

**CARIBBEAN EDUCATIONAL RESEARCH INFORMATION SERVICE (CERIS)  
SCHOOL OF EDUCATION  
THE UNIVERSITY OF THE WEST INDIES  
ST. AUGUSTINE**

**EDUCATION AND TRAINING IN GRENADA  
A PARTIALLY ANNOTATED BIBLIOGRAPHY**

**Compiled by**

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## LIST OF ACRONYMS AND ABBREVIATIONS

CAI	Computer-Assisted Instruction
CAMPAEC	Curriculum Development and Materials Production and Equipment Centre
CARICOM	Caribbean Community
CARNEID	Caribbean Network of Educational Innovation for Development
CCE	Carriacou Creole English
CDB	Caribbean Development Bank
CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
CPE	Centre for Popular Education
CREFAL	Centro de Cooperacion Regional para la Educacion de Adultos en America Latina y el Caribe
CSDP	Community School Day Programme
CTTP	Comprehensive Teacher Training Programme
CXC	Caribbean Examinations Council
EC	Eastern Caribbean
FAVA/CA	Florida Association of Voluntary Agencies for Caribbean Action
GCE	General Certificate of Education
HFLE	Health and Family Life Education
ILO	International Labour Organization
ISER	Institute of Social and Economic Research
JAMAL	Jamaica Movement for the Advancement of Literacy
NEWLO	New Life Organization
NFE	Nonformal Education
NGO	Non-Government Organizations
NISTEP	National Inservice Teacher Education Programme
OAS	Organization of American States
OCOD	Organization for Cooperation in Overseas Development
OECS	Organisation of Eastern Caribbean States
PRG	People's Revolutionary Government
TRC	Teachers' Resource Centre
UN	United Nations
UNDP	United Nations Development Programme
UNECLAC	United Nations Economic Commission for Latin America. Caribbean Office
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USAID	United States Agency for International Development
UWI	The University of the West Indies
WHO	World Health Organization

## INTRODUCTION

This bibliography on “Education and Training in Grenada” has been specifically prepared for the UWI School of Continuing Studies’ Grenada 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 data base being developed by the Caribbean Educational Research Information Service (CERIS) at the School of Education, UWI, St. Augustine. It is hoped that this data base will be available on-line in the near future for the benefit of all researchers, planners, policy makers, and practitioners in the field of education in the English-speaking Caribbean. A few websites available on the Internet has been included in the bibliography.

### Arrangement of Entries

The entries in the bibliography are arranged alphabetically by broad subject areas, then by author and title under each subject area. Each entry has a unique item number, and it will be observed that some entries occur under more than one subject heading. In the interest of space, the abstract is only printed under the first occurrence of an entry, with a reference made to the entry containing the abstract in subsequent occurrences. There are 292 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 211 records.

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

### Abstracting

The items for which abstracts have not been supplied represent items that the compiler was not able to consult, either to verify the entries or to prepare an abstract. Unfortunately, there are about 78 such records in the bibliography, representing some 37% of the total entries. Therefore, it was decided to have the title reflect the fact that the bibliography is only partially annotated. Where a copy of the document was not obtained, an attempt was made to supply as much bibliographical information as possible. Certain abbreviations have been used to indicate omissions in the bibliographical information supplied:

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

## BIBLIOGRAPHIES

### 001

Alcala, V. O., comp.

*A bibliography of education in the Caribbean*. Port of Spain: Central Secretariat, Caribbean Commission, 1959. ix, 144 p.

This bibliography comprises three sections: Section 1 - education in general; Section 2 - instructional material related to the Caribbean; and Section 3 - government serials and periodicals produced by educational bodies or associations, and other journals dealing with education.

### 002

Comitas, Lambros

*The complete Caribbeana, 1900-1975*. Millwood, NY: KTO Press, 1977. 4 v.

These four volumes bring together citations of a large part of the scholarly literature on the region in English, French, Dutch, German, Spanish, Papiamentu, Russian, Swedish, Danish, and Portuguese published during the period 1900-1975. It is arranged by topic or subject, and includes over 17,000 references to publications such as monographs, conference proceedings, theses, dissertations, journal articles, reports, and pamphlets in its 63 topical chapters.

### 003

*Education in the British Caribbean, with special emphasis on Barbados, Grenada, Jamaica and Trinidad and Tobago: A preliminary bibliography*. New York: Research Institute for the Study of Man, [198?]. 73 p.

### 004

Robertson, Amy; Bennett, Hazel; White, Janette, comps.

*Select bibliography of education in the Commonwealth Caribbean, 1940-1975. Supplement: Select bibliography of education in the Commonwealth Caribbean 1976-1985*, comp. by Amy Robertson. Mona: Documentation Centre, School of Education, UWI, 1976. 196 p.

This bibliography, including the supplement, comprises a select list of documents pertaining to education in 15 English-speaking Caribbean islands and Guyana. The material is arranged in broad subject categories. Publications generally descriptive of the educational system of a country are listed under the respective country name, while material relating to specific aspects of education in a country is found in the relevant subject category.

### 005

Schoenhals, Kai P., comp.

*Grenada*. Oxford: Clio, 1990. xxxviii, 179 p. (World Bibliographical Series; 119)

### 006

Steele, Beverley A.

*Annotated bibliography for Grenada, 1763-1950*.

(Available: <http://www.uwichill.edu.bb/bnccde/grenada/grendoc/Sect1.html>. Last revision: 26th February, 2000)

This bibliography of the social sciences and humanities includes works published before 1950 that were subsequently reprinted. However, it does not include works published after 1950 that cover the early historical period. A few works on the Caribbean with significant material specific to Grenada are included.

**007**

Steele, Beverley A., comp.

*Grenada bibliography*. [St. George's]: Extra-Mural Department, Grenada, UWI, 1983. iv, 119 p. (Marryshow House Publications; No. 2)

Part I of this bibliography is arranged in alphabetical order by author within a modified Dewey Decimal Classification arrangement of subjects. Subjects covered include religion, social sciences (including education), linguistics, science, literature, and history. Part II is an alphabetical listing.

**008**

United Nations Economic Commission for Latin America. Caribbean Office

*Grenada: A select bibliography*. Port of Spain: UNECLAC, 1981. iv, 37 p.

This bibliography contains references and abstracts of articles and documents relating to Grenada. It is arranged in alphabetical order by author within a subject classified arrangement. There is, however, only one entry on education.

**009**

Wilkinson, Audine C.

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, which is arranged in alphabetical order by author within form categories, lists books, articles, documents, papers, pamphlets, and theses on education in the Eastern Caribbean (EC).

**010**

Wilkinson, Audine C.

*Grenada: A select bibliography: A guide to material available in Barbados*. Cave Hill: ISER, UWI, 1988. ix, 106 p. (The University of the West Indies, Cave Hill. Institute of Social and Economic Research (Eastern Caribbean). Occasional bibliography; No. 11)

This bibliography is arranged in alphabetical order by author under major subject areas, including archaeology, language and dialect, religion, health and social welfare, education, economic conditions, finance and banking, agriculture and fishing, and politics and government. An author index is provided.

## ACADEMIC ACHIEVEMENT

**011**

Arthur, Christon George

*The relationships between student diligence, student support systems, other related variables and student academic outcomes in high schools in Grenada*. Ph.D., Andrews University, 2000. xii, 186 p.

This study examined the impact of student diligence on student academic performance in secondary schools in Grenada. It also examined the impact of student support systems on student diligence, and investigated demographic differences in diligence. The participants consisted of 448 students, 348 parents, and 34 educators. Of these, 310 students were matched to their parents. The major findings indicated that there was

a significant but modest correlation between diligence and academic performance. However, the correlation between diligence and academic performance for females and 15-year-olds was stronger than that of the general population. There was also a significant relationship between parental support and student diligence. Educators were more supportive of their students' diligence than parents. It was found that females tended to be more diligent than males, and that younger students were more diligent than older students.

**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: Institute of Education, UWI, 1967. [n.p.].

**013**

Mark, L. A. E.

*An investigation into the relationship between certain psychological variables and mathematics achievement among a sample of Grenadian adolescents.* B.Ed., The University of the West Indies, Cave Hill, 1988. [n.p.].

**014**

Mason-Noel, Maria R.

*The nutritional status of Grenadian school children and how this relates to school achievement, attendance and haemoglobin levels.* M.Sc., The University of the West Indies, Mona, 1983. ix, 127 p.

In Phase I of this study, weights and heights of 2,408 Grenadian students, aged 6-11 years, were measured between September 1981 to March 1982 in seven schools, representing the six parishes of the island. Their nutritional status was assessed using World Health Organization (WHO) standards, which indicated that their full growth potential had not been attained. Although severe malnutrition was rare, many of the children were mildly to moderately underweight, wasted, and stunted. A comparison with Jamaican children of similar age showed that the Grenadians were taller but of similar weight. In Phase II of the study, the relationship among school achievement, nutritional status, attendance, and haemoglobin levels was examined in Grade 5 students of one school. The Wide Range Achievement Test (WRAT), which comprised reading, spelling, and arithmetic, was used to determine school achievement. Nutritional status was assessed using weight and height measurements, while attendance was obtained from schools' registers. Of the three classes studied, only one attained Grade 5 level in overall performance, and the students of this class were younger and attended school more regularly than the other two classes. Attendance and height were observed to affect school achievement, with attendance related to arithmetic, and height, to a lesser extent, related to reading and arithmetic. The children studied had good haemoglobin levels and were therefore not anaemic.

## **ADULT EDUCATION**

**015**

Alexander, E. Curtis

*Education in Grenada - Marxism or Pan-Africanism? [and] Churches in Grenada: Doing theology in the struggles of the people [and] Grenada's new airport: A treat or a threat?* Chesapeake, VA: ECA Associates, 1983. 25 p.

This document reports the author's personal accounts of a tour of Grenada to determine the extent to which Marxist-Leninist thought was being taught in schools, the relationship between the clergy and the government of Grenada, and whether the new international airport posed a threat to the national security of the United States (USA). In the new educational system, a Centre for Popular Education (CPE) was



implementing an adult education literacy programme. Curricula developed for use in the CPE programme were devoid of Marxian and Pan-Africanism dogmatic thoughts.

#### **016**

Country summaries: Grenada. In UNESCO, *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 326-342). Santiago, Chile: UNESCO, 1996.

This is a summary of the state of education in Grenada 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.

#### **017**

Grenada. Ministry of Education. Centre for Popular Education  
*Adult education: Books 1-4*. Havana: CPE; Editorial Pueblo y Educacion, 1982.

This series, which was prepared by the National Technical Commission, aimed to provide suitable and relevant material for upgrading the level of basic education of sub-educated adults. The English course emphasizes the practice of reading as a means of independent study and a source of new knowledge. The mathematics course aims to provide adults with a sound knowledge of the basics of mathematical theory, utilizing elements of actual experience. The natural science course seeks to introduce a scientific understanding of nature.

#### **018**

Jules, Didacus

The challenge of popular education in the Grenada revolution. In Colin Lankshear & Peter L. Mc Laren (eds.), *Critical literacy: Policy, praxis and the postmodern* (pp. 133-165). New York: State University of New York Press, 1993.

This chapter argues that the efforts at promoting critical literacy and institutionalizing adult education stand out as among the most notable of the Grenada Revolution (1979-1983). The establishment of the CPE, with a mandate to develop a comprehensive approach to adult education, was one of the first concrete actions of the revolution. The chapter describes the phases of the programme to realize the objectives of the CPE, and evaluates the lessons to be learned from the Grenada experience.

#### **019**

Jules, Didacus

Planning functional literacy programmes in the Caribbean. *Prospects*, vol. 18, no. 3, 1988, pp. 369-378.

This article examines the question of illiteracy in the Caribbean relative to international trends in adult education. It identifies Jamaica's JAMAL literacy programme and Grenada's CPE as the dominant influences on the development of adult education programmes. It highlights some of the major faults of literacy projects in the region. These include lack of interchange of experience which leads to repetition of faults, mainly in conceptualizing, and a general insufficient planning of programmes. It views strategic planning, as found in these programmes, as a necessity for success.

**020**

Noguera, Pedro A.

*Mass literacy as a political strategy: An analysis of the role of adult education in revolutionary Grenada.*  
29 p.

Paper prepared for the Annual Conference of the Caribbean Studies Association, 17th, St. George's, Grenada, 26-29 May, 1992.

**021**

Padmore, H. J.

Adult education in Grenada. *Overseas Education*, vol. 18, no. 1, 1946, pp. 401-403.

A brief description of the establishment and development of adult education in Grenada.

**022**

Rougier, Cecilia

*An adult education program through small fellowship groups, Beaulieu R.C. Church, St. George's , Grenada.* M.A.P.S., Saint Paul Seminary School of Divinity of the University of St. Thomas, 1993. ii, 157 p.

**023**

Sandiford, Angelita Petrona

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

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

**024**

Sandmann, Lorilee R.

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

This study identified the educational programme development approaches used by frontline officers in EC national extension services. Programmes of 36 extensions officers, representing a randomly selected, stratified sample of workers employed by the national extension services of Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines, formed the data base 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.

**025**

Torres, Carlos Alberto

The state, nonformal education, and socialism in Cuba, Nicaragua, and Grenada. *Comparative Education Review*, vol. 35, no. 1, Feb. 1991, pp. 110-130.

