

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

**EDUCATION AND TRAINING IN DOMINICA
A BIBLIOGRAPHY WITH ABSTRACTS**

Compiled by

Lynda Quamina-Aiyejina

Prepared On the Occasion of the Dominica Conference: Beyond Walls: Multi-Disciplinary Perspectives,
Convened by the School of Continuing Studies, UWI, Roseau, Dominica, January 7-10, 2001

St Augustine
2000

CONTENTS

List of Acronyms and Abbreviations	iii
Introduction	v
Academic Achievement	1
Access to Education	3
Adult Education	4
Agricultural Education	5
Assessment and Examinations	6
Basic Education	7
Bibliographies	7
Child Development	9
Curriculum Development	9
Curriculum Evaluation	13
Distance Education	15
Early Childhood Care and Education	16
Education and Development	16
Education and Employment	17
Educational Administration	18
Educational Development	21
Educational Facilities	22
Educational Finance	24
Educational Goals	24
Educational Improvement	25
Educational Legislation	25
Educational Organization	26
Educational Planning	27
Educational Policies	28
Educational Projects	30
Educational Provision	33
Educational Psychology	33
Educational Quality	34
Educational Reform	34
Educational Statistics	36
Educational Technology	37
Environmental Education	37
Health and Family Life Education	37
Higher Education	38
History of Education	41
Language Education	41
Literacy	43
Management Education	44
Mathematics Education	44
Nutrition and Health	45
Primary Education	45
Professional Training	46
Religious Education	49
Science Education	49
Secondary Education	51
Social Studies Education	54
Sociology of Education	54
Special Education	56
Teacher Education	57
Teacher Effectiveness	61
Teacher Motivation	62

Teaching Materials.....	62
Teaching Techniques	63
Technical and Vocational Education and Training	64
Index of Personal Names	67
Index of Corporate Authors/Sponsors.....	71
Supplementary Subject Index	75

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ASETT	Association for Science Education in Trinidad and Tobago
ATLAS	Advanced Training for Leadership and Skills
CAMPAEC	Curriculum Development and Materials Production and Equipment Centre
CARCAE	Caribbean Regional Council for Adult Education
CARCEC	Caribbean Community Education Centre
CARICOM	Caribbean Community
CARNEID	Caribbean Network of Educational Innovation for Development
CBF	Caribbean Baptist Fellowship
CDCC	Caribbean Development and Cooperation Committee
CEE	Common Entrance Examination
CIDA	Canadian International Development Agency
CODE	Canadian Organization for Development through Education
CRC	Convention on the Rights of the Child
CTTP	Comprehensive Teacher Training Programme
CXC	Caribbean Examinations Council
DGS	Dominica Grammar School
EC	Eastern Caribbean
EMIS	Educational Management Information Systems
GCE	General Certificate of Education
HIV	Human Immuno-Deficiency Virus
HFLE	Health and Family Life Education
ICASE	International Council of Associations for Science Education
ISER	Institute of Social and Economic Research
JSP	Junior Secondary Programme
LAC	Latin America and the Caribbean
MIP	Multi-Island Programme
NRDF	National Research and Development Foundation
OAS	Organization of American States
OCOD	Organization for Cooperation in Overseas Development
OECS	Organisation of Eastern Caribbean States
OERS	OECS Education Reform Strategy
PAHO	Pan American Health Organization
SCEPYRE	Springfield Centre for Environmental Protection, Research and Education
SCME	Standing Committee of Ministers Responsible for Education
TRC	Teachers' Resource Centre
TVE	Technical/Vocational Education
UK	United Kingdom
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF CAO	United Nations Children's Fund Caribbean Area Office
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
UWI	The University of the West Indies

INTRODUCTION

This bibliography on “Education and Training in Dominica” has been specifically prepared for the UWI School of Continuing Studies’ Dominica 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.

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 318 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 226 documents.

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.

Coverage

It will be noticed that the bibliography contains items on the Eastern Caribbean in addition to those specifically on Dominica. The selection of these items was based on the fact that Dominica was either overtly included in the discussion, or that the general discussion of the subject was as applicable to Dominica as to any of the other countries in the sub-region. 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. 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

ACADEMIC ACHIEVEMENT

001

Durbrow, Eric Hunt

School performance and behavior problems of Caribbean children: Associations with pediatric risk and growth, home conditions and temperament. Ph.D., University of Missouri – Columbia, 1993. 158 p.

This study examined adjustment in rural Caribbean children with the objective of identifying: a) associations between infancy stressors (pediatric risk factors and poor growth) and later adjustment (school performance and behaviour problems), and b) associations between aspects of child temperament, and home conditions and adjustment measures. During 20 months of field work (1988-1991), information was collected on 62 children living in a rural village in Dominica. Infancy growth problems and pediatric risk conditions were identified by clinical records and interviews with mothers. Half the sample had severe growth problems during infancy, and a third had multiple pediatric risks. Children's current adjustment was evaluated by school grades and reported behaviour problems at school and at home. Child temperament was rated by children's teachers, parents, and a home visitor. After 10 months of weekly home visits, home conditions were assessed by several interview and observational checklists.

Analysis indicated that multiple pediatric risk status was not associated with school performance and behaviour problems. Infancy growth problems, though not associated with behaviour problems, were mildly associated with measures of school performance. Most home conditions and all ratings of child outgoingness were not associated with adjustment measures. These results were consistent with a longitudinal study of Barbadian children indicating that infancy malnutrition more strongly influences school performance than does current home conditions. Results were inconsistent with a similar study of Jamaican schoolchildren.

002

Goldberg, Nicholas; Bruno, Rock

Male underachievement in Dominica: Extent, causes and solutions. Final report. Roseau: Basic Education Reform Project, Ministry of Education, Youth Affairs and Sports, 1999. [ii], 50 p.

This study sought to provide qualitative and quantitative evidence on the nature and causes of male underachievement in Dominica, and to identify ways of addressing the problem. The research was conducted in two phases. In the first phase, interviews with educators were conducted and records from schools and government departments were obtained and analyzed to determine entry rates, performance levels, and rates of attrition. Data were also collected from unemployed youth, students, teachers, and parents using a number of questionnaires and interview schedules.

The findings showed substantial evidence that girls performed better than boys at all stages of the educational system in Dominica. There appeared to be general agreement on the part of parents, teachers, students, and education officials that differences in achievement and attitude between boys and girls were related to: 1) differences in gender socialization processes, 2) parental encouragement, and 3) gender differences in teacher-student interactions. Recommendations, which were agreed upon by a broad cross-section of those consulted, are provided.

003

Harris, F. T.

Factors affecting achievement at the Dominica Grammar School. Dip.Ed., The University of the West Indies, Cave Hill, 1977. [n.p.]

004

Kamau, Macharia; Sabatini, Fabio

"I did not finish school, school finished with me." Preparing today's children for 21st century life.
Bridgetown: UNICEF CAO, 1997. 10 p. (UNICEF Caribbean Area Office. Working Papers; No. 9)

This paper drew on recent situation analyses of children and their families in seven Eastern Caribbean (EC) countries to show how the education system in the sub-region finishes off with children well before they are equipped for either life or work, and even before their desire for learning has been exhausted. The heavily examination-oriented primary and secondary school system distorts the learning and teaching processes, and nullifies most of the intended benefits expected from the curriculum in the area of life and marketable skills, as well as psycho-social development and personal growth.

It is suggested that Caribbean governments, the private sector, and development financial institutions should urgently move away from a principle of providing every child with primary education of dubious quality, while reserving decent secondary education for a minority of children, to endowing every child with a meaningful quality basic education that covers the entire period from birth to 16 years of age.

005

Letang, Patsy Cecilia

Male underachievement: The Dominican context. M.Ed., University of Bristol, 1999. 93 p.

This study explores the incidence of underachievement among males in the nonformal Youth Skills Training Programme in Dominica, which targets out-of-school youths. Data were collected through the use of unstructured interviews and observation of a sample of eight males. Interviews were also held with key personnel in the Youth Skills Training Programme and the Ministry of Education. It was found that "toubac" (truancy) and difficult experiences at home and school were the main contributors to the problem of underachievement among these males.

