools.

433
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 **086** for abstract]

434
Meeting on the Link Between Technical and Non-formal Education
Final report. Caracas, Venezuela: 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 non-formal education and its objectives, the document presents, first, the statements made during the meeting and secondly, the work of the countries which took part in it, namely, Barbados, Dominica, Grenada, Guyana, St. Lucia and St. Vincent.

435
St. Catherine, Edwin
Report on the technical vocational education and training survey for St. Lucia - (August to September 1993). Castries, St. Lucia: OECS Secretariat, 1994. [n.p.].

436
St. Lucia: Nature and quality of technical education programmes. *CINTERFOR Bulletin,* No. 2, 1985, pp. 39-42.

This article describes the programme offerings at the Morne Fortune Technical College, Castries Comprehensive Secondary School, and the St. Lucia College of Agriculture. Facilities at the Technical Training College (TTC), which was set up in 1971 to serve the seven LDCs of the Eastern Caribbean, had been recently upgraded. Plans were afoot to integrate the Morne Fortune Technical College, the A'Level College, and the Teacher Training College into a community college in order to improve offerings in technical/vocational education. Notes on the OAS-USAID Youth Skills Training Programme are also included.

437
St. Lucia. Ministry of Education and Culture
Project proposals: Technical/vocational education. Castries, St. Lucia: The Ministry, 1983. [1 v. in various pagings].
(Cover title: Request for external capital assistance in the field of technical/vocational education)

438
St. Lucia. Ministry of Education, Human Resource Development, Youth and Sports
Technical vocational education and training (TVET) sector survey, St. Lucia. Castries, St. Lucia: The Ministry, 1999. 78 p.

This report describes the findings of a TVET Sector Survey in St. Lucia, which was undertaken during the period March 1-31, 1999. The main objective of the survey was to provide a basis for the national restructuring of the TVET sector in St. Lucia. The terms of reference for the survey required: (a) an overview of existing TVET provision, including enrolment, staffing, finance, and management of the sector; (b) a critical diagnosis of strengths, existing problems, and weaknesses of the sector; (c) identification of TVET manpower needs; and (d) a review of projects and interventions. Data were collected through document analysis, interviews with key government officials, and the administration of a questionnaire to institutions involved in TVET.

The study revealed some positive features such as the high pass rate at CXC level in technical vocational subjects, some degree of collaboration between institutions and the private sector, and a growing TVET sector. However, it also revealed some serious deficiencies within the sector, which suggest the need for qualitative and radical changes in order to bring the sector in line with the realities of the 21st century. The major areas of concern were: 1) the absence of a written TVET policy; 2) the fact that existing TVET provision does not meet the manpower needs of the country, with the curriculum being described as outdated; 3) poor and inadequate budgetary procedures and record keeping for equipment; 4) the absence of a coordinator or Education Officer for TVET; 5) the need to develop the area of Information Technology; and 6) the under-funding of the sector.

439
Sylveste-Fregis, Rosella
A description of the present state of the technical and vocational education system in St. Lucia and the problems confronting the system. M.Ed., University of Sheffield, 2001. 111 p.

This study was designed to incorporate all stakeholders involved in the provision and use of technical and vocational education in St. Lucia. Results of the survey showed that: 1) most employees in St. Lucia fall outside the ambit of the professional and technical category of employed persons, 2) employers' apparent enthusiasm about the introduction of apprenticeship programmes is not always genuine; however, firms expressed the need for short-term training on a bloc release basis, financed and, to a certain extent, controlled by industry; 3) firms were generally uncomfortable with the idea of the introduction of a training levy, particularly a levy-grant scheme; 4) NGOs had contributed significantly to the labour market; 5) there was a lack of proper counselling and career guidance; 6) staff turnover was exceptionally high; and 7) fund-raising and student fees were important contributors to the budget of schools.

440
Taylor, G. T.
Fisheries Training School in St. Lucia. *The Caribbean,* vol. 14, no. 3, Mar. 1960, pp. 51-52.

[See Record **264** for abstract]

441
Taylor, W. L.; Moller, W.
   St. Lucia: Report of the technical-vocational education and training reconaissance mission.
   [Paris: Unesco], 1983. [11 p. in various pagings].

SELECTED WEBSITES

Anse Ger Secondary School
This website provides information on life at the school; including school rules, subjects taught, and extra-curricular activities; school achievements; and historical development.
URL: *http://www.education.gov.lc/AGSS/*

Charterhouse High School
Charterhouse High School and College of Continuing Education is a private educational institution located in the rural community of Mon Repos in the district of Micoud, St. Lucia. Since 1994, it has provided vocational and secondary level education, and conducts examinations on behalf of external organizations. The website offers information on the boarding school, summer school, and the A'Level college.
URL: *http://www.slucia.com/charterhouse/introduction.html*

Entrepot Secondary School
Entrepot Secondary School was first opened in 1972 as a junior secondary school. The site provides information on the history of the development of the school, news and events, and admissions. It also encourages submissions from students, past students, and promotes teacher-student interaction.
URL: *http://www.education.gov.lc/entrepot/news.htm*

Math JOCV St. Lucia
This is the website of the Japan Overseas Cooperation Volunteers (JOCV) St. Lucia Mathematics and Science Group, which aims to: 1) develop mathematics education in St. Lucia, 2) provide an opportunity for teachers to find information and to exchange ideas, and 3) enhance children's interest in mathematics.
URL: *http://www.education.gov.lc/mathjocv/index.htm*

Ministry of Education, Human Resources Development, Youth & Sports
This website offers information about the structure of the Ministry, the educational system in St. Lucia, library services, human resource development, youth, and sports, the National Commission for Unesco, education, statistics, and scholarships. It also provides full-text access to policy documents.
URL: *http://www.education.gov.lc/*

National Enrichment and Learning Programme (NELP)
NELP is the new name for the Adult Education Unit, which has been providing adult basic education courses since 1984. In addition to the basic English and mathematics courses traditionally offered, the new programme provides technical/vocational, enrichment, pre-CXC, and CXC courses throughout the year. The site provides information on the courses offered, registering for courses, and the locations of the centres.
URL: *http://www.education.gov.lc/nelp/*

Saint Lucia School of Music
This website provides information on the various departments of the School and courses offered. News on current events is provided through a newsletter posted on the site.
URL: *http://lcmusicschool.com/*

Saint Lucian Statistics
This is the official website of the Government Statistics Department. It provides statistics on several areas of the socio-economic life of St. Lucia, including education.
URL: *http://www.stats.gov.lc/*

St. Mary's College
This is the website of one of the leading secondary schools in St. Lucia, which was founded in 1890. It provides information on the administration, staff, clubs, rules, houses, and sports.
URL: *http://www.smconline.741.com/index.html*

Sir Arthur Lewis Community College
This website offers information about admissions, programmes, continuing education, students' life, alumni, and news and events.
URL: *http://www.salcc.edu.lc*

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