Many Latin American states, characterized by "colonization" of the state by dominant families or individuals, are unable to carry out proper state functions. In attempting to address the shortcomings of such states, nonformal adult education has been prominent in new educational policies of revolutionary governments in Cuba, Nicaragua, and Grenada.

**026**

UNESCO-CREFAL

*Inventory of literacy and adult education programmes - formal and nonformal - in the Caribbean.* Patzcuaro, Mexico: UNESCO-CREFAL, 1978. [iv], 91, [4]p.

This inventory, which covers Barbados, Grenada, Guyana, Suriname, and Trinidad and Tobago, is not exhaustive mainly because of time constraints. For each territory, it gives information on: 1) history, 2) demographic and educational statistics, 3) the general situation of adult education, 4) a brief description of adult education programmes, and 5) a directory of institutions in charge of adult education programmes.

## AGRICULTURAL EDUCATION

**027**

Harbin, John

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

**028**

Meaders, O. Donald

*Development and strengthening of agricultural education in Grenada. A report.* East Lansing: Michigan State University. Department of Agricultural and Extension Education, 1985. 31 p.

This study examined agricultural education programmes in Grenada and made recommendations for needed improvements. Data for the evaluation were obtained from documents and publications, field trips, and discussions with key officials in various ministries and institutions. The data indicated that there was an urgent need to strengthen the agricultural education programme in Grenada. In particular, a strong basic education programme was needed for the primary schools, including instruction in mathematics and science, as a foundation for strong agricultural education programmes. The development of curricula and syllabi for teaching agriculture at this level was seen as a top priority. In addition, the preparation of agriculture teachers and the establishment and government support of 14 proposed agricultural education centres were considered to be vital.

**029**

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 **024** for abstract]

## ASSESSMENT AND EXAMINATIONS

**030**

Broomes, Desmond R.

*Developing and measuring teaching skills in schools of Grenada: A report on the assessment of practical teaching at Grenada Teachers' College, Grenada, 12th-17th March, 1978.* Cave Hill: UWI, 1978. [n.p.].

**031**

Cluff, R. B.

*Adviser in educational measurement and testing: Grenada - (Mission). Project findings and recommendations.* [S.l.: s.n.], 1976. [57 p. in various pagings].

This is the mission report on the development of educational testing for measuring academic achievement at the primary education level to facilitate student selection for secondary education in Grenada. It deals with such examinations as intelligence tests, entrance examinations, and aptitude tests as part of admission criteria. The Common Entrance Examination is described in detail.

**032**

Greene, Barbara A.; Royer, James M.; Anzalone, Stephen

A new technique for measuring listening and reading literacy in developing countries. *International Review of Education*, vol. 36, no. 1, 1990, pp. 57-68.

One problem in evaluating education interventions in developing countries is the absence of tests that adequately reflect the culture and curriculum. The Sentence Verification Technique is a procedure for measuring reading and listening comprehension that allows for the development of tests based on materials indigenous to a given culture. The validity of using the Sentence Verification Technique to measure reading comprehension in Grenada was evaluated in this study. The study involved 786 students in Standards 3, 4, and 5. The tests for each Standard consisted of passages that varied in difficulty. The students identified as high ability students in all three Standards performed better than those identified as low ability. All students performed better with easier passages. Additionally, students in higher Standards performed better than students in lower Standards on a given passage. These results supported the claim that the Sentence Verification Technique is a valid measure of reading comprehension in Grenada.

**033**

Grenada. Ministry of Education

*Country report Grenada.* 12 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 in Grenada, and briefly describes the administration of its examinations.

**034**

Kirkpatrick, Arlene F.

*The effect of the Caribbean Examinations Council foreign language system of assessment on teaching and testing in Barbados and Grenada.* M.A., The University of the West Indies, Cave Hill, 2000. x, 278 p.

This study sought to: 1) investigate the impact created by the CXC foreign language examinations on the teaching and testing practices in some secondary schools in Barbados and Grenada, 2) compare earlier external foreign language examinations with the CXC examinations, 3) identify subject specialists' and teachers' views about the effect of the CXC examinations on the classroom, and 4) determine the relevance of the CXC examinations in comparison with former examinations. A questionnaire was used to collect data from 30 teachers of French and Spanish in Barbados and 19 in Grenada, and interviews were held with six language specialists in the two countries. The study found evidence of major changes in teacher acquisition of knowledge, skills, and approaches in foreign language teaching and testing in both countries. This improvement, stated and implied, was seen as a result of teacher involvement in the CXC examination system. The evidence showed that the majority of the teachers, particularly those in Grenada, benefited greatly from their involvement in the CXC examination process. The examinations were found to be relevant and appropriate, but the supporting documents such as the schools' reports and oral examination documents were not fully utilized.

**035**

Pearson, Juliet Evadne

*An analysis of errors in dictation and composition writing made by a sample of students from Guyana, Barbados and Grenada at CXC French examinations, 1995, General Proficiency Level.* M.Ed., University of Guyana, 1997. 217 p.

This study investigated the errors made in dictation and composition by students from Guyana, Barbados, and Grenada who wrote the CXC French examination in June, 1995, in an attempt to identify, classify, and analyze them. It also sought to determine whether the errors committed were consistent with the literature on second language acquisition, and whether the type of errors committed by students in the three territories differed or were similar. The school situation was also examined to determine whether it was supportive of the development of the foreign language, and whether there were any factors that militated against, or enhanced, the performance of students. The sample consisted of 100 scripts of candidates from the three territories who wrote the examination in 1995. In addition, data were collected by a questionnaire administered to French teachers at the CXC level, and a letter requesting information on the status of the French language which was sent to knowledgeable officials at the Ministry of Education in each territory. It was found that candidates' performance in the dictation was marred by errors due to insufficient mastery of the French sound system, and inadequate knowledge of the grammatical paradigms. In addition, candidates failed to situate words in context, which resulted in words being strung together haphazardly. In the composition writing, where performance was considerably better than in the dictation, there were too many literal renditions and much incorrect use of tenses.

**036**

St. Clair, Byron

*Teachers' perception of the assessment of practical teaching in Grenada.* M.A., Institute of Education, University of London, 1997. 85 p.

**037**

Shorey, Leonard L.

*OCOD-CTTP Test Evaluation Report.* Castries: OCOD, 1991. 46 p.

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

## CURRICULUM DEVELOPMENT

### 038

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)

### 039

Brown, Gerald R.; Halliday, Joseph Jacob

*Feasibility study on the development of a regional Curriculum Development and Materials Production and Equipment Centre*. Castries: OECS, 1994. 161 p. (Consultants' Report. Education Reform Strategy Project 4B)

Interviews were conducted with educational leaders in seven of the islands of the EC during August and September 1994, concerning the development of a regional Curriculum Development and Materials Production and Equipment Centre (CAMPAEC). Visits to several sites, reading of background documents, and additional research were also completed. The primary view expressed was that relevant curriculum materials at different levels of the system--at the preschool, primary, secondary, and tertiary levels of all educational institutions--were desperately required for both teachers and students. The lack of suitable print, non-print, and electronic curricular materials was seen as constituting a significant bottleneck to educational growth and reform in the islands, and CAMPAEC was envisaged as an education entity with the potential to provide high quality curriculum materials and equipment at affordable costs. It was further emphasized that harmonization and standardization of the curriculum across the sub-region would be a significant step in the development, acquisition, and/or production of economically viable materials. Researchers were also told that the needs were even more acute in nonformal education, notably adult literacy and parental education. This report presents the working papers of the study, which deal with issues in the areas of management, staffing, equipment and facilities, funding and cost factors, and implementation phases and stages. A summary of the findings and 17 recommendations for the implementation of the project conclude the report. A list of persons interviewed, a table showing comparative demographic data, and a figure outlining course production processes are appended.

### 040

Grenada. Ministry of Education

*Curriculum development in science for primary schools in Grenada*. St. George's: The Ministry, 1992. [n.p.]

**041**

Grenada. Ministry of Education

*Curriculum guide in business studies for junior secondary schools in Grenada.* St. George's: The Ministry, 1973. [n.p.].

**042**

Grenada. Ministry of Education

*A curriculum guide in language arts for primary and junior secondary schools in Grenada.* St. George's: The Ministry, 1973. 112 p.

**043**

Grenada. Ministry of Education

*A guide to activities in pre-primary schools in Grenada.* St. George's: The Ministry, 1974. 22 p.

**044**

Grenada. Ministry of Education

*A guide to the teaching of music in primary and junior secondary schools in Grenada.* St. George's: The Ministry, 1973. 27 p.

**045**

Grenada. Ministry of Education

*Social Studies Curriculum Development Workshop - Modules developed.* [St. George's: The Ministry], 1979. 28 p.

**046**

Grenada. Ministry of Education, Culture and Social Affairs

*Outline of a course in agricultural science for all ages and junior secondary schools in Grenada.* St. George's: The Ministry, 1973. 13 p.

**047**

Jules, Didacus

Building democracy: Content and ideology in Grenadian educational texts, 1979-1983. In Michael W. Apple, & Linda K. Christian-Smith (eds.), *The politics of the textbook* (pp. 259-288). New York: Routledge, 1991.

This chapter traces the curriculum development that was part of the transformation of education in the Grenada revolution, and tries to explain, through an examination of the textbooks produced, how inherited knowledge was critically reworked.

## CURRICULUM EVALUATION

**048**

Aird, Frank Albert

*An evaluation of the industrial arts program in the primary schools of Grenada.* M.Ed., University of Alberta, 1972. xi, 135 p.

This study sought to: 1) evaluate the industrial arts programme of studies in the primary schools of Grenada, with respect to (a) organization, (b) the nature of offerings, (c) the physical facilities, (d) the direction of learning, (e) the outcomes, and (f) the special characteristics of industrial arts; and 2) suggest recommendations for the improvement of the programme. Data were collected from the teachers responsible

for instruction in the 12 primary schools which had functioning industrial arts facilities. The findings indicated that the participants considered the industrial arts programme to be satisfactory in the aspects of organization, nature of offerings, and direction of learning (instructional staff, instructional activities, and methods of evaluation). It was considered unsatisfactory in the aspects of physical facilities and direction of learning (instructional materials). The results were inconclusive for those aspects dealing with outcomes and special characteristics of the programme.

#### 049

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 the 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 all schools, although several factors militate against this. They perceived literature as an effective vehicle for communicating values as well as a catalyst for fostering critical and analytical thinking and writing.

## DISTANCE EDUCATION

#### 050

Carty, Joan

*Latin America and the Caribbean: A survey of distance education 1991.* Paris: UNESCO, 1991. [iii], 145 p. (New Papers on Higher Education: Studies and Research; no. 5) (A study conducted by: The International Council for Distance Education and The International Centre for Distance Learning. Co-ordinator Keith Harry)

This directory is arranged in alphabetical order by country within each of the two regions covered. Grenada was included among the 22 surveys conducted in the Caribbean. For each country, the following information is provided, where available: 1) country profile, 2) overview, and 3) institutions involved in distance teaching. Directory type information is provided for the institutions, as well as information on the annual budget, details of courses, and special features such as library provision, research and membership of associations.

#### 051

Miller, Errol L.

*Feasibility study: Academic upgrading of unqualified teachers in the Windward Islands by distance teaching.* Winnipeg: OCOD, 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 and the Grenadines, along



with the Organization for Cooperation in Overseas Development (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 study were collected through: 1) 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; 2) questionnaires administered to teachers' college and high school tutors, teachers' college students, and unqualified teachers; and 3) 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.

### **052**

Roberts, Judy

*Development of a distance education network in the OECS: Feasibility study. Filling a gap in a way that makes sense.* Vancouver: COL, 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 EC. Two types of consultations were completed: a brief site survey of four Eastern Caribbean states-- Antigua and Barbuda, Dominica, Grenada, 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 EC. 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.

## **EARLY CHILDHOOD CARE AND EDUCATION**

### **053**

Greaux, Leonard L.

*The transition from preprimary to primary education in Grenada.* St. George's: Ministry of Education, Culture and Fisheries, 1989. vi, 53 p. (A study prepared for CARNEID)

This study sought to cover the following areas: 1) the programme and experiences provided to preschool children in their last year of preschool education; 2) the programme and experiences provided to primary children in their first year; 3) the articulation between preschool education programmes and those offered at the primary level, with special reference to the ways in which transfer is facilitated; and 4) specific areas in the curriculum of teacher training which prepare teachers to contribute to this transition. Data were collected from questionnaires administered to the teacher-in-charge of 36 preprimary schools in 4 parishes, and 60 primary school teachers from 40 schools in the same parishes. Results of the data analysis suggests that,

despite some limitations, much has been achieved and that the Early Childhood Unit, and the preprimary and primary schools, are well poised to achieve what remains to be accomplished.

**054**

Watkins, Anne

*Language and learning: A practical guide to help with planning your early childhood programme.*  
Castries: Voluntary Services Overseas, 1996. 80 p. (Series of Caribbean Volunteer Publications; No. 12)

This document was produced to assist early childhood educators in Grenada, Carriacou, and Petit Martinique with fostering early language learning. It is intended to be viewed mainly as a supplement to be used in conjunction with national curriculum guidelines to help present the curriculum in a more varied, stimulating, and developmentally appropriate way. Following an introduction, the guide's contents are: 1) The importance of language, 2) Stages of development, and 3) Language activities (listening, speaking, reading, writing). The third section describes many specific learning activities to build skills in each of the four areas. Example assessment sheets for children's skills in speaking and listening, reading, and writing are also included.