006

Polydore, Kay Merina

An input-output analysis of the achievement levels of the secondary schools in Dominica. Ph.D., The University of the West Indies, Mona, 1989. xii, 416 p.

This study sought to: 1) identify the inputs related to, and which best predict attainment in the secondary school system in Dominica; 2) establish the variables which discriminate between a high- and low-achieving institution; 3) determine whether there were significant differences among students attributable to gender, school location, and school type; 4) investigate whether there was a significant relationship between performance in English language and verbal ability, on the one hand, and performance in English and other areas studied; and 5) test whether students' perception of teacher behaviour was significantly associated with their attainment in individual subjects. Data were collected from a sample of 289 students (100 male and 189 female) from 8 secondary schools, on 1 dependent and 13 independent variables.

The main findings were that: 1) the variables significantly associated with achievement were parental education, family background characteristics, locus of control, academic self-concept, mental ability, and perception of school resources; 2) the main predictors of achievement for the total sample were mental ability, common entrance score, academic self-concept, perception of school resources, and stability; for the male sub-sample, Common Entrance score and mental ability; and for the female sub-sample, mental ability, Common Entrance score, and academic self-concept; 3) boys, overall, demonstrated a significantly higher level of achievement than girls, overall; 4) there were no significant differences among students attributable to school type or school location; 5) students at certain schools performed significantly better than others; 6)

performance in English language was significantly related to verbal ability and to the other areas studied; 7) there was a low but significant relationship between students' perception of teacher behaviour and their performance in individual subjects; and 8) the variables, mental ability, Common Entrance score, and academic self-concept, best discriminated between the high- and low-achieving schools.

ACCESS TO EDUCATION

007

Bowman, Hilary Lawrence

A critical appraisal of the availability of tertiary/university level education in the Organization of Eastern Caribbean States. Ph.D., Union Institute, 1999. 127 p.

This study sought to identify reasons for the limited availability of tertiary/university education in the Organisation of Eastern Caribbean States (OECS). Data were collected from primary and secondary sources, interviews with key informants in the education system of the sub-region, and a questionnaire administered to a sample of 108 and 118 students from Caribbean Union College and Cuba respectively.

It was confirmed that tertiary/university education was not readily available to citizens of the OECS. The factors that contributed to this include: stringent entry requirements, inadequate preparation for university level education, high cost, lack of degree-granting centres in the OECS, and inadequate space for students from non-campus territories. Due to the lack of tertiary/university training, a very large percentage of managers and leaders in the workplace remain untrained. This has led to social, political, and economic problems in the OECS. It was concluded that the people of the sub-region could no longer depend on the region's university, but must access university opportunities both extra-regionally and internationally. Politicians, educational leaders, and concerned citizens must, therefore, develop new strategies and find new alliances with other universities to ensure that the people of the OECS have increased access to tertiary/university level education.

008

Dominica. Ministry of Education

Gender equality - ideal or reality in Dominican education. 1989. 12 p. Paper prepared for the Caribbean Consultation Meeting for the World Conference on Education for All, Kingston, Jamaica, 22-24 Nov 1989. Sponsored by: UNESCO.

This paper examines access to education, continuation rates and the nature of programmes and curriculum in order to establish whether there is equality of educational opportunity for both sexes. It finds that although there is equal access for both sexes, the outcome of education is not the same for each: Females excel in the primary and secondary grades and the males seem to obtain greater success at the upper level of the educational pyramid.

009

Fergus, Howard A.

The challenge of educational reform in microstates: A case-study of the Organization of Eastern Caribbean States. *Prospects*, 21 (4): 561-571, 1991.

This article describes efforts to improve educational access and quality in the OECS. It asserts that curriculum reform and textbook development are hindered by intellectual and financial dependence on larger nations. It is concluded that cooperation among the nations is one way to help solve problems of limited resources for education.

010

Harney, Lenore; Roett, Phyllis; Samuel, Wendell A.

Draft situation analysis of women and children in the Commonwealth of Dominica. Bridgetown: UNICEF CAO, 1992. [ii], 133 p.

This report assesses the situation of children and women in Dominica within the context of the social, economic, and political environment. Particular attention is given to health, education, and legal status.

011

Thomas, Hilroy A.

Planning the Waitkubuli Institute of Learning and Community Development. Ed.D., Harvard University, 1978. 240 p.

The author, a member of Atkinson Village on the Carib Reserve, describes, in this project report, his efforts to establish an institute that would provide opportunities for post-primary and nonformal education, a community-based learning experience, and basic social services for the community. He reviews the background of education on the Reserve, the proposed model institute, and problems encountered during one year of implementation.

012

UNICEF Caribbean Area Office

Situation analysis of children and women in the Eastern Caribbean. Bridgetown: UNICEF CAO, [199?]. [iv], 35 p.

This is a composite report of the individual situation analyses carried out in the nine EC countries covered by the Multi-Island Programme (MIP). It provides information on the socio-economic conditions in these countries and examines the following: a) the situation of children; b) the situation of women; c) the environmental sector; and d) the education sector.

ADULT EDUCATION

013

Country summaries: Dominica. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 254-270). Santiago: UNESCO, 1996.

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

014

Crawford, A. N.

Literacy in Dominica: A joint publishing project. *Reading Today*, 9 (4): 39, Feb/Mar. 1992.

This article discusses joint efforts of the International Task Force on Literacy in Mombasa, Kenya and the International Reading Association to produce materials for adult education in Dominica. Houghton Mifflin Company agreed to participate.

015

Fleming, William Gerald

Secondary and adult education in Dominica. Toronto: Department of Educational Research, Ontario College of Education, University of Toronto, 1964. ix, 46 p. (Ontario College of Education, University of Toronto. Department of Educational Research. Bulletin; no. 19)

016

Jules, Didacus

Report on the Caribbean Community Education Centre (CARCEC) training workshops for adult educators in Dominica, June 11-22, 1984. Castries: National Research and Development Foundation (NRDF), 1984. [i], 57 p.

The exercise involved three major workshops: 1) training of Zonal Adult Education Coordinators (Aides); 2) training of Adult Education Facilitators; and 3) a working session of the Dominica Council for Adult Education. The report outlines the objectives and content of each workshop, and contains the work plans developed as well as the zonal reports of the workshop for village facilitators. It identifies the main problems experienced at the national level and identifies possible solutions.

017

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, 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.

AGRICULTURAL EDUCATION

018

Meaders, O. Donald

Development and strengthening of agricultural education in Commonwealth of Dominica. A report. East Lansing: Michigan State University. Department of Agricultural and Extension Education, 1985. 24 p. (A study conducted during November 1984 at the request of the Caribbean Agricultural Extension Project in cooperation with the Ministry of Agriculture and the Ministry of Education)

This study examined current agricultural education programmes in Dominica and made recommendations for needed improvements. Data for the evaluation were obtained from numerous documents and

publications, field trips, and discussions with key officials in various ministries and institutions, including the Ministry of Agriculture, Ministry of Education, Clifton Dupigny Community College, and various secondary schools throughout the country, a farm, a market, and the La Plaine French Technical Cooperation Project.

It was found that the existing agricultural education programmes in Dominica needed to be strengthened since they were needed as part of the country's human resource development to achieve improved agricultural productivity and improved rural living. The Ministry of Education needed to continue to bear the primary responsibility for administration of agricultural education in the country. Moreover, the Ministry of Education also needed to strengthen the supportive services and cooperation that it provided in the delivery and supervision of agricultural education. Included among the areas in which improvements were particularly needed were the following: staff development, curriculum and instructional development, improvement of facilities and equipment, establishment and assistance of pilot school programmes, and establishment of a network of communication and exchange among educators within Dominica and from other Caribbean islands. Appendices to this report include a listing of documents reviewed by the researcher, data on staffing, and conclusions based on a previous study of agricultural colleges in the country.

019

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 017 for abstract]

ASSESSMENT AND EXAMINATIONS

020

Dominica. Ministry of Education and Sports. Education Division. Technical and Vocational Education Unit *Report of the 1993 Junior Secondary Programme assessment.* Roseau: The Ministry, [199?]. [14] p.

Each year, the Technical and Vocational Education Unit of the Ministry of Education in Dominica conducts an assessment of the students who have completed the three year Junior Secondary Programme (JSP). This report provides information on the results of the 1993 JSP assessment, comparing them with the performance of students in 1992 and 1991. It attempts a simple analysis of these results and makes recommendations based on the analysis.

021

Shorey, Leonard L.

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

Tests in social studies and integrated science given in St. Vincent and the Grenadines, St. Lucia, Grenada, and Dominica were analyzed by the Organization for Cooperation in Overseas Development's (OCOD) Comprehensive Teacher Training Programme (CTTP) for discrimination, difficulty, and reliability, as well as other characteristics. There were 767 examinees for the social studies test. Scores were placed in descending order, and high (top 27%) and low (bottom%) 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.

022

Thomas, V.

The Common Entrance Examination (CEE) and gender inequity in the Commonwealth of Dominica. 1999. [n.p.]. (Unpublished manuscript)

BASIC EDUCATION

023

Conference of Commonwealth Education Ministers (11th)

Agenda item 2: Improving the quality of basic education. v. 3: Country papers. London: Commonwealth Secretariat, 1991. 155 p. in various pagings. (11 CCEM/2/CP 3; Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct - 2 Nov 1990. Sponsored by: Commonwealth Secretariat)

This volume contains reports from the following seven Commonwealth Ministries of Education on the methods used to improve the quality of basic education in their countries: Dominica, Malaysia, New Zealand, Papua New Guinea, Sri Lanka, and St. Vincent and the Grenadines.

024

Country summaries: Dominica. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 254-270). Santiago: UNESCO, 1996.

[See Record **013** for abstract]

BIBLIOGRAPHIES

025

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: the first dealing with education in general; the second with instructional material related to the Caribbean; and the third with Government serials, periodicals produced by educational bodies or associations, and other journals dealing with education, which were edited in the Caribbean.

026

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.

027

Myers, Robert A., comp.

Dominica. Oxford: Clio Press, 1987. xxv, 190 p. (World bibliographical series; v. 82)

This bibliography contains 493 selected references, which are mainly periodical articles and selections from larger works on the region. It is arranged under major topic headings, and entries within each section and subsection are arranged alphabetically by author's name.

028

Myers, Robert A., comp.

A resource guide to Dominica, 1493-1986. New Haven, CT: Human Relations Area Files, 1987. xxxv, 649 p.

This attempt at a comprehensive compilation of all resources available for the study of Dominica lists approximately 5,700 items by more than 1,800 authors. It is arranged under 25 major topic headings, and in addition to printed sources, it includes films, recordings, paintings, photographs, and aerial and satellite photography.

029

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

Select bibliography of education in the Commonwealth Caribbean, 1940-1975. Mona: Documentation Centre, School of Education, UWI. 1976. 196 p. Supplement: *Select bibliography of education in the Commonwealth Caribbean 1976-1985*, comp. by Amy Robertson. Mona: Documentation Centre, School on Education, UWI, 1987. [v], 174 p.

This bibliography, including the supplement, comprises a select list of documents pertaining to education in 15 English-speaking Caribbean islands (including Dominica) 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.

030

Shillingford, J. D.; Shillingford, Jennifer; Shillingford, Leona

A bibliography of the literature of Dominica, W.I. Ithaca, NY: Cornell University, 1972. [iii], 98 p.

This bibliography sought to include all material on Dominica or inspired by Dominica available at the time of preparation. It is arranged in alphabetical order by author under major topic headings, including a heading for "Health, Education and Welfare".

031

Wilkinson, Audine C.

Education in the Eastern Caribbean: A select bibliography. *Bulletin of Eastern Caribbean Affairs*, 7 (4): 36-44, Sep/Oct. 1981.

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 EC.

CHILD DEVELOPMENT

032

Alexander, Z.

A study of the science process skills present in preschool children in Dominica. B.Ed., The University of the West Indies, Cave Hill, 1982. [n.p.]

Twenty-one Piagetian type tasks were administered to 48 three- and four-year-old children attending the Pre-School Centre in Roseau. The children's responses were used to ascertain their level of performance on each task. The results show that observation skills existed; classification skills were present but in some form of hierarchical order for both age groups; seriation of length was poorly developed; conservation of numbers and ordinality were not yet developed; conservation of length was not fully acquired, and children could do simple prediction but had trouble with pattern finding. Significant differences in performance due to age were found for seriation and classification.

033

Durbrow, Eric Hunt

School performance and behavior problems of Caribbean children: Associations with pediatric risk and growth, home conditions and temperament. Ph.D., University of Missouri – Columbia, 1993. 158 p.

[See Record **001** for abstract]

CURRICULUM DEVELOPMENT

034

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 pre-school, 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.

035

Clarke, Desmond C.

Redesigning the teacher education programme in language arts. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 154-167). Cave Hill: Faculty of Education, UWI, 1995.

This paper identifies examples of discontinuities between current conceptions of language arts in the literature and current practices in EC teachers' colleges, as justification for a proposed revision in the teacher education programme in language arts. It emphasizes the need for teacher education programmes to have a strong conceptual base by combining insights from the subject area and its related disciplines, as well as from teacher education theory and research. Action and/or changes are proposed for the redesign of the teacher education programme in language arts.

036

Dominica. Ministry of Education

An entrepreneurial skills development programme, Dominica: The curriculum. [n.p.]. Paper prepared for the Curriculum Guidelines for Entrepreneurial Skills Development, a Pan-Commonwealth Technical Meeting, Genting Highlands, Malaysia, 26-30 Jun., 1989. Sponsored by: Commonwealth Secretariat; Malaysia. Ministry of Education.

037

Fergus, Howard A.

Preferred educational goals of three significant groups in three Eastern Caribbean territories: Some implications for curriculum development. Ph.D., The University of the West Indies, Mona, 1984. ix, 362 p.

This study sought to determine the educational goal preferences of three significant groups (educators, lay persons, and students) in Dominica, Montserrat, and St. Kitts, and to examine some of the implications of the findings for curriculum development in their secondary schools. Data were obtained through a documentary study; from questionnaires administered to randomly selected samples of educators, lay persons, and students; and from interviews with samples of secondary school principals on the curricular emphases of their schools.

The analysis revealed that the three groups in each of the territories agreed on the importance of certain goals. All groups perceived academic skills, vocational preparation, personal and community adjustment skills, and the development of students' aesthetic potential as desirable educational goals. The groups differed, however, on the number and nature of their preferred goals, and in the emphasis they placed on those goals which they endorsed in common. The implications for curriculum planning were identified and discussed.

038

Genthon, Magdilen Rena

Needs assessment for computer literacy for students and teachers in the public high schools in Dominica. M.A., University of the Virgin Islands, 1993. iv, 128 p.

This study sought to determine whether there was a need for students and teachers in the public high schools in Dominica to become computer literate, and to infuse computer technology into the public high school curriculum. Students, teachers, and principals at the Dominica Grammar School and the St. Joseph's Secondary School, as well as the personnel managers of 10 computerized businesses were interviewed.

Results showed that there were no computers at the schools, and that students and teachers felt that there was a need to become computer literate. The Minister of Education and the personnel managers of the businesses surveyed felt that there was a demand for computer literate high school graduates. The results are discussed with respect to the options for computer literacy, and the effects on the existing public high school curriculum.

039

Goodridge, Rudolph V.

Primary school social studies curriculum development in the Eastern Caribbean: Some reflections. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean, held at Montserrat, April 6-9, 1970* (pp. 81-90). Mona: Institute of Education, UWI, 1970.

This paper is based on an analysis of primary school social studies syllabuses in six EC territories, as well as on observations of social studies teaching, and on discussions with head teachers, assistant teachers, and training college and Ministry of Education personnel throughout the EC. It identifies some of the characteristic problems of social studies teaching in the region; examines some of the recent efforts at social studies curriculum development work at the primary level; and suggests areas worthy of consideration in future work in the field.

040

Inter-Agency Working Group; Pan American Health Organization. School Health and Family Life Education Project

Core curriculum guide for strengthening health and family life education in teacher training colleges in the Eastern Caribbean. St. Michael: PAHO Office of Caribbean Programme Coordination, [1994?]. v, 127 p.