## EDUCATION AND DEVELOPMENT

**055**

Bishop, Maurice

Education in the new Grenada. In *Maurice Bishop speaks: The Grenada Revolution 1979-83* (pp. 42-47).  
New York: Pathfinder Press, 1983.

Text of the opening address to the National Education Conference on July 2nd, 1979, which looked at the role of the educational system in the development of the new society.

**056**

Bishop, Maurice

*Education is production too!* St. George's: Ministry of Education, 1981. 18 p.

Text of a speech delivered on 15th October, 1981 at the reopening of the second year of the National Inservice Teacher Education Programme (NISTEP).

**057**

Bishop, Maurice; Searle, Chris

*Grenada: Education is a must.* London: Education Committee of the British-Grenadian Friendship Society, 1981. 48 p.

**058**

Grenada. Ministry of Education

*Teachers speak on education for national development: Workshop reports, National Teachers' Seminar.*  
St. George's: The Ministry, [n.d.]. [n.p.].

National Teachers' Seminar, St. George's, Grenada, Jan. 1980. Sponsored by: Grenada. Ministry of Education.

This document records the deliberations of primary and junior secondary school teachers on the reorientation of the curriculum. At the seminar, teachers were addressed by government ministers, given information on the various areas of national development, and asked to discuss, in workshop sessions, how education could serve national development.

**059**

Grenada. Ministry of Education. Centre for Popular Education

*Education for true liberation and economic independence: A handbook of norms and guidelines for the primary education programme.* St. George's: The Ministry, 1982. 39 p.

**060**

Leventhal, Mitchel Arthur

*Entrepreneurship and nation building: Proprietary medical schools and development in the Caribbean, 1976-1990.* Ph.D., University of Chicago, 1995. 565 p.

This study sought to: 1) determine how proprietary medical schools have affected development in Eastern Caribbean microstates; 2) assess what role, if any, they might play in local development, and 3) discern their implications for the complex array of regional agreements comprising CARICOM and its associated educational regime--whose international pinnacle is UWI--to which all host microstates subscribe. The central focus of this study was Grenada and St. George's University School of Medicine, which is the oldest such establishment and is the archetype of all that followed in the region. Using an historical approach, rooted in international political economy, public policy, and area studies, the study utilized unpublished and recently declassified documents, newspapers, personal interviews, and other primary sources to reconstruct the complex relationship of school and state through four distinct political periods. It was concluded that the incentive to allow proprietary medical schools was rooted in historic insecurities deriving from unequal power relations among member states of the educational regime, combined with ongoing perceptions of distributive bias. Host states viewed proprietary medical schools as an opportunity to augment both capital and human resources and, therefore, acted alone despite implicit norms against such independent action. The Grenadian case demonstrated that proprietary medical schools could, given sufficient encouragement, provide host microstates with certain developmental benefits affecting educational development, health care, and economy. However, the extent to which these benefits were realized was found to be largely dependent on entrepreneurial awareness within the political leadership, institutionalization of collaborative/coordinating mechanisms, quality of medical school management, and the extent to which external pressure from hostile regional and foreign actors could be resisted.

**061**

Lynch, Charles

Education and the new Grenada. *Black Scholar*, vol. 12, no. 4, 1981, pp. 13-24.

**062**

Roden, Helen A.

*Education, planning and economic development perspectives and its application to Grenada.* M.B.A., University of Glasgow, 1997. viii, 64 p.

**063**

Whittington, L. 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 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

### 064

Brizan, George I.

*Education and productive work in Grenada*. Bridgetown: CARNEID, 1983. [n.p.].

This paper reviews education and production in Grenada, before proceeding to a breakdown of education for productive work (EPW) programmes in the primary through to tertiary level institutions. The Agricultural Training Centre and the Grenada National Institute of Handicraft are among the programmes in the nonformal education system which are discussed. EPW programmes in Grenada are assessed as having ambitious objectives, and the need for greater clarity of conceptualization is identified. In particular, the planners need to be clear whether objectives being pursued are mainly pedagogical, social, or economic.

### 065

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: CARNEID, [19??]. 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.

### 066

Fergus, M.

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

### 067

Grosman, Victor; John, Alban M.

*Labour market information for decision making in Grenada: Pilot key informants survey*. St. George's: Ministry of Planning; Department of Labour, 1984. [n.p.].

This report explains the methodology used in conducting the survey and highlights the problems encountered. The analysis of the main findings and results discusses global manpower requirements and the labour market operation, the supply of selected skills and vocational training programmes, unemployment

trends, bottlenecks to employment generation, and the out-migration issue. The increase in unemployment (7.6%-25%) is explained as having to do with the October 1983 disturbances, which led to the abandonment of many work projects. Other findings revealed that 84% of informants felt that training programmes were inadequate, that the curriculum was too academic, that there was insufficient emphasis on training in employable skills, and that the teaching profession, in particular, was suffering from the effects of out-migration.

**068**

Whittington, L. 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 **063** for abstract]

## EDUCATIONAL ADMINISTRATION

**069**

Brown, Gerald R.; Halliday, Joseph Jacob

*Feasibility study on the development of Teachers Resource Centres.* Castries: OECS, 1995. 145 p.  
(Consultants Report. OECS Education Reform Strategy Project 5)

This report is based on the OECS Education Reform Strategy Project No. 5, which found that a Teachers' Resource Centre (TRC) could 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. Approximately 80 educators at various levels from classroom to senior administration were interviewed. Visitations to suggested sites were made and documents were collected and analyzed. To develop the educational framework, four basic service areas for a TRC were identified: professional development, instructional and curriculum development, teachers' resources, and technical support services. The report presents suggested strategies for organizing TRCs, ways that the vision could be translated into action, and implications for each of the member countries of the OECS. The 14 recommendations presented were 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 staff. Appendices provide a list of interviewees by territory, the OECS Teachers' Resource Centres study questionnaire, comparative demographic data, comparative data on schools without equipment or facilities, and journals recommended by interviewees.

**070**

CARNEID

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

**071**

Edwards, Martin W.

*A study of the educational bureaucracy on the islands of Barbados and Grenada: 1830 to the present.*  
M.P.A., John Jay College of Criminal Justice, 1985. 102 p.

**072**

Layne, Anthony

*Organization and management of secondary education in Grenada.* [S.l.: s.n.], 1996. [n.p.]. (Report prepared for the Government of Grenada and the World Bank)

## EDUCATIONAL DEVELOPMENT

**073**

Burke, Mavis E.

*An analysis of Canadian educational assistance to the Commonwealth Caribbean Leeward and Windward Islands 1960-1970.* Ph.D., University of Ottawa, 1975. xxv, 368 p.

**074**

Calliste, Agnes Miranda

*Grenada educational development and its socio-political underpinnings, 1833-1883.* M.A., University of Toronto, 1975. iii, 123 p.

**075**

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: Institute of Social and Economic Research, UWI, 1996.

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

**076**

Fernando, W. D.

*Grenada (West Indies) - Perspectives for the development of educational programmes 1974-1983.* St. George's: Ministry of Education, 1974. 173 p.

This study sought to: 1) evaluate the educational priorities of Grenada in relation to the socioeconomic needs and the educational policy of the government, 2) provide direction on modern techniques of educational planning, and 3) provide guidelines for the development of education during the decade 1974-1983. Data were collected through a questionnaire to parents and students; discussions with ministry officials, principals, teachers, parents, and students; and visits to a number of schools and other educational institutions.

**077**

Grenada. Ministry of Education, Youth and Social Affairs

*The final report of the Senior Co-operative Adviser to the Government of Grenada from the Commonwealth Fund for Technical Cooperation.* St. George's: The Ministry, 1980. 78 p.

**078**

Grenada. Ministry of Education

*National Seminar on Education, July 1979. Conference papers.* St. George's: The Ministry, 1979. [n.p.].

**079**

Lesser, L.

*Education in Grenada: Before, during and after the revolution.* 1984. [n.p.]. (Unpublished manuscript)

**080**

Peters, Bevis Franklin

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

This monograph 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.

**081**

St. Bernard, Gordon

*Problems of educational development in Grenada: Historical perspectives.* B.A., Wilfred Laurier University, 1974. 107 p.

**082**

Strachan, Errol C.

*The social context of the development of secondary education in Grenada.* M.Ed., University of Newcastle, 1971. vi, 225 p.

This study sought to investigate the problem of educational development in Grenada in relation to the social background of secondary school students. Data were gathered through questionnaires completed by 185 parents in a rural district in Grenada, and an investigation of the social and family background of students from 43 primary schools who were successful in the secondary school placement examination. These data were supplemented by evidence derived from the researcher's long experience as a teacher, headmaster, and educational administrator in the country. The resulting account of secondary education presented in the study deals with the practices of education, curricula, teaching methods, special educational provision, and industrial and national needs which educational development plans should attempt to meet.

**083**

UNESCO

*Grenada: Education sector survey; An analysis of the education and training system and recommendations for its development.* Paris: UNESCO, 1982. xi, 66, [30]p.

Against the background of a description of the social and economic conditions in Grenada, this report provides an analysis of the general education system, as well as a discussion of technical and vocational education.

**084**

United Nations Development Programme

*Multi-island educational development: Eastern Caribbean - (Mission). Project findings and recommendations.* New York: UNDP, 1986. 25 p.

## EDUCATIONAL FINANCE

**085**

Caribbean Development Bank

*Education finance in the OECS region: Grenada.* Bridgetown: CDB, 1990. [i], 21, [19]p. (OECS Technical and Vocational Education Project)

This examination of education finance in Grenada covers expenditure data as well as estimates. However, because of the restructuring of the Ministry of Education in 1988, some of the individual expenditure categories were eliminated. Because of this, analysis of financial developments is often confined to the period 1984-1987. The analysis relates the level of government recurrent expenditure in the sector to total government spending and GDP indicators. It further examines average per student costs, and the relationship between enrolments and expenditure for the various levels and types of education. The analysis also identifies factors related to the cost-effectiveness of educational provision in the country.

**086**

*Country paper: Grenada.* 23 p. (Working Document IIEP/S.136/6)

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.

Against the background of an economic overview of Grenada, 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.

**087**

Grenada Development Bank

*A guide to the Student Loan Scheme.* St. George's: GDB, [19??]. 4 p.

This guide to the Student Loan Scheme, which aims to provide financial assistance to Grenadians to acquire skills required for the economic and social development of the country, covers the following areas: eligibility for loans, amount of loan, loan conditions, and eligible courses.

## EDUCATIONAL INFRASTRUCTURE

**088**

Emmanuel, Patrick A. M.

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

This article addresses the problems of research and data collection in Antigua and Barbuda, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines, 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.

**089**

Gibbs, Tony

*Vulnerability assessment of selected buildings designated as shelters: Grenada.* Washington, DC: OAS; USAID, 1998. 55 p.

This study investigated the physical vulnerability of Grenadian schools to wind forces, torrential rain, and seismic forces, in order to provide relevant local agencies with some of the input required for selection of properties for CDB funding. Information tables list each school; its description and vulnerable areas; and its vulnerability ratings for wind, torrential rains, and seismic forces. Additional tables list recommendations for improvements in each school, in order to upgrade the structures against natural hazards.

**090**

Needs of the Grenada education system where assistance is required. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 236-239). Mona: Institute of Education, UWI, 1972.

Conference on Teacher Education in the Eastern Caribbean, Roseau, Dominica, 10-14 Apr., 1972. Sponsored by: University of the West Indies. Institute of Education.

This paper identifies inservice training, at both primary and secondary level, as the most urgent need facing the education sector in Grenada requiring the assistance of the Institute of Education.

**091**

White, D. I.

*Survey and evaluation of existing school buildings: Eastern Caribbean, Grenada - (Mission) January - June 1969.* [S.l.: s.n.], 1969. [78 p. in various pagings].

Mission report presenting a survey and evaluation of school buildings and equipment in Grenada.

## **EDUCATIONAL LEGISLATION**

**092**

Education (Compulsory at Primary Schools) Act (CAP. 85). In Grenada. Laws, Statutes, etc., *The revised laws of Grenada 1990: The statutes in force on the 31st December 1990* (rev. ed.), prepared by Sir Giles Francis Harwood. Portsmouth: Grosvenor Press, 1994. (Printed and published with authority of the Government of Grenada. Amendment 1994; Amendment 1996)

**093**

Education Act 1976 (CAP. 84). In Grenada. Laws, Statutes, etc., *The revised laws of Grenada 1990: The statutes in force on the 31st December 1990* (rev. ed.), prepared by Sir Giles Francis Harwood. Portsmouth: Grosvenor Press, 1994. (Printed and published with authority of the Government of Grenada. Amendment 1993)

**094**

Grenada. Education Department

*Code of bylaws and rules for primary schools.* St. George's: The Department, 1917.

**095**

Grenada. Education Department

*Revised laws of Grenada: The primary education ordinance: no. 14: 1907.* St. George's: The Department, 1908.