The principal aim of this curriculum guide is to support principals and tutors of teachers' colleges with a framework for reorienting, reorganizing, and strengthening the delivery of health and family life education (HFLE), so as to promote and provide health learning experiences in the context of fundamental areas of everyday living. In its design and orientation, it seeks to: a) present a positive perspective of health as a resource for living; b) emphasize the relationship between health, personal and community health and development, and choices in daily life; c) advocate approaches which focus on decision making and action for health; d) provide learning experiences which will foster the development of trainees in a context of personal and social responsibility; and e) delineate the key concepts and core areas for learning which are critical to the attainment of optimum health and well being.

041

James, Dorothy F. T.

Proposal strategy for implementation of health and family life education in secondary schools in Dominica. Roseau: Ministry of Health, 1987. 7 p.

042

King, Winston K.

The development of science education at the primary level in the Eastern Caribbean. In Judith F. Reay & June M. George (Eds.), *Education in science and technology for development: Perspectives for the 21st century* (pp. 111-124). [S.l.]: International Council of Associations for Science Education, 1992. (ASETT/ICASE Caribbean Conference '91, St. Augustine, Trinidad, 27-30 Aug., 1991)

Two approaches to primary science curriculum development in the EC are outlined--one being internal to each country and the other arising from the regional Primary Education Project. Stress is placed on the

cooperative efforts of educators in the countries and in the region, including The University of the West Indies (UWI) and science teachers' associations. Evaluations and constraints are mentioned, and the paper identifies a need for enhanced teacher training, communication, and in-school facilities. Attention also needs to be paid to the status of science in schools and research on how children learn.

043

King, Winston K.

Science education in the Eastern Caribbean: Report on primary-level development. *Caribbean Journal of Education*, 16 (3): 172-188, Sep. 1989. (Special Issue: *Primary education in the Commonwealth Caribbean*, ed. by Donald G. Wilson)

This report on the development of primary science in the EC is presented vis-a-vis the development of science education in the Caribbean generally. It discusses some of the curriculum development projects and activities that have taken place in the sub-region.

044

Lance, R. S.

Some aspects of science curriculum development, dissemination and implementation in the English-speaking Caribbean with special reference to Dominica. M.Sc., University of Reading, 1984. [n.p.].

This study examines decision making, communication, selection of content, teaching methods and the language of instruction, resources in curriculum development, dissemination, and implementation of a science curriculum in the Caribbean with particular relevance to Dominica. Curriculum development in Dominica is placed in an historical and economic context. A strategy for development, dissemination, and implementation of a science curriculum is proposed for Dominica.

This strategy reflects national goals and aspirations while being pragmatic; taking into consideration the peculiarities of the small island nation, its resources, and situation of its teachers. It reflects an understanding that curriculum implementation can only occur in the classroom, where the teacher is the authority. It is recognized that successful implementation of curriculum is dependent on the resolution of a number of non-curricular problems in the classroom. Some of them involve deep moral problems and conflicts. In this regard, the teacher will need every bit of assistance. Periodic meetings with teachers on a district and island-wide level to deal specifically with these "nitty-gritty" problems are recommended. In some cases, the entire community may have to be involved in the resolution of some of the problems.

045

Lucas, Maureen E.

Redesigning the curriculum in teacher education. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 39-51). Cave Hill: Faculty of Education, UWI, 1995.

This paper suggests the type of philosophical construct which should undergird and permeate a redesigned teacher education curriculum for the EC in the near future. It also provides some very general guidelines with respect to curriculum components such as content, delivery methods, and evaluation procedures.

046

Richardson, Arthur G.

Redesigning teacher education: The education curriculum. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 150-153). Cave Hill: Faculty of Education, UWI, 1995.

This paper outlines the development of the core curriculum in Education Foundations which is followed in the teacher training colleges in the EC. Suggestions are offered for the re-design of this curriculum.

047

UNICEF

Survey of "Life Skills" programmes in Eastern Caribbean schools. Bridgetown: UNICEF, 1993. 13, [8] p.

This survey was part of a two-phase project designed to assist in the introduction of AIDS education into a more comprehensive "Life Skills" programme for schools in the EC. It aimed to document existing Life Skills initiatives in terms of who was doing what, the reasons for the intervention, and the funding issues involved. The survey collected information through interviews and a questionnaire administered to respondents from 8 regional and 10 national institutions/agencies in 6 EC countries, as well as from an analysis of curricula/guidelines, pupil materials, and other documents relating to relevant programmes which were being used by the agencies/institutions interviewed.

The survey revealed that all countries in the EC had AIDS education programmes which were conducted by the National AIDS Committees. There were no distinct school-based AIDS education programmes. Education about HIV/AIDS was incorporated into Health and Family Life and Guidance programmes. In countries where these programmes were not a part of the school curriculum, education was provided by visiting resource persons. It was generally felt that education about AIDS, drugs, the environment, development, and other critical concerns should be completely integrated into all curriculum areas.

048

Walker, Esther E.

Redesigning teacher preparation in the Eastern Caribbean - Science. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 168-180). Cave Hill: Faculty of Education, UWI, 1995.

This paper assesses the existing state of teacher preparation in science education in the EC, using three sources: 1) Science tutors, 2) Teachers' college graduates, and 3) examination results. It then considers the science knowledge which student teachers should have at the time they graduate, and makes suggestions for the content of teacher preparation courses.

CURRICULUM EVALUATION

049

Clarke, Desmond C.

Redesigning the teacher education programme in language arts. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 154-167). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **035** for abstract]

050

Hanley, Gweneth T.

Redesigning teacher preparation: A college perspective. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 122-133). Cave Hill: Faculty of Education, UWI, 1995.

This paper examines the existing design of teacher preparation programmes in the EC and identifies: 1) the weaknesses or shortcomings; 2) problems encountered in implementing the programmes; 3) the goals of a redesigned programme, and 4) the implications of achieving these goals.

051

Harris, Frances

Redesigning teacher preparation: A college perspective: The Commonwealth of Dominica. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 108-116). Cave Hill: Faculty of Education, UWI, 1995.

This paper outlines several developments in the field of education in Dominica which have demonstrated the need for expansion of the concept of teacher preparation, and a broadening of the sphere of teacher preparation activities to serve the country's needs. It then assesses the existing programme of primary teacher preparation and makes suggestions for improvement.

052

Richardson, Arthur G.

Teacher preparation programmes in the Eastern Caribbean: How effective are they?. In Desmond C. Clarke (Ed.), *Report of the Eighth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 44-59). Cave Hill: Faculty of Education, UWI, 1994. (Also published in *Bulletin of Eastern Caribbean Affairs*, 19 (1): 29-38, Mar. 1994)

This paper provides empirically-based insights on the concerns of recently-trained teachers across the EC, with respect to the relevance and utility of the formal teacher education programme. The sample comprised 170 teachers (47 males and 123 females) randomly selected from the population of OECS teachers who had completed one year of classroom teaching after being college trained. All subjects were asked to complete a Likert-type questionnaire designed to tap their perceptions of the usefulness of the teacher training programmes.

Results of the data analysis showed that: 1) although the teachers indicated a preference for Education Theory, other aspects of the college programme were perceived in less than favourable light. There was consistent negative evaluation of the Individual Study; 2) inability to get materials and equipment was the major difficulty relating to the application of methods learned in college to the classroom; 3) reading up on the subject was the preferred teacher behaviour for preparation for teaching; and 4) teaching slow learners was the major difficulty experienced during teaching. It was concluded that the time had come for a major shift in the orientation of teacher preparation activities in EC training colleges--away from an abundant diet of theoretical content designed largely to facilitate student success on external examinations to a skill-oriented diet where students are simply taught how to teach.

053

Walker, Esther E.

Redesigning teacher preparation in the Eastern Caribbean - Science. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 168-180). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **048** for abstract]

DISTANCE EDUCATION

054

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. Coordinator Keith Harry)

This directory is arranged in alphabetical order by country within each of the two regions covered. Dominica 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.

055

Grell, Gerald A. C.