**096**

*The Secondary Education Ordinance (Ch. 78): Rules for the management and control of the school established for the secondary education for girls.* [St. George's: Government Printing Office], 1915. [3]p.

**097**

*[The Secondary Education Ordinance (Ch. 78)]: Rules for the management and control of the school established for the secondary education of boys.* [St. George's: Government Printing Office], 1915. [3]p.

## EDUCATIONAL ORGANIZATION

**098**

CARNEID

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

**099**

Glean, Carlyle A.

Reaching beyond the grasp: A revolutionary approach to education. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 1, Mar/Apr. 1981, pp. 5-11.

This paper considered the rationale and objectives of NISTEP and the Community School Day Programme (CSDP), and commented on some implications of their organizational structures and operational patterns for the educational system. The paper accepted the rationale and objectives, but contended that the advantages claimed for the innovative approach could prove to be only theoretical, unless steps were taken in NISTEP to ensure quality teaching by tutors and adequate professional supervision of trainees by tutors and teacher-partners. It further argued that the training programme should be relevant to and significant for the tasks the teacher-trainees have to perform in the classroom. With respect to CSDP, the paper argued that this programme required greater coordination and cooperation among the agents involved: school, volunteers, community, government officers, and coordinators. It cautioned about the implications of the work-study approach for students of different intellectual ability and in different schools.

**100**

Grenada. Ministry of Education and Information

*Education policy document: Grenada.* St. George's: The Ministry, 1992. [ii], 32 p.

This document was intended to provide the basis for Grenada's five-year education plan. It examines the government's philosophy of education and provides an overview of Grenada's education system as a background to the articulation of policy. Policy is articulated under six broad areas which cut across all subsystems and programmes of the education system: 1) Access to education, 2) Curriculum development, 3) Human resource development, 4) Administration and management of the education system, 5) Partners in education, and 6) Legal aspects of education.

**101**

Layne, Anthony

*Organization and management of secondary education in Grenada.* [S.l.: s.n.], 1996. [n.p.]. (Report prepared for the Government of Grenada and the World Bank)

**102**

Organization of American States. Division of Planning, Research and Studies of Education

*Educational profile: Grenada, 1985.* Washington, D.C: OAS, 1985. v, 20 p. (Educational Profiles of the Caribbean Countries)

This publication provides basic quantitative and qualitative information on the structure of the education system, levels and types of education, repeaters and dropouts, and teacher training.

**103**

Rathan, Roy

Education systems of the world: Grenada. In Walter Wickremasinghe (ed.), *Handbook of world education: A comparative guide to higher education and educational systems of the world* (pp. 325-327). Houston: American Collegiate Service, 1991.

This is the entry for Grenada in this handbook, which presents individual overviews of the major aspects of the educational systems of about 100 countries, with an emphasis on higher education. It gives a descriptive, overall view of the country's education system organized into four sections: background, primary and secondary education, higher education, and issues and trends.

**104**

Strachan, Curtis; Harris, Marilyn

*The Grenada In-Service Training Unit.* St. George's: The Unit, 1980. 35 p.

**105**

UNESCO

*Grenada: Education sector survey; An analysis of the education and training system and recommendations for its development.* Paris: UNESCO, 1982. xi, 66, [30]p.

[See Record **083** for abstract]

## EDUCATIONAL POLICIES

**106**

Alexander, E. Curtis

*Education in Grenada - Marxism or Pan-Africanism?* [and] *Churches in Grenada: Doing theology in the struggles of the people* [and] *Grenada's new airport: A treat or a threat?* Chesapeake, VA: ECA Associates, 1983. 25 p.

[See Record **015** for abstract]

**107**

Brathwaite, N. A.

Guidelines for framing an educational policy for Grenada. In The University of the West Indies, Mona. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean, held at Montserrat, April 6-9, 1970* (pp. 149-154). Mona: Institute of Education, UWI, 1970.  
Conference on Teacher Education in the Eastern Caribbean, Plymouth, Montserrat, 6-9 Apr., 1970. Sponsored by: The University of the West Indies, Mona. Institute of Education.

This paper discusses the components to be taken into consideration in the development of an educational policy for Grenada. These include: educational objectives, physical facilities, the curriculum, technical and vocational education, the teachers, Grenada Teachers' College and preprimary schools.

**108**

Brock, Colin

Culture and identity in Grenadian education. In Colin Brock & Witold Tulasiewicz (eds.), *Cultural identity and educational policy* (pp. 69-91). London: Croom Helm, 1985.

This chapter sought to analyze the contribution of educational policy and provision to the identity bequeathed to Grenada by colonialism, and to compare this with the educational dimension of the thrust towards a new identity from 1979 to 1983. This is followed by a brief comment on the educational aftermath of the 1983 invasion, and an attempt to provide a synopsis of the culture - education - identity relationship in respect of Grenada.

**109**

CARICOM Health and Family Life Education Project

*National policy on Health and Family Life Education (HFLE): Grenada, Carriacou and Petit Martinique*. Georgetown: CARICOM, 1998. 19 p.

The objectives of this policy are to: 1) strengthen overall coordination, management, and sustainability of HFLE; 2) create an environment throughout Grenada, Carriacou, and Petit Martinique to support the teaching and learning of HFLE; 3) raise the status of HFLE at the level of the school, home, and community; 4) improve the delivery of HFLE at all levels of education in the formal and nonformal sectors; and 5) increase the availability of appropriate teaching and learning materials.

**110**

De Grauwe, Anton

Education and political change: The case of Grenada (1979-89). *Comparative Education*, vol. 27, no. 3, 1991, pp. 335-356.

This article compares educational policies, strategies, and failures of Grenada's two recent governments--the (Marxist) People's Revolutionary Government (PRG) and the New National Party elected after the US invasion. It suggests that political change alone cannot transform education in the face of unchanged economic, social, and educational environments.

**111**

Grenada. Ministry of Education

*Language arts in the primary school*. St. George's: The Ministry, 1980. [n.p.].

This policy document asserts the intention of the Grenadian government to add another language, International English, to the repertoire of Grenadian children, and not to erase the first language of the

children. It provides general guidelines for teaching in accordance with the principles of construction of the Marryshow Readers.

**112**

Grenada. Ministry of Education and Information

*Education policy document: Grenada.* St. George's: The Ministry, 1992. [ii], 32 p.

[See Record **100** for abstract]

**113**

Henry, Joan Elizabeth

*Educating through science: A proposed statement of policy for science education at compulsory school age in Grenada with reference to aspects of science education in the United Kingdom.* M.A. (Ed.), University of Southampton, 1988.

**114**

Hickling-Hudson, Anne

Education in the Grenada revolution: 1979-83. *Compare*, vol. 19, no. 2, 1989, pp. 95-114.

The paper seeks to record and analyze the educational goals, policies, and practices of the Grenada Revolution from 1979 to 1983. It draws on documentary sources as well as on the author's personal involvement in teacher education and educational planning in Grenada from September 1981 to August 1983. After briefly describing the context of the Revolution, the paper examines the implications that revolutionary ideology and economic direction had on the educational goals of the PRG. It then discusses the problems left by the colonial education system, describes the attempts made by the PRG between 1979 and 1983 to tackle these problems, and analyzes the significance of the revolutionary policy of integrating educational development, political mobilization, and economic growth. The paper also makes some tentative initial observations about the implications for developing countries of this process of educational change.

**115**

Torres, Carlos Alberto

The state, nonformal education, and socialism in Cuba, Nicaragua, and Grenada. *Comparative Education Review*, vol. 35, no. 1, Feb. 1991, pp. 110-130.

[See Record **125** for abstract]

## **EDUCATIONAL PROJECTS**

**116**

Brown, Gerald R.; Halliday, Joseph Jacob

*Feasibility study on the development of a regional Curriculum Development and Materials Production and Equipment Centre.* Castries: OECS, 1994. 161 p. (Consultants' Report. Education Reform Strategy Project 4B)

[See Record **039** for abstract]

**117**

Gerberich, J. Raymond

*The Carnegie Project in Primary School Organization in Trinidad and Grenada - 1968-1970: an evaluation.* Mona: UWI, 1974. 191 p.

Carnegie Project in School Organization, . Sponsored by: Carnegie Corporation of New York.

This report presents general background for the project, which includes descriptions of the educational status of Trinidad and Tobago and Grenada, The Carnegie Project, the evaluation instruments and techniques, and the experimental and control schools. The evaluation covers three main categories: 1) the school plants and programmes; 2) pupil learning in the form of knowledge and skills in language arts, social studies, mathematics, and general sciences; and 3) attitudes of pupils, teachers, and principals toward the Caribbean Plan, and of teachers toward pupils and teaching as a career. A summary of the findings, and the conclusions and implications of the findings are presented.

**118**

International Labour Organization

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

**119**

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 (1980-84) for the EC and Jamaica, which was funded by USAID. The objective of the project was to enhance primary school education and the quality of administration and educational planning by concentrating on five schools in each territory in three of the following subject areas: language, arts, maths, science, and social studies. Countries involved in the project were: Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines.

**120**

United Nations Development Programme

*Multi-island educational development: Eastern Caribbean - (Mission). Project findings and recommendations.* New York: UNDP, 1986. 25 p.

**121**

World Bank. Latin America and the Caribbean Regional Office. Dept. III. Human Resources Operations Division

*Grenada - Basic Education Reform Project.* Washington, DC: World Bank, 1995. iv, 95 p. (Staff appraisal report; No. 14945-GRD)

The Basic Education Reform Project has the overall objective of accelerating human resource development to ensure that the requisite manpower exists to attain the desired economic transition in Grenada. The project is intended to: 1) 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; and 2) serve as a catalyst for 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 of comparable economic and social

development. The project comprises three main components: 1) a strengthening management and planning component; 2) a qualitative improvement of basic education component, which will enhance the quality of teaching and learning; and 3) an expansion and conservation of school places component, which will assist the Ministry to provide more secondary school places in the most under-served districts, to reduce long distance travel and facilitate access to educational opportunities.

## EDUCATIONAL PSYCHOLOGY

### 122

Brandt, Richard M.

*A comparison of adolescent attitudes of secondary school students in Grenada and the United States.* 41 p.

Paper prepared for the Annual Meeting of the American Educational Research Association, Chicago, United States, 31 Mar. - 4 Apr. 1985.

In 1984, a questionnaire was administered to 729 Grenadian secondary school students to compare their educational and vocational aspirations; attitudes towards family, school, work, and military experience; family background; subject preferences; study habits; extracurricular activities; and social and political attitudes with those of students from Muncie, Indiana, who had completed a similar questionnaire. American students reported a greater number of close friends, while the Grenadians were more likely to have family member confidants. Although Grenadian families tended to be larger than American families, Grenadian mothers and fathers lived apart twice as often as their American counterparts. Compared to American students, Grenadian students reported significantly less agreement with fathers and significantly more agreement with mothers. Both cultures valued parents spending time with children and respecting their opinions, and supported the combination of wife, mother, and career roles for women. Grenadians reported having more school work and reading more books, but reported receiving lower grades than American students. Despite the greater demands, students in Grenada expressed a significantly more positive attitude towards continuing school. Careers in engineering and science appealed most to Grenadian boys and the majority of the students' career choices involved further education. Despite the Grenadians' enthusiasm for continuing education, the opportunities for it are highly limited on the island.

### 123

Gopaul-McNicol, Sharon-Ann

An examination of racial attitudes of pre-school children in the English-speaking Caribbean. *Caribbean Studies*, vol. 25, nos. 3-4, Jul-Dec. 1992, pp. 389-400.

This article studies the racial attitudes of preschool children in Barbados, Grenada, Jamaica, and Trinidad. It notes the strong influence of cultural communicators in passing on attitudes and values, and examines the reasons for white preference.

### 124

Mark, L. A. E.

*An investigation into the relationship between certain psychological variables and mathematics achievement among a sample of Grenadian adolescents.* B.Ed., The University of the West Indies, Cave Hill, 1988. [n.p.].

### 125

Richardson, Arthur G.

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

The goal of this study was to discover the sources of stress in primary school teachers in the Caribbean. It sought to answer three questions which focused on teachers' perceptions of: 1) the most stressful classroom activity/condition, 2) differences in sources of stress between male and female teachers, and 3) differences in sources of stress among teachers across eight Caribbean territories. The subjects were 645 primary school teachers (310 males and 335 females) from 8 Caribbean territories - Antigua and Barbuda (63), Barbados (103), British Virgin Islands (40), Dominica (113), Grenada (67), Montserrat (65), St. Kitts-Nevis (93), and St. Vincent and the Grenadines (101). Data were collected using a Teacher Stress Inventory which contained seven scales: role ambiguity, role stress, organizational management, job satisfaction, life satisfaction, task stress, and supervisory support. Task stress emerged as the major source of stress for the teachers. Male teachers showed higher levels of stress on role stress and life satisfaction. Differences emerged among territorial sub-samples on two of the seven measures: organizational management and supervisory support. On the organizational management measure, teachers from St. Vincent and the Grenadines and Barbados scored higher than their counterparts in Montserrat and Dominica; teachers from St. Vincent and Grenadines achieved a higher score on this measure than their peers in the British Virgin Islands and Grenada. With respect to supervisory support, teachers from Antigua, Barbados, St. Vincent and the Grenadines, and St. Kitts indicated the highest levels of stress.

### **126**

Richardson, Arthur G.

*Stress in teaching: A study of elementary school teachers in the Caribbean.* 1997. 23 p.

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

[See Record **125** for abstract]

### **127**

Walter, Emilie Patricia

*The status aspiration processes in Middletown and Grenada.* Ph.D., University of Virginia, 1989. 217 p.

This study assessed the effects of social origins and individual achievements on student aspirations for samples from Middletown, an industrialized community, and Grenada, a developing country. It was hypothesized that although social origins and individual achievements would affect student aspirations in both settings, individual achievements would be relatively more important in Middletown than in Grenada. The analysis suggests that individual achievements exhibit stronger effects only on the Middletown respondents' occupational aspirations. Grenada is physically close to the US, it shares a common language, and its economy is export-oriented. These factors make for greater cultural penetration and, as a result, make the case of Grenada inconsistent with existing propositions about the effects of social origins and individual achievements on student aspirations. The findings suggest that individual achievements may be less consequential in Grenada than originally expected, that the role of education in Grenada may have been overstated, and that emigration by the educated may result in the continuing dependency of Grenada on developed countries.

## **EDUCATIONAL QUALITY**

### **128**

Brizan, George I.

*Education and human resource wastage: Grenada's situation.* [S.l.: s.n.], 1989. 14 p.



This paper highlights the importance of the human resource development issue, examines the extent of human resource wastage in Grenada, and suggests possible approaches to addressing the problem. Recommendations include the improvement of teachers' professional qualifications, curriculum reform, and universal application of a standard continuous assessment tool.

**129**

Conference of Commonwealth Education Ministers (11th)

*Agenda item 2: Improving the quality of basic education. v. 4: Country papers.* London: Commonwealth Secretariat, 1991. 149 p. in various pagings. (11 CCEM/2/CP 4)

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

This volume contains reports from the following six Commonwealth Ministries of Education on the methods used to improve the quality of basic education in their countries: Falkland Islands, Grenada, Jamaica, Mauritius, Montserrat, and Trinidad and Tobago.

**130**

Country summaries: Grenada. In UNESCO, *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 326-342). Santiago, Chile: UNESCO, 1996.

[See Record **016** for abstract]

**131**

Gordon, Shirley C.; McPherson, Phyllis C.; Boulager, M. Odette; Craig, Dennis R.; Gray, Cecil R.

*Report of the inspection of secondary schools in Grenada in March-June, 1965.* Mona: UWI, 1965. 63 p.

## **EDUCATIONAL REFORM**

**132**

Brizan, George I.

*The educational reform process in Grenada, 1979-1981: Report.* St. George's: Institute for Further Education, 1981. 162 p.

This report attempts to provide a comprehensive account of the educational reforms introduced by the PRG in Grenada. It offers a brief historical overview, followed by an explanation and analysis of the major reform thrusts in teacher education, adult education, and curriculum development.

**133**

Du Bois, Jeanette

Redesigning teacher preparation: A college perspective. In Arthur G. Richardson (ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 117-121). Cave Hill: 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 reviews attempts at redesigning teacher preparation in Grenada and identifies the following areas which are still of major concern: 1) induction or orientation, 2) the curriculum, 3) classroom performance, 4) duration of training, and 5) preschool teachers. Suggestions are made for the redesign of teacher preparation programmes in these areas.

**134**

Gumbs, Wycherley Valentine

*Social and educational change in a revolutionary society: Grenada 1930-1981*. Ph.D., University of Pittsburgh, 1982. [iii], 258, [7]p.

This study first analyzed Anthony Wallace's revitalization theory (steady state, a period of increased individual stress, cultural distortion, a period of revitalization, and a new steady state), then utilized it in a comparative analysis of change in two revolutionary societies--China and Cuba--in order to evaluate the viability of the theory as an analytical tool. It then examined the case of Grenada's social development in detail, analyzing the character and outcome of revitalization in Grenada, as well as the distinctive role of educational forces in that process. It was demonstrated that, although in China, Cuba, and Grenada, there were a multiplicity of factors, such as interest groups, political groups, internal and external factors, and the geo-political situation, which affected the change process, the theory proved creditable in explaining the societal changes that came about in each society due to a revitalization movement. By contrasting the educational system before and after the revolution in each society, the study demonstrated the relationship between social change and education. Education underwent radical change reflecting the value orientation of the revolutionary governments, and aided in the transformation of the productive capacity of the country. Marked changes in educational policy, curricula, and goals commensurate with purposes were a driving force of the revolution.

**135**

Hickling-Hudson, Anne

*Post Marxist discourse and its implications for analysing Third World education reform*. 13 p.

Paper prepared for the World Congress of Comparative Education, 8th: Education, Democracy and Development, Prague, 1992.

This paper analyzes educational change in Grenada during the revolution of 1979-1983, positing that both socialist ideals and social reproduction analysis fail to adequately address issues of gender, race, cultural expression and ethics. It explores the potential of post-modernist and Third World feminist theory for expanding and deepening an analysis of educational change and its relationship to ideals of social justice and democracy in the Grenada revolution.

**136**

Hickling-Hudson, Anne

Toward communication praxis: Reflections on the pedagogy of Paulo Freire and educational change in Grenada. *Journal of Education*, vol. 170, no. 2, 1988, pp. 9-38.

After a seminar on the integration of work and study, led by Paulo Freire, Grenadian teachers understood an approach that unifies schools and communities. Years later, the teachers were working in educational projects, but not applying what they had learned. Explanations for the lack of adherence to the approach are explored.

**137**

Jules, Didacus

*Education and social transformation in Grenada, 1979-1983*. Ph.D., The University of Wisconsin-Madison, 1992. 555 p.

This study focused on the process of educational change undertaken by the PRG in Grenada during the period 1979-1983, and on the articulation between this process and the broader process of social and political change within the revolution. The dynamics of educational change are situated in the tensions and contradictions of the transition state, and the ways in which the configurations of the state delineated the

range of permutations of the forms and content of the educational project are described. The Grenada experience was thus used as a case study to investigate the way in which educational change becomes central to the legitimation needs of the transition state, and to explicate the mechanisms by which this state undertakes processes of hegemonic restructuring. The major institutional actors in the arena of education in Grenada are concretely identified as being the particular apparatus of the state responsible for education, the Ministry of Education, with its own bureaucratic interests; the revolutionary party, the New Jewel Movement, with its own strategic ideological agenda and historical mission to accomplish; and the church, with its "eternal" evangelical and proselytizing mission to fulfil. The tensions and interdependence of these institutional interests are described and explored through reference to specific events that shaped educational policy and their outcomes.

**138**

Payne, Monica Anne

Recommendations or rhetoric? A review of *The Educational Reform Process in Grenada 1979-1981*, by George Brizan. *Bulletin of Eastern Caribbean Affairs*, vol. 8, no. 6, 1983, pp. 40-45.

Although the report by George Brizan is seen as providing a very useful compilation of the ideological discussion, planning strategies, and statistical data, this review finds that the report is disappointing in many other respects. It specifically targets two chapters of the report: "Rationale for reform" and "Analysis of reform in teacher education," for examination.

**139**

Rizo, Celia

*Proposed reorganization of the educational system in Grenada*. [S.l.: s.n.], 1979. [n.p.].

**140**

World Bank. Latin America and the Caribbean Regional Office. Dept. III. Human Resources Operations Division

*Grenada - Basic Education Reform Project*. Washington, DC: World Bank, 1995. iv, 95 p. (Staff appraisal report; No. 14945-GRD)

[See Record **121** for abstract]

## EDUCATIONAL STATISTICS

**141**

Grenada. Ministry of Education. Statistical Unit

*Grenada, Carriacou and Petit Martinique: Educational statistics*. St. George's: Ministry of Education. Annual. (Formerly titled: Grenada School Directory and Basic Educational Statistics)

This publication summarizes educational statistics for the academic year. It contains information on students, teachers, and schools, and is arranged by level of education. As far as possible, data are provided on a parish basis. Data are provided on: 1) student enrolment, 2) school attendance and dropout rates, 3) examinations (Common Entrance, School Leaving, CXC, and GCE O Level and A Level), 4) teachers' grades, years of service, male/female ratio, and teacher/student ratio, and 5) public expenditure on education.

**142**

Grenada. Ministry of Education

[*Education indicators - Grenada*]. 14, [17]p.

Paper prepared for the Regional Workshop on Education Indicators in the Caribbean, Georgetown, Guyana, 13-17 Mar., 1995. Sponsored by: UNESCO; CARICOM.

This paper provides information on the education system in Grenada and indicators of educational development in the country.

**143**

Organization of American States. Division of Planning, Research and Studies of Education

*Educational profile: Grenada, 1985*. Washington, D.C: OAS, 1985. v, 20 p. (Educational Profiles of the Caribbean Countries)

[See Record **102** for abstract]

## EDUCATIONAL TECHNOLOGY

**144**

Bosch, Andrea

*Computer-assisted instruction in Grenada: High-tech success and sustainability against the odds*. Washington, DC: Education Development Centre, 1994. 41 p. (LearnTech Case Study Series; No. 3)

While the literature indicates that CAI can have a positive effect on promoting student achievement, the international education community suggests that such high-tech solutions to developing country education problems are not sustainable. This case study investigated the reasons for the longevity and educational accomplishments of the WICAT integrated learning system at the Crochu R.C. Primary School, a small rural school in Grenada. The study provides insights into how at least one rural Caribbean school continued to produce learning gains over time with sophisticated CAI. It looks at the personal and organizational inputs and shared investments--both monetary and human--that made this learning technology work in Grenada.

**145**

Royer, James M.; Carlo, Maria S.

*Computer-assisted instruction in Grenada: A summary of research evidence*. Arlington, VA: Institute for International Research, Learning Technologies for Basic Learning Project, 1992. [n.p.].

**146**

Royer, James M.; Greene, Barbara A.; Anzalone, Stephen

Can US developed CAI work effectively in a developing country. *Journal of Educational Computing Research*, vol. 10, no. 1, 1994, pp. 41-61.

This study examined the impact of CAI, developed in the United States, on the reading and mathematics performance of students enrolled in the Grenada school system. Over a three-year period, students in Standards 1 through 5 substituted CAI instruction in reading and mathematics for part of their conventional instruction. These students were compared to students from three control schools thought to be comparable to the CAI school, and to a school in an urban area that had the reputation for being one of the better schools in the country. The results of reading tests indicated that an initial negative impact of CAI during the first two years of the study turned into a positive impact during the third year. The impact of CAI instruction in mathematics was uniformly positive over the three years of the project. The study also produced evidence that lower-ability students may have benefited more from CAI instruction than higher-ability students.

## HEALTH AND FAMILY LIFE EDUCATION

**147**

CARICOM Health and Family Life Education Project

*National policy on Health and Family Life Education (HFLE): Grenada, Carriacou and Petit Martinique.* Georgetown: CARICOM, 1998. 19 p.

[See Record **109** for abstract]

## HIGHER EDUCATION

**148**

Barnett, F. E.

*Directory of technical/vocational training programmes in tertiary level institutions in the Organisation of Eastern Caribbean States and the British Virgin Islands.* Cave Hill: Office of University Services, UWI, 1990. viii, vi, 197 p.

This directory attempts to include all programmes aimed at supplying the necessary knowledge and skills for specific occupations. The programmes listed fall into one or other of the following broad categories: Agriculture, Construction and Engineering Technology, Business and Commercial Studies, Health Sciences, and Hospitality Studies. Within each country sub-division, the following information is provided for each training institution: 1) name, address, and telephone number; 2) general policies with regard to training; 3) training programmes and their courses; 4) normal class size and frequency of intake; 5) programme and course duration; 6) application procedures; 7) conditions of study; 8) examinations; 9) certification; and 10) regulatory bodies with responsibility for registration of workers.

**149**

Grenada. Ministry of Education, Youth and Social Affairs

*Survey of numbers of Grenadian students at tertiary institutions abroad.* St. George's: The Ministry, 1983. [n.p.].

**150**

Peters, Bevis Franklin

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

[See Record **080** for abstract]

**151**

Roberts, Judy

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

[See Record **052** for abstract]

## HISTORY OF EDUCATION

**152**

Burke, Mavis E.

*An analysis of Canadian educational assistance to the Commonwealth Caribbean Leeward and Windward Islands 1960-1970.* Ph.D., University of Ottawa, 1975. xxv, 368 p.

**153**

Edwards, Martin W.

*A study of the educational bureaucracy on the islands of Barbados and Grenada: 1830 to the present.* M.P.A., John Jay College of Criminal Justice, 1985. 102 p.

**154**

*Final report of the Committee appointed by Sir Frederick Seton James to enquire into the system of education in Grenada.* [S.l.: s.n.], 1925. 9 p.

**155**

Great Britain. Commission to Consider Problems of Secondary and Primary Education in Trinidad, Leeward Islands, and Windward Islands, 1931-32

*Report.* London: HMSO, 1933. 127 p. (Col. No. 79)

**156**

Great Britain. Development and Welfare in the West Indies

*The development of secondary education in Grenada.* Bridgetown: Advocate Co. Ltd., 1946. 13 p.