The University of the West Indies and the Eastern Caribbean islands. [S.l.: s.n.], 1993. vi, 67 p.

This publication aims to highlight the many areas of activity in which UWI has been involved, and which related to the EC. It also aims to focus attention on the new areas that are being explored and developed in order to increase UWI's impact in this area. The booklet focuses first on human resource development in the EC, then looks at the development of UWI's distance teaching mode and the role of the Office of University Services. This is followed by discussions on projected initiatives in the EC in the field of health sciences. Finally, it focuses on the issues of development in the EC, and the further extension of university services in support of this development.

056

Miller, Errol L.

Feasibility study: Academic upgrading of unqualified teachers in the Windward Islands by distance teaching. Winnipeg: OCOD, 1987. [n.p.].

Approximately 40% of the teachers in primary schools in the Windward Islands had less academic qualifications than the four CXC/GCE passes including English required for entry to teachers' college. Therefore, the governments of Dominica, Grenada, St. Lucia, and St. Vincent, along with 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: (a) interviews with Ministers of Education and their Technical Advisors; educators in the primary, secondary, and tertiary systems; and officials of the teachers' unions and various public sector companies, utilities, and services; (b) questionnaires administered to teachers' college and high school tutors, teachers' college students, and unqualified teachers; and (c) examination of documents dealing with policies, statistics, regulations, and examination performance.

Results of the data analysis showed that: 1) there was a definite need for an academic upgrading programme for unqualified teachers in the Windward Islands; 2) such a project should be focused on the CXC examinations; 3) the project should be based at the college mandated to educate and train teachers; 4) distance education, if properly structured and organized, could achieve the stated objectives; and (5) the subject areas in which the greatest help was needed were English Language, Mathematics, Social Studies, and Biology.

057

Roberts, Judy

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

A study was conducted to determine the feasibility of a distance education network in the EC. Two types of consultations were completed: a brief site survey of four EC states (Grenada, Dominica, Antigua, and St. Lucia), and a workshop in St. Lucia to which education officials from government agencies and higher education institutions were invited. Through these sessions, information was gathered on the experience and resources of colleges of further education in distance education; the distance education technologies used by the colleges and their associated costs; the educational needs that such a network might address; and the financial opportunities and constraints for such a project.

It was found that there is strong interest in distance education among tertiary institutions in the 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

058

Alexander, Z.

A study of the science process skills present in preschool children in Dominica. B.Ed., The University of the West Indies, Cave Hill, 1982. [n.p.]

[See Record **032** for abstract]

059

Dominica. Preschool Education Project

Report for period September 1986 - July 1987. Roseau: The Project, 1987. 16 p.

This report covers activities in the areas of teacher training, health, parent education, community involvement, and extra-curricular activities. The inservice teacher training aspect of the project was instrumental in helping project staff achieve the objectives of upgrading the teachers' creativity in the classroom and positively promoting the skills necessary for effective teaching.

EDUCATION AND DEVELOPMENT

060

Dominica. Ministry of Education, Youth Affairs and Sports

Dominica's Consultation on Education and Training and Human Resource Development. *Journal of Education and Development in the Caribbean*, 1 (1): 83-108, 1997.

This is a summary of the findings of a National Consultation held in Dominica in response to a request from the CARICOM Secretariat to member countries for their views and perspectives on education and human resource development. This was in preparation for a Special Meeting of the Standing Committee of Ministers Responsible for Education (SCME) held in Barbados in May 1997. The consultations were conducted at two levels: 1) a half day discussion of the CARICOM brief by persons representing various levels of the education system, and 2) a national process during which a broad cross-section of Dominican society was asked to deliberate on the way forward for education and the specific action to be undertaken to ensure that the country was better prepared for the realities of the twenty-first century. Recommendations are presented for the pre-school, primary, secondary, tertiary levels, as well as for adult education, nonformal education, and training

061

Magloire, Juliana T.

Education and Dominica's development (An historical survey). St. Augustine: UWI, 1975. [n.p.] (Caribbean Studies Paper)

062

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

063

Alexander, Macdonald S.

Education and productive work in the Commonwealth of Dominica: A case study prepared for CARNEID. Bridgetown: CARNEID, 1984. [n.p.].

The study discusses the main aims of education and production linkages in the Dominican education system, particularly after Hurricane David in 1979. The JSP, the Clifton Dupigny Community College, and isolated education and productive work programmes are described and their limitations identified. Difficulties encountered by the Centre for Adult Education are also discussed. It is concluded that it is difficult to effect any long-term planning for skills in Dominica because relevant information is not available from the employment sector. There is also a need for knowledge of national development plans on the part of those responsible for training in the technical/vocational fields.

064

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.

065

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 **062** for abstract]

EDUCATIONAL ADMINISTRATION

066

Andrew, Max D.

Principal factors determining teacher supply and demand in the Commonwealth of Dominica. M.A., Institute of Education, University of London, 1998. 135 p.

This study examines the education system in Dominica, demonstrating the role played by teachers and the deficiencies existing in the quantity and quality of the supply of teachers. An analysis of the factors determining supply and demand for teachers reveal that this takes place in a highly centralized system of education, where the state controls and/or influences most of the variables affecting the teacher labour market, but not fully, through its policies and decisions. It is evident that in such a market, disequilibrium is the norm. The imbalances created between supply and demand involve a considerable misallocation of human and financial resources, which a developing country like Dominica can ill afford.

The study further reveals that there is a state of crisis with respect to the quality of teachers and teaching throughout the system. Admission requirements need to be more rigorously applied in teacher training, and for entry into the teaching service. There are also enormous financial implications involved in having too judicious pupil-teacher ratios in the face of declining school-age populations. More realistic standards need to be established.

067

Austin, L. I.; Kelly, C. S.; Robinson, J. J.

Report of the Committee of Inquiry into the General Management, Working and Organization of the Dominica Grammar School. Roseau: [s.n.], 1966. 45 p.

068

Bray, Mark, ed.

Ministries of Education in small states: Case studies of organization and management. London: Commonwealth Secretariat, 1991. 307 p. (Companion volume is entitled *Making Small Practical: The Organisation and Management of Ministries of Education in Small States*)

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

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

Ross, Bertram Hudson

The applicability of the American two-year college model to the Organization of Eastern Caribbean states. Ph.D., Ohio University, 1995. 300 p.

This study sought to investigate the applicability of the American two-year college concept to the OECS colleges, which are increasing their provisions of tertiary education. To diminish biases and misconceptions that might occur due to differences in economies, size, and development, a conceptual matrix of four issues and three perspectives was developed to guide the study. Data for two case studies of a leading college from each of the two contexts were derived from interviews, documents, and a survey questionnaire; and faculty and administrators' attitudes to eight college processes were measured.

The results showed that there was no significant difference in attitude to the college processes between the groups within one college or among the two colleges. The analysis of the two cases revealed several differences between the OECS college and the American two-year college, which were related to the OECS college's limited sources of funding; its dependence on external examinations and, hence, curricula; its small administrative staff; and its lack of student services. Because there were no significant differences in the college groups' attitudes towards the college processes, it was proposed that practices and innovations of the two-year college might provide solutions to existing and future problems in OECS colleges related to access, quality, and retention.

072

Sabaroche, Herbert F.

Status report on OECS education, training and labour market data system. 14 p. Paper prepared for the OECS INFONET Project Planning Meeting, Castries, St. Lucia, 17 Mar., 1994.

This status report describes progress made towards the development of an Educational Management Information System (EMIS), one of the project areas identified to contribute towards the development of a comprehensive strategy for the reform of education in the sub-region.

073

The University of the West Indies, Cave Hill. Office of University Services, Eastern Caribbean

Effective management and leadership of tertiary level institutions in non-campus countries of the Eastern Caribbean. 92 p. Paper prepared for the Workshop for Senior Level Personnel in Tertiary Level Education Systems, Bridgetown, Barbados, 25-26 Jun., 1987.

This document summarizes presentations and discussions on: Assessing programme viability; Integration and coordination of programmes; Institutional external arrangements; Accreditation; and Institutional governance structures.