This proposal was prepared in consultation with the Educational Adviser to the Comptroller of Development and Welfare, and issued by the Administrator, to clarify proposals for the reorganization of secondary education in Grenada, in order to facilitate improvement and expansion. Section I provides a rationale for the development of secondary education. Section II presents the proposal for the development of two schools--a "Free School," whose members would be selected on merit, and a "Fee School," for those who satisfied the conditions for entry to secondary school and whose parents could afford to pay. Section III covers the accommodation for the schools, and Section IV deals with the cost of the project.

**157**

Grenada. Ministry of Education

*A review of the historical development of education in Grenada, with particular reference to the period 1969-1973.* St. George's: The Ministry, 1973. [v], 183 p.

In Section I of this review, an attempt is made to summarize the main events in the historical development of education in Grenada. Special emphasis is placed on the changes which resulted from constitutional development. Some of the more important ordinances are listed and the main recommendations of reports on education are documented. In Section II, the main developments during the period 1969 to 1972 are highlighted. Policy statements on education during the period are quoted in detail and development of technical education receives special treatment to indicate a change in direction. Reports on secondary education, teacher preparation, early childhood education, curriculum reform, physical education, music, agricultural science, health education, and the teaching of handicapped children give an insight into the growth of the system.

**158**

Hadley, C. V. D.

*Report on the Windward Islands educational survey 1953-1954.* Kingstown: Vincentian Publishing Co., 1954. 70 p.

**159**

Hammond, Stanley Alfred

*Education in Grenada; memorandum.* St. George's: Government Printing Office, 1943. 48 p. (With a covering despatch by Sir Frank Stockdale, Comptroller for Development and Welfare in the British West Indies)

Among the topics covered by this review of the status of education are: the aims of the educational system, the reorganization of schools, the building programme, dual control of schools, training of teachers, teachers' salaries and housing, library services, and educational administration.

**160**

Hammond, Stanley Alfred

*Education in the Windward and Leeward Islands. Report of the Education Commissioner in the Windward and Leeward Islands.* Port of Spain: [s.n.], 1940. 115 p.

**161**

Harbin, John

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

**162**

*Interim report of Committee appointed by Sir Frederick Seton James to enquire into the system of education in Grenada.* [S.l.: s.n.], 1925. 2 p.

**163**

McWhinnie, Harold J.

Teaching art in Grenada. *Overseas Education*, vol. 34, no. 3, 1962, pp. 128-131.

**164**

Munro, Doreen

The Grenada Social Studies Association. *Social Studies Education*, No. 13, Oct. 1978, p. 19.

This article records the origin and development of the National Social Studies Association in Grenada.

**165**

Murray, Reginald N.

*Report on education in Grenada.* Port of Spain: Ministry of Labour and Social Affairs, West Indies (Federation), 1961. 48 p.

This is the report of an enquiry by the Federal Education Adviser into the state of education in Grenada, with recommendations for fundamental and realistic improvements.

**166**

Padmore, H. J.

Adult education in Grenada. *Overseas Education*, vol. 18, no. 1, 1946, pp. 401-403.

A brief description of the establishment and development of adult education in Grenada.

**167**

Palmer, R. O.

*What is past is prologue: Development of education in Grenada*. St. George's: Grenada Teachers' College, 1969. 67 p. (Unpublished manuscript)

**168**

*Proposed changes in the system of primary education in Grenada, 1929: Scheme as finally approved by the Board of Primary Education and the Governor*. [S.l.: s.n.], 1929. 3 p.

**169**

*Report of Committee appointed by His Excellency the Governor to consider the allocation of the grant-in-aid of primary education*. [S.l.: s.n.], 1928. 8 p.

**170**

St. Bernard, Gordon

*Problems of educational development in Grenada: Historical perspectives*. B.A., Wilfred Laurier University, 1974. 107 p.

**171**

*Views of the Board of Primary Education in Grenada on the report of the Committee appointed by His Excellency the Governor to consider the allocation of the grant-in-aid of primary education*. [S.l.: s.n.], 1929. 6 p.

## LANGUAGE EDUCATION

**172**

Belfon, Clyde Anthony

*A description of language teaching and learning in the secondary schools of Grenada*. M.A., The University of the West Indies, Mona, 1993. xiii, 228 p.

This study sought to, qualitatively and quantitatively, describe language teaching and learning in the secondary schools of Grenada, by assessing teachers' language perceptions and attitudes, their practice, and the errors students made in their writing. Data were collected through questionnaires administered to 61 teachers of English from 14 secondary schools, interviews with 14 heads of department, lesson observations, and the written compositions of fifth form students. The assessment of teachers' language perceptions revealed that the majority of them perceived language (a) in relation to function, (b) as being acquired by environmental nurturing, and (c) as dependent on thought. Most of them perceived the relationship between speaking and writing as writing being derived from and dependent on speaking. All teachers perceived the aim of their language programme as that of improving students' competence in speaking and writing generally. Teachers' attitudes toward Creole English usage were generally positive, and there were no significant differences in attitudes when teachers were grouped according to the independent variables of age, gender, language teaching experience, and qualifications. All 14 heads of English departments observed taught language by the lecture-discussion method, with a teacher-centred seating arrangement. Generally, students were not significantly cognitively engaged in using language for different communicative purposes



interactionally and transactionally, especially as error analysis of students' writing revealed that the majority of their errors were syntactic and interlingual.

**173**

Grenada. Ministry of Education

*Language arts in the primary school*. St. George's: The Ministry, 1980. [n.p.].

[See Record **111** for abstract]

**174**

John, Carlyle A.

*Dialect interference and reading performance among eight-nine year olds in schools in Grenada*. Cave Hill: UWI, 1982. [n.p.]. (Research report; Unpublished manuscript)

**175**

Kephart, Ronald F.

*"It have more soft words": A study of Creole English and reading in Carriacou, Grenada*. Ph.D., University of Florida, 1985. xx, 358 p.

Children in the English-speaking Caribbean have two major problems in learning to read: 1) they must adjust to the multiple patternings and irregularities of traditional English orthography, and 2) they must deal with a grammar which differs significantly from their native Creole English. This makes it difficult to develop an internal model of the reading process. Since the skill of reading is not language-specific, a possible solution is to give children access to literacy first through Creole English. During 1982-84, this was attempted with a small group of 12-year-olds who had failed to learn to read competently. A phonemic orthography was used to represent the children's speech. Reading materials were based on stories, anecdotes, and so on, contributed by the children. The children were tested at regular intervals in English and these results were compared with a control group. The results of the research showed that reading Creole English neither confused nor impaired the children's reading of English. The evidence suggested that it was easy for speakers of Carriacou Creole English (CCE) to learn to read Creole English with a phonemic spelling system.

**176**

Kirkpatrick, Arlene F.

*The effect of the Caribbean Examinations Council foreign language system of assessment on teaching and testing in Barbados and Grenada*. M.A., The University of the West Indies, Cave Hill, 2000. x, 278 p.

[See Record **034** for abstract]

**177**

Pearson, Juliet Evadne

*An analysis of errors in dictation and composition writing made by a sample of students from Guyana, Barbados and Grenada at CXC French examinations, 1995, General Proficiency Level*. M.Ed., University of Guyana, 1997. 217 p.

[See Record **035** for abstract]

## LITERACY

**178**

Alexander, E. Curtis

*Education in Grenada - Marxism or Pan-Africanism?* [and] *Churches in Grenada: Doing theology in the struggles of the people* [and] *Grenada's new airport: A treat or a threat?* Chesapeake, VA: ECA Associates, 1983. 25 p.

[See Record **015** for abstract]

**179**

Country summaries: Grenada. In UNESCO, *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 326-342). Santiago, Chile: UNESCO, 1996.

[See Record **016** for abstract]

**180**

*Each one teach one: First congress of the Adult Literacy Campaign, October 18th - 19th: Congress documents.* St. George's: CPE, 1980. 47 p.

This document contains the text of radio addresses by the Prime Minister, Maurice Bishop, and the Minister of Education, George Louison, as well as an address by Mr. Louison on the occasion of a Base Level Seminar and solidarity messages.

**181**

Grenada. Ministry of Education. Centre for Popular Education

*Let us continue reading.* St. George's: The Ministry, 1981. 29 p.

This post-literacy reader is a supplement to the literacy reader *Let Us Learn Together*. It contains a collection of readings based on a much wider range of topics selected from a cross-sectional grouping of topics in which learners had shown interest.

**182**

Grenada. Ministry of Education. Centre for Popular Education

*Let us learn together. Students' primer.* St. George's: The Ministry, 1980. 103 p.

This literacy reader contains 14 reading themes aimed at reinforcing the dominant sentiment of the revolutionary period. The content embodies values of national unity, social commitment and cooperation.

**183**

Jules, Didacus

The challenge of popular education in the Grenada revolution. In Colin Lankshear & Peter L. McLaren (eds.), *Critical literacy: Policy, praxis and the postmodern* (pp. 133-165). New York: State University of New York Press, 1993.

[See Record **018** for abstract]

**184**

Jules, Didacus

Planning functional literacy programmes in the Caribbean. *Prospects*, vol. 18, no. 3, 1988, pp. 369-378.

[See Record **019** for abstract]

**185**

Noguera, Pedro A.

Adult literacy and participatory democracy in revolutionary Grenada. *Caribbean Quarterly*, vol. 41, no. 2, Jun. 1995, pp. 38-56.

This paper examines the role of the adult literacy campaign in the development of participatory democracy in Grenada. In so doing, it analyzes the rationale put forward by the PRG for linking the two initiatives, and critically assesses the viability of the strategy as a means for increasing genuine, unmanipulated participation on the part of citizens in decision making and governance. This involved an examination of the literacy campaign itself as well as an analysis of the process utilized in developing this form of popular democracy.

**186**

Noguera, Pedro A.

*Mass literacy as a political strategy: An analysis of the role of adult education in revolutionary Grenada.* 29 p.

Paper prepared for the Annual Conference of the Caribbean Studies Association, 17th, St. George's, Grenada, 26-29 May, 1992.

**187**

UNESCO-CREFAL

*Inventory of literacy and adult education programmes - formal and nonformal - in the Caribbean.* Patzcuaro, Mexico: UNESCO-CREFAL, 1978. [iv], 91, [4]p.

[See Record **020** for abstract]

**188**

Waldron, Pauline Madeline

*Analysis of literacy texts of the 1980-1981 Grenada literacy campaign.* M.A., Lancaster University, 1992. [n.p.].

## MATHEMATICS EDUCATION

**189**

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)

## NUTRITION AND HEALTH

**190**

Mason-Noel, Maria R.

*The nutritional status of Grenadian school children and how this relates to school achievement, attendance and haemoglobin levels.* M.Sc., The University of the West Indies, Mona, 1983. ix, 127 p.

[See Record **014** for abstract]

**191**

Skelton, Judy

*Dental health: Teachers' guide.* St. George's: Ministry of Education; Ministry of Health, 1975. 27 p.

## PRIMARY EDUCATION

**192**

Cluff, R. B.

*Adviser in educational measurement and testing: Grenada - (Mission). Project findings and recommendations.* [S.l.: s.n.], 1976. [57 p. in various pagings].

[See Record **031** for abstract]

**193**

Country summaries: Grenada. In UNESCO, *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 326-342). Santiago, Chile: UNESCO, 1996.

[See Record **016** for abstract]

**194**

Gerberich, J. Raymond

*The Carnegie Project in Primary School Organization in Trinidad and Grenada - 1968-1970: an evaluation.* Mona: UWI, 1974. 191 p.

Carnegie Project in School Organization, . Sponsored by: Carnegie Corporation of New York.

[See Record **117** for abstract]

**195**

Great Britain. Commission to Consider Problems of Secondary and Primary Education in Trinidad, Leeward Islands, and Windward Islands, 1931-32

*Report.* London: HMSO, 1933. 127 p. (Col. No. 79)

**196**

Grenada. Education Department

*Code of bylaws and rules for primary schools.* St. George's: The Department, 1917.

**197**

Grenada. Education Department

*Revised laws of Grenada: The primary education ordinance: no. 14: 1907.* St. George's: The Department, 1908.

**198**

Grenada. Ministry of Education. Centre for Popular Education

*Education for true liberation and economic independence: A handbook of norms and guidelines for the primary education programme.* St. George's: The Ministry, 1982. 39 p.

**199**

*Proposed changes in the system of primary education in Grenada, 1929: Scheme as finally approved by the Board of Primary Education and the Governor.* [S.l.: s.n.], 1929. 3 p.

**200**

*Report of Committee appointed by His Excellency the Governor to consider the allocation of the grant-in-aid of primary education.* [S.l.: s.n.], 1928. 8 p.

**201**

Shorey, Leonard L.

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

[See Record **119** for abstract]

**202**

*Views of the Board of Primary Education in Grenada on the report of the Committee appointed by His Excellency the Governor to consider the allocation of the grant-in-aid of primary education.* [S.l.: s.n.], 1929. 6 p.

## PROFESSIONAL TRAINING

**203**

Reid, George

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

At the Second Meeting of Planning Officials of Caribbean Development and Cooperation Committee (CDCC) countries, which was held in Jamaica from 29 May - 2 June, 1980, it was agreed that there was a need to "analyse the actual situation of training in planning in the EC in order to outline the basic orientation for the sub-regional and national courses in the future." It was proposed, therefore, 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 ministries responsible for the implementation of sectoral plans and policies.