074

Ugboma, Eghosa

The need for computer-based information systems in the administration of community colleges in the English-speaking Eastern Caribbean states: A survey study. D.B.A., University of Sarasota, 1997. 157 p.

This study investigated the use of computers and the perceived need for computer-based information systems in the administration of community colleges in the English-speaking EC. It sought to: a) measure and establish the relationships between computer usage and the perceived need for computer-based information systems, in terms of effectiveness and efficiency; and b) determine whether the computerization of the administrative activities in community colleges in the EC was needed. Data were obtained from 142 completed questionnaires.

It was found that although financial constraint was a big concern among respondents, the majority of them favoured computerized information systems. Automation of the colleges' management systems was very limited; administrative data were kept both manually in file folders and electronically on personal computers. Most participants surveyed had acquired some computer skills, and saw computer-based information systems as necessary tools, but not as primary tools for manipulating data and for decision-making. They had positive perceptions about the use of computerized information systems in the administration of higher education, and saw the need for such systems.

075

UNDP

Education development and administration: Dominica - (Mission). Project findings and recommendations. New York: UNDP, 1982. 11 p.

EDUCATIONAL DEVELOPMENT

076

Country summaries: Dominica. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 254-270). Santiago: UNESCO, 1996.

[See Record **013** for abstract]

077

Dominica. Ministry of Education

Development of education: 1984-1986 - National report of Commonwealth of Dominica. 82 p. Paper prepared for the International Conference on Education, 40th, Geneva, Switzerland, 2-11 Dec. 1986.

078

Dominica. Ministry of Education and Sports

Education sector plan for educational development in the Commonwealth of Dominica 1989-1994; draft. Roseau: The Ministry, [199?]. iv, 66 p.

This draft plan for educational development outlines the aims of education in Dominica, and identifies the goals of each level of the school system, as well as the support services and activities required for the achievement of these goals. Proposals are presented for each of the following areas: 1) Restructuring and reorganization of educational administration, 2) Pre-school education, 3) Primary education, 4) Secondary education, 5) Curriculum development, 6) Teacher education and teacher supply, 7) Clifton Dupigny Community College, 8) Technical/Vocational education, 9) the National Information System, 10) the Sports Division, and 11) Adult education.

079

Levin, Benjamin

Education policy and management challenges in the Eastern Caribbean. 12 p. Paper prepared for the Symposium on Outside Views of Education in the Eastern Caribbean, Victoria, Canada, Jun. 1990.

This paper discusses the future challenges for formal education in the EC. It addresses the following: Conceptualizing education in the region; Teaching and learning; and Managing the system.

080

Nicholson, R. M.

Educational development in the Eastern Caribbean: Primary, secondary and tertiary levels, 1966-1977. *Bulletin of Eastern Caribbean Affairs*, 4 (3): 24-28, 1978.

This article describes the developments which took place in both the quantitative and qualitative provision of primary, secondary, and tertiary education in the EC during the period 1966-1977. Additionally, some indication of future educational development in the region is provided.

081

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

082

Taylor, W. L.; Carelli, C.; Worku, T.

The Commonwealth of Dominica: Education sector survey; An analysis of the education and training system and recommendations for its development. Paris: UNESCO, 1982. 124 p.

This volume presents the findings of a sector study mission of UNESCO's Division of Educational Financing, which visited Dominica between 18-22 May, 1981. Its purpose was to identify areas of education and training which could be incorporated in the financing arrangements with external agencies, particularly the World Bank. In addition to numerous tables and statistics giving a profile of the educational system, the report contains a description and analysis of the general educational system, technical and vocational education, agricultural education, and nonformal adult education, with recommendations for each.

083

UNDP

Education development and administration: Dominica - (Mission). Project findings and recommendations. New York: UNDP, 1982. 11 p.

084

UNDP

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

EDUCATIONAL FACILITIES

085

Agency for International Development (US); Consulting Engineers Partnerships Ltd.; Organization of American States

Vulnerability assessment of selected buildings designated as shelters: Dominica. Washington, DC: OAS, 1998. 36 p. (Funding by the USAID-OAS Caribbean Mitigation Project and the OAS-ECHO Project to Reduce the Vulnerability of School Buildings to Natural Disasters)

Educational facilities in the Caribbean often serve as shelters during natural hazards, but they often sustain as much damage as other buildings. This study investigated the physical vulnerability of schools located in Dominica 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 Caribbean Development Bank 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 each school followed by recommendations for improvements in order to upgrade the structure against natural hazards. Appendices provide commentary on the vulnerability of buildings to water ingress from torrential rain; and a summary of wind, rain, and seismic vulnerabilities of roof and wall envelopes.

086

Caribbean Development Bank

Grant agreement (Caribbean Educational Development Project) and (Basic Human Needs - Employment Sector Project) between Caribbean Development Bank and Commonwealth of Dominica. Bridgetown: CDB, 1980. [n.p.].

This grant was intended to finance projects for the construction and/or rehabilitation of primary schools and other public infrastructure, and to assist in the implementation of a maintenance plan for primary schools in Dominica.

087

Dominica. Ministry of Education

Report of the workshop held on the maintenance of school buildings. Roseau: The Ministry, 1985. 26 p.

This workshop was designed to enable participants to produce basic criteria for improved school maintenance.

088

Organization of American States; United States Agency for International Development

Plan to reduce the vulnerability of school buildings to natural disasters: Dominica. Washington, DC: OAS, 1998. 56 p.

This workshop report provides the structure and content of a school building vulnerability reduction plan for schools in Dominica; determines roles and interactions between school stakeholders; and designs a natural hazard vulnerability reduction programme. It provides a profile of the current stock of school buildings in Dominica, while also addressing the issues of design, construction, reconstruction after destruction, retrofitting, rehabilitation, and other school building concerns.

It also outlines the process involved in school construction to identify responsibilities at various levels of the process, and examines issues of design and construction criteria, site selection, financing, and level of community involvement. Issues are highlighted pertaining to levels of preparedness at the national level, and the participation of key stakeholders in disaster management activities. Existing plans and strategies are also addressed. An appendix includes an overview of government schools in Dominica.

089

Pierre-Louis, Alex

Commonwealth of Dominica project for renovation and reorganisation of Clifton Dupigny College - Master Plan. Roseau: Ministry of Education, 1992. 155 p.

EDUCATIONAL FINANCE

090

Caribbean Development Bank

Education finance in the OECS region: Dominica. Bridgetown: CDB, 1990. [i], 21, [47] p. (OECS Technical and Vocational Education Project)

This analysis of education finance in Dominica documents the level of government recurrent expenditure in the sector during the period 1984-1988, and relates this to total government spending and GDP indicators. It further examines average per student costs, and the relationship between enrolments and expenditure for the various levels and types of education. The analysis also identifies factors related to the cost-effectiveness of educational provision in the country and identifies areas of potential savings.

091

Caribbean Development Bank

Grant agreement (Caribbean Educational Development Project) and (Basic Human Needs - Employment Sector Project) between Caribbean Development Bank and Commonwealth of Dominica. Bridgetown: CDB, 1980. [n.p.].

[See Record **086** for abstract]

092

Caribbean Development Bank

Loan agreement (student loan scheme) (second loan) between Caribbean Development Bank and Dominica and National Commercial and Development Bank (Aid Bank Subsidiary). Bridgetown: CDB, 1977. [n.p.].

This loan was granted to the state of Dominica for providing funds to the National Commercial and Development Bank (Aid Bank Subsidiary) for making sub-loans to students for pursuing higher education in identified fields.

093

Caribbean Development Bank

Loan agreement between Caribbean Development Bank and the state of Dominica and the Dominica Agricultural and Industrial Development Bank (student loans for higher education). Bridgetown: CDB, [19??. n.p.].

The Dominica Agricultural and Industrial Development Bank, by means of a loan which the state of Dominica obtained from the CDB, provides loans to students for approved courses of higher or technical education.

EDUCATIONAL GOALS

094

Dominica. Ministry of Education and Sports

Education sector plan for educational development in the Commonwealth of Dominica 1989-1994; draft. Roseau: The Ministry, [199?]. iv, 66 p.

[See Record **078** for abstract]

095

Fergus, Howard A.

Preferred educational goals of three significant groups in three Eastern Caribbean territories: Some implications for curriculum development. Ph.D., The University of the West Indies, Mona, 1984. ix, 362 p.

[See Record **037** for abstract]

EDUCATIONAL IMPROVEMENT

096

Conference of Commonwealth Education Ministers (11th)

Agenda item 2: Improving the quality of basic education. v. 3: Country papers. London: Commonwealth Secretariat, 1991. 155 p. in various pagings. (11 CCEM/2/CP 3; Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct - 2 Nov 1990. Sponsored by: Commonwealth Secretariat)

[See Record **023** for abstract]

097

Dominica. Ministry of Education

Improvement of secondary education: Policies, objectives, structures, content and methods. 15, x p. Paper prepared for the International Conference on Education, 40th Session, Geneva, Switzerland, 1986. (Reply to questionnaire ED/BIE/CONFINTED/40/Q/85)

098

Dominica. Ministry of Education, Youth Affairs and Sports

Dominica's Consultation on Education and Training and Human Resource Development. *Journal of Education and Development in the Caribbean*, 1 (1): 83-108, 1997.

[See Record **060** for abstract]

099

Professional Development Associates

Educational requirements in Dominica. Ottawa: Professional Development Associates, 1971. v, 193 p.

EDUCATIONAL LEGISLATION

100

Anthony, Kenny D.

The legal framework of education in the Organization of Eastern Caribbean States. Washington, DC: OAS. Department of Educational Affairs, 1994. 72 p. (INTERAMER Collection; No. 35)

This publication examines the law governing education in the OECS, and notes that in some countries the existing law is limited in its scope and application, and is of questionable local relevance. In other countries, the law is fairly recent but glaring in its omissions. Increasingly, too, the decisions of functionaries within the educational system are being challenged in the courts of the region. It concludes by pointing towards the desirability and feasibility of common education laws.

EDUCATIONAL ORGANIZATION

101

Burton-James, Alexandra

A critique of the educational system in Dominica, the West Indies, with opportunity for change. M.A., 1980. [n.p.].

102

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.

103

Dominica. Ministry of Education

Gender equality - ideal or reality in Dominican education. Roseau: Ministry of Education, 1989. 12 p. Paper prepared for the Caribbean Consultation Meeting for the World Conference on Education for All, Kingston, Jamaica, 22-24 Nov 1989. Sponsored by: UNESCO.

[See Record **008** for abstract]

104

Dominica. Ministry of Education, Health, Youth Affairs, Sports and Culture. Education Division

Educational organization in the Commonwealth of Dominica. Roseau: The Ministry, 1981. 14, 3 p.

105

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

Educational profile: Dominica, 1985. Washington, D.C: OAS, 1985, v, 23 p. (Educational Profiles of the Caribbean Countries)

This publication presents basic quantitative and qualitative information on educational policy; the administrative structure of the educational system; levels and types of education; school repeaters and dropouts; and teacher training in Dominica.

106

Shillingford, Daniel J.

Rationalization of the Junior Secondary Programme: Retrospect and prospect. Roseau: Ministry of Education and Sports, 1991. ii, 26 p.

This paper attempted a rationalization of the Junior Secondary Programme of Education as it obtained in 50 schools in Dominica. Attention was focused on the subjects pursued at the various schools, and the possibility of using the schools, under the OECS Technical/Vocational Education Project, as centres of instruction for the 1991/1992 Junior Secondary Programme, was explored. It also examined the future development of centralized facilities to accommodate the rationalization of the programme.

An analysis was also made of the problem of progression from the Junior Secondary Programme to technical/vocational education in some schools, and ways of providing better linkages between both systems were discussed. Among the needs identified were: 1) expanding the number of skill areas to be offered at the proposed centres; 2) changing the designation of some schools from all-age schools to primary schools; and

3) increasing the school leaving age. The logistics involved in moving students from feeder schools to the centres were also discussed.

107

Taylor, W. L.; Carelli, C.; Worku, T.

The Commonwealth of Dominica: Education sector survey; An analysis of the education and training system and recommendations for its development. Paris: UNESCO, 1982. 124 p.

[See Record **082** for abstract]

108

Turner, T.; Reid, L. H. E.

Dominica: An evaluation of its education system. Kingston: [s.n.], 1979. 33 p.

This paper discussed educational objectives in the context of development in Dominica. All levels and sectors of the educational system were examined. Recommendations included upgrading of the Curriculum Development Unit; location of new schools in rural areas; upgrading of courses at the Technical College; increased enrolment at the Dominica Teachers' College; as well as links with the College of Further Education.

EDUCATIONAL PLANNING

109

Charles, Hubert J.

Organisation of Eastern Caribbean States (OECS) Education Reform Strategy: Report on country consultations and work plan. Bridgetown: CARNEID Coordinating Centre, 1992. [i], 43 p.

This document reports on the country consultations on the OECS Education Reform Strategy (OERS) which were held to prepare a regional action plan. It outlines a programme that reflects the elements that received the fullest support during the consultations. The critical programme areas identified by OECS member countries were: 1) Management of the reform process; 2) Improvement of teacher skills and conditions of service; 3) Identification and implementation of innovative teaching and learning strategies; 4) Development of education plant and facilities, and 5) Implementation of five key development initiatives. The preliminary work programme and initial reactions from donor agencies are included. Appendices contain the OERS work programme, OERS instruments and process, an individual country priority-programme matrix, and terms of reference.

110

Dominica. Ministry of Education

Education development plan: 1999-2005 and beyond. Roseau: The Ministry, 1999. [n.p.].

111

Dominica. Ministry of Education and Sports

Education sector plan for educational development in the Commonwealth of Dominica 1989-1994; draft. Roseau: The Ministry, [199?]. iv, 66 p.

[See Record **078** for abstract]

112

Forde, George J.

Educational planning in the Eastern Caribbean: A strategic approach. *Educational Media International*, 25 (3): 186-191, Sep. 1988.

113

Forde, George J.

Implementation report: Organisation of Eastern Caribbean States (OECS) Education Reform Strategy. Castries: OECS, 1994. [vi], xxiv, 128, [29] p.

The major objective of the OERS is to strengthen the capacity of member states to work collaboratively, in order to improve equal access to quality and relevant basic education in an equitable and efficient manner. This implementation plan is based on recommendations from the work of senior education managers in the OECS, as well as significant country consultations and a wide review of the available literature on education reform.

It is organized around 12 interrelated projects or major areas of focus: 1) Upgrading the primary school plant; 2) Expansion and upgrading of secondary school plant; 3) Staff development: Teachers, Principals, Ministry officials; 4) Curriculum development/Monitoring; 5) Development of Teacher Resource Centres; 6) Management and coordination of TVET, Adult and Continuing Education; 7) Tertiary education development; 8) Systematic student assessment; 9) Establishment of OECS Education Reform Unit; 9) Development of distance education; 11) Harmonization of legislation (education) in OECS member states; and 12) Development of an EMIS for the OECS.

114

OECS

The role of pre-vocational education in the secondary schools in OECS countries: Policy, planning and implementation. Castries: OECS Secretariat, 1988. [n.p.].

115

Pierre-Louis, Alex

Commonwealth of Dominica project for renovation and reorganisation of Clifton Dupigny College - Master Plan. Roseau: Ministry of Education, 1992. 155 p.

116

Sabaroché, Herbert F.

Planning technical and vocational education and training with reference to Dominica. M.A., University of London. Institute of Education, 1987. [n.p.].

EDUCATIONAL POLICIES

117

Dominica. Ministry of Education

Policy paper on the Junior Secondary Education Programme. Roseau: The Ministry, 1981. [n.p.].

This document outlines the reasons for the Junior Secondary Education Programme and describes its format. The programme consists of three parts with vocational education being a major component. The objective of the curriculum is to promote self-development and socio-economic development in the general community. In order to achieve this, programme activities are linked to socio-economic planning at the national level.

118

Goldberg, Nicholas

Concerns of tutors of the Dominica Teachers' College of the proposed amalgamation with the Clifton Dupigny Community College. [S.l.: s.n.], 1992. [n.p.].

119

Harden, Enid C.