## RELIGIOUS EDUCATION

**204**

Rougier, Cecilia

*An adult education program through small fellowship groups, Beaulieu R.C. Church, St. George's , Grenada.* M.A.P.S., Saint Paul Seminary School of Divinity of the University of St. Thomas, 1993. ii, 157 p.

## SCIENCE EDUCATION

**205**

Henry, Joan Elizabeth

*Educating through science: A proposed statement of policy for science education at compulsory school age in Grenada with reference to aspects of science education in the United Kingdom.* M.A. (Ed.), University of Southampton, 1988.

## SECONDARY EDUCATION

**206**

Great Britain. Commission to Consider Problems of Secondary and Primary Education in Trinidad, Leeward Islands, and Windward Islands, 1931-32

*Report.* London: HMSO. 1933. 127 p. (Col. No. 79)

**207**

Great Britain. Development and Welfare in the West Indies

*The development of secondary education in Grenada.* Bridgetown: Advocate Co. Ltd., 1946. 13 p.

[See Record **102** for abstract]

**208**

Grenada. Ministry of Education

*Improvement of secondary education: Policies, objectives, structures, content and methods.* St. George's: The Ministry, 1986. 5, viii p. (Reply to questionnaire ED/BIE/CONFINTED/40/Q/85)

Paper prepared for the International Conference on Education, 40th Session, Geneva, Switzerland, 1986.

**209**

Layne, Anthony

*Organization and management of secondary education in Grenada.* [S.l.: s.n.], 1996. [n.p.]. (Report prepared for the Government of Grenada and the World Bank)

**210**

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: UNESCO/CARNEID, 1997. 58 p.

This exploratory study covered five 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 examination July 1996, and their parents. A total of 276 students (194 male and 82 female) 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 male and 92 female) 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 at the first three forms at the secondary level; 3) student difficulties in the transition from primary to secondary; and 4) the non-involvement of parents in students' school work, or their inability to give guidance and direction in follow-through school work and homework. Absenteeism and socio-economic factors did not play a major role among the students targeted. The majority of the students who repeated Form 1 felt ashamed, stupid, embarrassed, low, sad, and dejected. They felt worse when they were labelled by some teachers. In those countries where the policy was automatic promotion, those students who scored less than 50% and who were promoted to Form 2 felt disappointed, but accepted the blame for not studying hard enough. The general perception was that parent involvement in students' school activities had a positive impact on student performance. The study found that about 90% of the parents was interested, but that only 37% was able to give guidance and facilitate follow-through school work at home. Encouragement alone or checking work was not enough.

#### **211**

The role of the junior secondary school in the educational system of Grenada. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 240-245). Mona: Institute of Education, UWI, 1972.  
Conference on Teacher Education in the Eastern Caribbean, Roseau, Dominica, 10-14 Apr., 1972. Sponsored by: The University of the West Indies, Mona. Institute of Education.

This paper describes the objectives of the junior secondary school system and looks at the curriculum, the type of teachers required to staff these schools, school size, and other factors to be taken into consideration in the establishment of junior secondary schools.

#### **212**

*The Secondary Education Ordinance (Ch. 78): Rules for the management and control of the school established for the secondary education for girls.* [St. George's: Government Printing Office], 1915. [3]p.

#### **213**

*[The Secondary Education Ordinance (Ch. 78)]: Rules for the management and control of the school established for the secondary education of boys.* [St. George's: Government Printing Office], 1915. [3]p.

#### **214**

Strachan, Errol C.

*The social context of the development of secondary education in Grenada.* M.Ed., University of Newcastle, 1971. vi, 225 p.

[See Record **082** for abstract]

## SOCIAL STUDIES EDUCATION

**215**

Charles, Miona

Grenada social studies workshop. *Social Studies Education*, No. 13, Oct. 1978, p. 18.

This is a brief report of a workshop on social studies organized by the School of Education, UWI, Cave Hill and the Ministry of Education, Grenada, for principals and teachers of seven project schools.

**216**

Griffith, Anthony D.

Problems in the teaching of social studies in East Caribbean schools: The perception of the teachers. *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? and 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 East Caribbean 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; and 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.

**217**

Jeffrey, Mary; Nyack, Perry

Studying the local environment. *Social Studies Education*, No. 13, Oct. 1978, pp. 7-8.

This paper attempts to indicate how the environment may be used effectively in order to develop in pupils certain knowledge, skills, and attitudes that are important in a learning situation. An outline of objectives, content, and activities, based on a study of the local environment at Mt. Rose, Grenada, which was undertaken by a class of 10-year-olds of Mt. Rose Seventh Day Adventist Primary School, is provided.

**218**

Munro, Doreen

The Grenada Social Studies Association. *Social Studies Education*, No. 13, Oct. 1978, p. 19.

[See Record **164** for abstract]

## SOCIOLOGY OF EDUCATION

**219**

Bishop, Maurice

Education in the new Grenada. In *Maurice Bishop speaks: The Grenada Revolution 1979-83* (pp. 42-47). New York: Pathfinder Press, 1983.

[See Record **055** for abstract]



**220**

Bishop, Maurice

*Education is production too!* St. George's: Ministry of Education, 1981. 18 p.

[See Record **056** for abstract]

**221**

Brizan, George I.

Education and society in Grenada. In Errol L. Miller (ed.), *Education and society in the Commonwealth Caribbean* (pp. 59-69). Mona: Institute of Social and Economic Research, UWI, 1991.

This paper highlights the importance of the human resource development issue, examines the extent of human resource wastage in the formal setting in Grenada, and suggests possible approaches to address the problem.

**222**

Brock, Colin

Culture and identity in Grenadian education. In Colin Brock & Witold Tulasiewicz (eds.), *Cultural identity and educational policy* (pp. 69-91). London: Croom Helm, 1985.

[See Record **109** for abstract]

**223**

Chadwick, Bruce A.; Albrecht, Stan L.

Educational and career aspirations of secondary school students in Grenada following the American intervention. *Adolescence*, vol. 24, no. 95, Fall 1989, pp. 523-540.

This study examined educational and occupational aspirations of secondary school students in Grenada following the 1983 American intervention. Questionnaire data from 729 students revealed that Grenadian students had exceptionally and unrealistically high aspirations. The opportunity structure in Grenada was found to be very limited compared to that in the USA.

**224**

Forste, Renata Tonks

*Individual modernity of Grenadian high school students*. M.S., Brigham Young University, 1986. vi, 47 p.

**225**

Frederick, Crispin

*Background paper on education and poverty in Grenada*. St. George's: National Consultation on Poverty, 1997. ii, 33 p. (Prepared as a working document for the National Consultation on Poverty)

**226**

Gumbs, Wycherley Valentine

*Social and educational change in a revolutionary society: Grenada 1930-1981*. Ph.D., University of Pittsburgh, 1982. [iii], 258, [7]p.

[See Record **134** for abstract]

**227**

Hickling-Hudson, Anne

A Caribbean experiment in education for social justice: The case of Grenada. In Timothy J. Scrase (ed.), *Social justice and third world education* (n.p.). New York: Garland Publishing, 1997. (Reference Books in International Education; vol. 37; Garland Reference Library of Social Science, vol. 1130)

**228**

Jules, Didacus

*Education and social transformation in Grenada, 1979-1983*. Ph.D., The University of Wisconsin-Madison, 1992. 555 p.

[See Record **137** for abstract]

**229**

Mentore, George

Education and society in Grenada: A reply to George Brizan. In Errol L. Miller (ed.), *Education and society in the Commonwealth Caribbean* (pp. 70-73). Mona: Institute of Social and Economic Research, UWI, 1991.

This paper is a reply to the paper presented by George Brizan at the Seminar on Education and Society in the Caribbean, held at UWI, Mona. It discusses the three main points raised by Mr. Brizan's paper: the theory of human resources, the problem of human wastage in the Grenadian schooling system, and the various approaches to solving the problems of wastage.

**230**

Niles, Bradley

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

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

**231**

Noguera, Pedro A.

Adult literacy and participatory democracy in revolutionary Grenada. *Caribbean Quarterly*, vol. 41, no. 2, Jun. 1995, pp. 38-56.

[See Record **185** for abstract]

**232**

Strachan, Errol C.

*The social context of the development of secondary education in Grenada*. M.Ed., University of Newcastle, 1971. vi, 225 p.

[See Record **082** for abstract]

**233**

Torres, Rosa-Maria

Education and democracy in revolutionary Grenada. *Access*, vol. 5, no. 1, 1986, pp. 1-43.

## **SPECIAL EDUCATION**

**234**

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

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

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

## **TEACHER EDUCATION**

**235**

Broomes, Desmond R.

*Developing and measuring teaching skills in schools of Grenada: A report on the assessment of practical teaching at Grenada Teachers' College, Grenada, 12th-17th March, 1978*. Cave Hill: UWI, 1978. [n.p.].

**236**

Broomes, Desmond R.

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

**237**

Campbell, J.

Grenada 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. 168-172). Mona: School of Education, UWI, 1973.

Conference on Teacher Education in the Eastern Caribbean, Bridgetown, Barbados, 30 Apr. - 4 May, 1973. Sponsored by: The University of the West Indies, Mona. School of Education.

This paper describes some attempts to improve the translation of theory into practice in the teacher education programme at Grenada Teachers' College.

**238**

Du Bois, Jeanette

Redesigning teacher preparation: A college perspective. In Arthur G. Richardson (ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 117-121). Cave Hill: Faculty of Education, 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.

[See Record **133** for abstract]

**239**

Glean, Carlyle A.

*In-service teacher education: A report of a workshop held in Grenada, November 23-25, 1980*. Cave Hill: School of Education, UWI, 1980. 33 p.

**240**

Glean, Carlyle A.

Reaching beyond the grasp: A revolutionary approach to education. *Bulletin of Eastern Caribbean Affairs*, vol. 7, no. 1, Mar/Apr. 1981, pp. 5-11.

[See Record **099** for abstract]

**241**

Grenada. Ministry of Education

*Information: National Inservice Teacher Education Programme*. St. George's: The Ministry, 1983. [n.p.]. (Unpublished manuscript)

**242**

Grenada. Ministry of Education

*Inservice teacher education: A new kind of teacher for the new society*. St. George's: The Ministry, 1980. [n.p.].

**243**

Grenada. Ministry of Education

*NISTEP Secondary: Draft proposal for an inservice teacher education programme for secondary school teachers*. St. George's: The Ministry, 1983. [n.p.].

**244**

Grenada Teachers' College: New developments 1971-1972. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 189-191). Mona: Institute of Education, UWI, 1971.

Conference on Teacher Education in the Eastern Caribbean, Basseterre, St. Kitts, 19-23 Apr., 1971. Sponsored by: The University of the West Indies, Mona. Institute of Education.

This report covers new developments at Grenada Teachers' College during 1971/72. These included the provision of a specialization for junior secondary and preprimary schools, special short courses for teachers in service without the qualifications for the regular two-year course, and liaison with practising teachers and Education Officers.

**245**

Harris, Ernest V. C.

*A review of teacher education in Grenada with a proposal for an alternative model.* M.Ed., Brock University, 1980. 217 p.

This study sought to describe and evaluate the existing programme of teacher education in Grenada. It argues that the establishment of the Grenada Teachers' College, although a positive step in the education of teachers, was a deviation from the normal practice of teacher preparation, and may in fact have been responsible for the number of teachers who remained untrained in the system. It is suggested that had the education authorities continued the programme of inservice teacher training, which had been the norm for several years, broadened its scope and given the programme the recognition it deserved, by proper accreditation and commensurate remuneration to its participants, the situation in teacher education might have been different. A framework for an alternative model for teacher education in Grenada is presented.

**246**

Hickling-Hudson, Anne

*Inservice teacher education in Grenada, 1981-1983: Case study of a problem solving strategy.* M.A., The University of the West Indies, Mona, 1987. v, 170 p.

This study examined aspects of Grenada's NISTEP, 1980-1983, within the historical context of the social and educational changes which occurred in Grenada during this period. The strategies and innovations used by the PRG to establish the programme as a comprehensive, national teacher training approach for all unqualified primary school teachers are described. It is argued that NISTEP developed certain features which helped it to overcome the obstacles that are commonly experienced by educational innovations. Structures of collective administration, a participative decision-making process, and a characteristic style of interaction, are seen as some of the main features that formalized NISTEP into an institution capable of survival. The collegial structures developed to administer NISTEP combined specialization of tasks, collective decision making, individual responsibility, and the coordination of all the complex components of NISTEP in such a way as to achieve the main teacher education aims of the institution.

**247**

La Grenade, A. A.; Vernon-Jackson, H. O. H.

Present trends, developments and problems in teacher education in Grenada. In The University of the West Indies, Cave Hill. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Vincent, April 3-5* (pp. 53-55). Cave Hill: Institute of Education, UWI, 1967.

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

This summary is provided in the form of an itemized list. Proposals are made for developing the work in teacher education to meet the emergent educational, social, and political needs of the country. The paper also provides statistics on the teacher supply necessary to carry out these proposals.

**248**

McBarnette, Jerome James

*Activities and innovations at Grenada Teachers' College - 1979 to 1981.* 5 p.

Paper prepared for the Biennial Eastern Caribbean Standing Conference on Teacher Education, 3rd, Bridgetown, Barbados, 6-8 Apr., 1981. Sponsored by: The University of the West Indies, Cave Hill. School of Education.

This paper describes activities at the Grenada Teachers' College during the period 1979-1981.

**249**

Miller, Errol L.

The Commonwealth Caribbean: Experiments. In CARNEID, *Inservice teacher education* (pp. 10-38). Bridgetown: CARNEID Coordinating Centre, [199?].

This paper attempts to describe the use of inservice teacher education in the Commonwealth Caribbean to achieve the following objectives: 1) academically upgrade unqualified teachers to enable them to satisfy college entry requirements, 2) orient and improve the pedagogic performance of unqualified teachers, 3) upgrade qualified teachers to higher levels of formal certification, 4) support planned changes in the educational system, and 5) provide formal training for unqualified teachers at both the primary and secondary levels. It provides details of the experiences of Dominica, Grenada, and Jamaica in attempting to provide formal professional training through inservice programmes.

**250**

Miller, Errol L.

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

**251**

Miller, Errol L.

*Feasibility study: Academic upgrading of unqualified teachers in the Windward Islands by distance teaching*. Winnipeg: OCOD, 1987. vi, 214 p.

[See Record **051** for abstract]

**252**

Mitchell, Lilla

Main teacher training activities done at Grenada 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. 39-43). Cave Hill: School of Education, UWI, [197?].

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

This paper briefly describes the main practical and academic teacher training activities carried out in implementing the curriculum at the Grenada Teachers' College.

**253**

*National Inservice Teacher Education Programme: Teaching manual*. St. George's: Ministry of Education, 1981. [n.p.]. (Adapted from: Desmond Broomes, *Dimensions of Practical Teaching*)

**254**

Needs of the Grenada education system where assistance is required. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 236-239). Mona: Institute of Education, UWI, 1972.

Conference on Teacher Education in the Eastern Caribbean, Roseau, Dominica, 10-14 Apr., 1972. Sponsored by: The University of the West Indies, Mona. Institute of Education.

[See Record **090** for abstract]

**255**

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.

**256**

Richardson, Arthur G.

Teacher preparation programmes in the Eastern 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.

**257**

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.

This study compared the perceived teaching problems of EC student teachers (100 males and 232 females) randomly selected from five of the seven teacher training colleges in the Eastern Caribbean (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 (Veenman, 1984). The results indicated that the rank order of teaching problems of Caribbean student teachers and beginning teachers was 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.

**258**

Richardson, Arthur G.; Ollivierre, Irwin

An experiment in teacher education: The Grenada National Inservice Teacher Education Programme, 1980-1983. In Desmond C. Clarke (ed.), *Report of the Fifth Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, June 25-28, 1985* (pp.69-89). Cave Hill: School of Education, UWI, 1985.

Biennial Eastern Caribbean Standing Conference on Teacher Education, 5th, Bridgetown, Barbados, 25-28 Jun., 1981. Sponsored by: The University of the West Indies, Cave Hill. School of Education.

This paper attempts to draw attention to the objectives, the main structural features, and the organization of NISTEP in Grenada. It reports on student performance in some of the critical areas assessed, and summarizes the results of the final examinations. Although some of the difficulties that resulted in programme weaknesses are cited, no attempt is made to identify any possible strengths of the programme.

**259**

St. Clair, Byron

*Teachers' perception of the assessment of practical teaching in Grenada.* M.A., Institute of Education, University of London, 1997. 85 p.

**260**

Strachan, Curtis; Harris, Marilyn

*The Grenada In-Service Training Unit.* St. George's: The Unit, 1980. 35 p.

**261**

Wright, John Alexander

*The development of teacher education in the Caribbean, with special reference to Antigua, Grenada and the United States Virgin Islands.* Ph.D., University of Hull, 1989. [n.p.].

## TEACHER EFFECTIVENESS

**262**

McBarnette, Jerome James

*The development of a teacher evaluation plan for Grenada: A strategy for change.* M.A., University of Louisville, 1979. vi, 100 p.

## TEACHER MOTIVATION

**263**

Dubois, J. C.

*An investigation into the disposition of teachers of primary allage schools in Grenada to remain in or leave teaching.* B.Ed., The University of the West Indies, Mona, 1985. [n.p.].

## TEACHING MATERIALS

**264**

Brown, Gerald R.; Halliday, Joseph Jacob

*Feasibility study on the development of a regional Curriculum Development and Materials Production and Equipment Centre.* Castries: OECS, 1994. 161 p. (Consultants' Report. Education Reform Strategy Project 4B)

[See Record **039** for abstract]

**265**

Grenada. Ministry of Education

*Anthology of stories, songs, games compiled by the Ministry of Education for use in the pre-primary schools.* St. George's: The Ministry, [197?]. 44 p.



**266**

Grenada. Ministry of Education

*Marryshow readers*. Havana, Cuba: CPE, 1982. 3 books (1A, 1B, 1C).

These are the Infant Readers in a language arts series corresponding to the various grade levels of the Grenada primary school system. The reading scheme utilizes the common structures of Grenadian and Standard English, while gradually introducing Standard English structures unfamiliar to Grenadian children.

**267**

Grenada. Ministry of Education. Centre for Popular Education

*Adult education: Books 1-4*. Havana: CPE; Editorial Pueblo y Educacion, 1982.

[See Record **017** for abstract]

**268**

Grenada. Ministry of Education. Centre for Popular Education

*Forward ever!* St. George's: The Ministry, 1980. 37 p.

This is the teacher's manual corresponding to the literacy reader *Let Us Learn Together*.

**269**

Grenada. Ministry of Education. Centre for Popular Education

*Let us continue reading*. St. George's: The Ministry, 1981. 29 p.

[See Record **181** for abstract]

**270**

Grenada. Ministry of Education. Centre for Popular Education

*Let us learn together. Students' primer*. St. George's: The Ministry, 1980. 103 p.

[See Record **182** for abstract]

**271**

Jules, Didacus

Building democracy: Content and ideology in Grenadian educational texts, 1979-1983. In Michael W. Apple & Linda K. Christian-Smith (eds.), *The politics of the textbook* (pp. 259-288). New York: Routledge, 1991.

[See Record **047** for abstract]

**272**

Kephart, Ronald F.

*"Dem wod mo saf": Materials for reading Creole English*. 30 p.

Paper prepared for the Annual Meeting of the Conference on World Englishes Today, Urbana, USA, 2-4 Apr., 1992.

As part of a study that sought ways to improve the language arts educational experience for Grenadian children, an anthropologist investigated how CCE reading materials could be provided, and how these children would react to them. CCE is the native language of the inhabitants of Carriacou. The anthropologist rejected traditional orthography and eye dialect in favour of a morphophonemic spelling system for CCE

that would really make it look like a different language. The first exposure the children had to their native language in written form was a primer that used simple line drawings to illustrate sample words. Various language experience texts were gathered from the children and used in the classroom. At the end of the first term, stories and other texts were collected into a reader. The orthography worked well with children who were already literate CCE speakers. The enjoyment demonstrated by the children as they read their native language suggests that reading CCE would enhance the language arts programme in Creole speaking territories by making schooling a more positive experience for them.

**273**

*National Inservice Teacher Education Programme: Teaching manual*. St. George's: Ministry of Education, 1981. [n.p.]. (Adapted from: Desmond Broomes, *Dimensions of Practical Teaching*)

**274**

Skelton, Judy

*Dental health: Teachers' guide*. St. George's: Ministry of Education; Ministry of Health, 1975. 27 p.

**275**

Waldron, Pauline Madeline

*Analysis of literacy texts of the 1980-1981 Grenada literacy campaign*. M.A., Lancaster University, 1992. [n.p.].

**276**

Watkins, Anne

*Language and learning: A practical guide to help with planning your early childhood programme*. Castries: Voluntary Services Overseas, 1996. 80 p. (Series of Caribbean Volunteer Publications; No. 12)

[See Record **054** for abstract]

## TEACHING TECHNIQUES

**277**

Bosch, Andrea

*Computer-assisted instruction in Grenada: High-tech success and sustainability against the odds*. Washington, DC: Education Development Centre, 1994. 41 p. (LearnTech Case Study Series; No. 3)

[See Record **144** for abstract]

**278**

Jeffrey, Mary; Nyack, Perry

Studying the local environment. *Social Studies Education*, No. 13, Oct. 1978, pp. 7-8.

[See Record **217** for abstract]

**279**

Kephart, Ronald F.

*"It have more soft words": A study of Creole English and reading in Carriacou, Grenada*. Ph.D., University of Florida, 1985. xx, 358 p.

[See Record **175** for abstract]

**280**

Richardson, Arthur G.

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

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

## **TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

**281**

Barnett, F. E.

*Directory of technical/vocational training programmes in tertiary level institutions in the Organisation of Eastern Caribbean States and the British Virgin Islands*. Cave Hill: Office of University Services, UWI, 1990. viii, vi, 197 p.

[See Record **148** for abstract]

**282**

Conference of Commonwealth Education Ministers (10th)

*Agenda item 2: Vocationally-oriented education. Country papers. v. 2: Australia, Bangladesh, Barbados, Fiji, Grenada, Lesotho, Malaysia, Maldives, Seychelles, Solomon Islands, Tanzania, Tonga*. London: Commonwealth Secretariat, 1987. 1 v. in various pagings.

Conference of Commonwealth Education Ministers, 10th, Nairobi, Kenya, 1987. Sponsored by: Commonwealth Secretariat.

**283**

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

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

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

**284**

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.

**285**

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 and the Grenadines that have 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.

**286**

*Final report on the workshop on non-formal education in Grenada.* St. George's: UNESCO; CPE, 1983. [n.p.].

**287**

Kaur, Manjit; Mayfield, James B.

Community health aides in Grenada: A proposed experimental training model. *Community Development Journal*, vol. 29, no. 1, Jan. 1994, pp. 3-14.

This article identifies key factors of a model for training community health aides: 1) extended time for updating and reinforcing skills; 2) relevance to local situations; 3) group processes and interpersonal communication training; 4) practical materials; and 5) participation of physicians, local health workers, and community leaders in rural health policy formation.

**288**

Lavender, Gordon

*Technical and vocational education in the Commonwealth Leeward and Windward Islands.* London: Overseas Development Ministry, 1973. [n.p.].

**289**

Pearson, J.

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

**290**

Purcell, Joan

*A study on the participation of women in technical/vocational education and training: Grenada.* [S.l.: s.n.], 1987. 11, [2]p.

This report presents a brief review of technical/vocational education and training in Grenada focusing on female participation. It seeks to reveal: 1) some of the obstacles to female participation, 2) problems faced by both male and female students in non-traditional areas of training, and 3) some of the factors responsible for the prevalent gender biases in training and education. Some 37 people were interviewed in both individual and group interviews from among (a) principals/coordinators of both formal and nonformal programmes/projects, (b) tutors, and (c) female participants.

## 291

Satterlee, Brian

*International partnerships in educational evaluation: The NEWLO Project.* Florida: Florida Association of Voluntary Agencies for Caribbean Action, 1996. 21 p.

The Florida Association of Voluntary Agencies for Caribbean Action (FAVA/CA) was formed to provide on-site, overseas technical assistance and training in health, agriculture, social services, and education. This paper reports on the beginnings of an evaluation of the New Life Organization (NEWLO), a vocational training institute in Grenada, evaluated by a consultant from FAVA/CA. NEWLO provides vocational, attitude adjustment, literacy, and life skills training to disadvantaged youth in Grenada. The NEWLO evaluation project was used to develop, implement, and evaluate an institutional evaluation process. NEWLO staff will be able to assess the effectiveness of the education the project provides its students, and will form closer ties with those who employ its graduates. NEWLO will also be able to demonstrate accountability to stakeholders and to show that it supports the published national goals for education in Grenada. Attachments include summaries of interviews with public officials in Grenada, an outline of the formative evaluation and programme review process planned, an evaluation questionnaire, and the vocational programme review survey for participants.

## 292

UNESCO

*Grenada: Education sector survey; An analysis of the education and training system and recommendations for its development.* Paris: UNESCO, 1982. xi, 66, [30]p.

Against the background of a description of the social and economic conditions in Grenada, this report provides an analysis of the general education system, as well as a discussion of technical and vocational education.

## SELECTED WEBSITES

### **Marryshow House University Centre**

This site provides information on the activities of The University of the West Indies (UWI) Centre, material on T. A. Marryshow, a slide-show presentation of *Kick 'em Jenny*, the undersea volcano, an annotated bibliography of publications on Grenada, 1763-1950, links to other sites dealing with Grenada, and links to other sites belonging to UWI

**URL:** <http://www.uwichill.edu.bb/bnccde/grenada/index.htm>

### **St. George's University**

This site provides information about the curriculum offered by the schools at St. George's University, as well as information on admissions, student life, and support services.

**URL:** <http://www.stgeorgesuniv.edu/>

### **T. A. Marryshow Community College**

This site provides information on the history of the college, information on programmes, and statistical data on student enrolment, number of registered learners, and number of registered facilitators.

**URL:** <http://www.uwichill.edu.bb/tliu/ncc/tmcc.htm>

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