Strategies for the transfer of School of Nursing activities into a college type approach to nursing and other health training activities. [S.l.]: PAHO, 1987. [n.p.].

120

Kamau, Macharia; Sabatini, Fabio

"I did not finish school, school finished with me." Preparing today's children for 21st century life. Bridgetown: UNICEF CAO, 1997. 10 p. (UNICEF Caribbean Area Office. Working Papers; No. 9)

[See Record **004** for abstract]

121

Layne, Kingsley

Draft public service training and staff development policy for OECS Member Countries. St. John's: OECS Economic Affairs Secretariat, 1985. 47 p.

This policy aims to provide a systematic, integrated approach to training and staff development that would facilitate personnel and organizational growth, and contribute to the attainment of the goals of the governments of the OECS member countries. It recommends that training and staff development should form an integral part of the state's development plans and management policies, and describes expectations from training. It links training with the governments' development efforts at both sectoral and national levels. It concludes that to be effective, the policy should be constantly reviewed and that training should be a continuous exercise if it is to act as the locomotive for an enlivened public service.

122

Levin, Benjamin

Education policy and management challenges in the Eastern Caribbean. 12 p. Paper prepared for the Symposium on Outside Views of Education in the Eastern Caribbean, Victoria, Canada, Jun. 1990.

[See Record **079** for abstract]

123

Levin, Benjamin

Reflections on educational policy challenges in the eastern Caribbean. *Canadian Journal of Development Studies*, 12 (2): 371-386, 1991.

Although there has been considerable development in the field of education in the EC, the countries of the sub-region continue to face very major challenges in the area of educational policy. After identifying some of these, the article argues that the resolution of these dilemmas will require significant changes from current models and practices, both from an educational and managerial standpoint. A brief sketch of some of these, and some comments on the difficulties in moving in this direction are included.

124

OECS

The role of pre-vocational education in the secondary schools in OECS countries: Policy, planning and implementation. Castries: OECS Secretariat, 1988. [n.p.].

125

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

Educational profile: Dominica, 1985. Washington, D.C: OAS, 1985. v, 23 p. (Educational Profiles of the Caribbean Countries)

[See Record **105** for abstract]

126

Sabaroche, Herbert F.

The OECS policy and initiatives for technical and vocational education and training. In *Policy and planning for vocational education and training: Report of a sub-regional training workshop* (pp. 178-204). Paris: International Institute for Educational Planning, 1994.

127

Stuart, Stephanie

Dominican Patwa: Mother tongue or cultural relic? *International Journal of the Sociology of Language*, 102: 57-72, 1993.

This article questions whether Patwa will survive as a living language in these "modern" times. Despite the efforts of language campaigners, Patwa loses ground to English in the informal sphere. The only way to maintain Patwa's importance in the culture of Dominica is to include it in the school syllabus.

EDUCATIONAL PROJECTS

128

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 **034** for abstract]

129

Canadian Organization for Development through Education

Eastern Caribbean Primary Textbook Project. Ottawa: CODE, 1987. 47 p.

This document provides details of a project to provide primary school texts and teacher manuals in mathematics, social studies, science, language arts, and reading. It was expected to provide approximately 1.6 million texts in 97 titles to 94,500 students and 2,950 teachers, and to become self-sustaining.

130

Dominica. Ministry of Education. Testing and Measurement Unit

Secondary Education Support Project: Dominica baseline studies - Initial report. Roseau: The Ministry, 1999. [n.p.]

131

Dominica. Preschool Education Project

Report for period September 1986 - July 1987. Roseau: The Project, 1987. 16 p.

[See Record **059** for abstract]

132

Hays, Frances, ed.

Program overview: Education and human resources development - Latin America and the Caribbean, 1992. Washington, DC: USAID, 1992. v, 41 p.

This program overview introduces the education and human resource development activities carried out by the Education and Human Resources Division and the individual USAID missions in the Latin American and Caribbean (LAC) region. The Commonwealth Caribbean countries included are the countries of the EC and Jamaica. The report presents: 1) overall USAID strategy for assistance in basic education in the LAC region and brief synopses of the projects in each country; 2) USAID projects in vocational training and management education throughout the region; 3) summaries of all recent or current projects in each sub-sector with information on duration, funding levels, and activities, and 4) information on two region-wide participant training programmes--the Caribbean and Latin American Scholarship Program and the Advanced Developing Countries Training Program.

133

Hobbs, Wesley W.; Briggs, Lloyd D.; St. Germain, John

Eastern Caribbean states: Staff appraisal report: Fourth Caribbean Development Bank: Regional Vocational and Technical Education Project. Washington, DC: World Bank, 1987. 71 p. (Report No.6490-CRG)

134

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)

135

Pierre-Louis, Alex

Commonwealth of Dominica project for renovation and reorganisation of Clifton Dupigny College - Master Plan. Roseau: Ministry of Education, 1992. 155 p.

136

Sangster, Alfred

The Multi-Island Educational Development Project: An educational development project of the governments of the Eastern Caribbean through the United Nations Development Programme: A preliminary assessment and proposals for future development. Bridgetown: UNDP, 1986. 32 p.

This document identifies the achievements of the project as well as problems in implementation. Recommendations included the expansion of the project to more schools, and coordination with other initiatives in technical and vocational education at the national and regional levels.

137

Some aspects of the educational programme of the Ministry of Education and Health, Dominica, in cooperation with the Institute of Education, University of the West Indies. In R. M. Nicholson (Ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 208-209). Mona: Institute of Education, UWI, 1971.

This paper provides information on the programmes and projects implemented by the Ministry of Education and Health, Dominica in 1971, and identifies projects for which assistance was required from the Institute of Education, UWI.

138

UNDP

Education development and administration: Dominica - (Mission). Project findings and recommendations. New York: UNDP, 1982. 11 p.

139

UNDP

Multi-Island Educational Development: Eastern Caribbean - (Mission). Project findings and recommendations. New York: UNDP, 1986. 25 p.

140

United Nations Population Fund; Pan American Health Organization

Report on the UNFPA funded project: Health and Family Life Education and Family Planning Services. [S.l.: s.n.], 1983. 10, [7] p. (DM 1/83/001)

This report, for the period January 1984 to March 31st, 1984, covers activities in: a) health and family life education; b) youth education in health and family life education; c) post-partum and family planning services; d) family planning services, and e) production of mass media materials and the use of the mass media.

141

World Bank

Staff appraisal report - Commonwealth of Dominica Basic Education Reform Project. Washington, DC: World Bank, 1995. iv, 95 p. (14944-DOM)

The Basic Education Reform Project has the overall objective of accelerating human resource development to ensure the development of the requisite manpower to attain the desired economic transition in Dominica. The project is intended to: a) strengthen the planning and institutional capacity of the Ministry of Education, Youth Affairs and Sports (MOE) 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 b) 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 major 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 MOE to provide more secondary school places in the most under-served districts, in order to reduce long distance travel and facilitate access to educational opportunities.

EDUCATIONAL PROVISION

142

Emmanuel, Patrick A. M.

Problems of research and data collection in small islands without a social science faculty. *International Social Science Journal*, 32 (3): 560-563, 1980.

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

EDUCATIONAL PSYCHOLOGY

143

Polydore, Kay Merina

A study of some Dominican adolescents' attitudes to school, with particular reference to attitudes to men and women teachers. M.A., University of Leeds, 1975. 125 p.

This study sought to discover Dominican students' attitudes to men and women teachers, their preference for teachers of a particular sex, and their general attitude to school. A questionnaire was used to collect data from a sample of 400 students from 4 secondary schools in Dominica (100 from each school).

Results of the data analysis showed that: 1) there was no significant relationship between social class, previous school attended, attitude to certain subjects, age, and attitude to teachers; 2) there was a significant difference between the attitude to men and women teachers, with men being rated higher; 3) there was a significant difference between the single-sex and coeducational schools in their attitude to men teachers, with students of coeducational schools rating men teachers higher; 4) in three schools, Form 3 students gave significantly higher ratings to women than to men teachers; 5) there was no significant difference between the various age groups within schools, but in the upper forms of all the schools, the mean ratings for women were the lowest in the schools; 6) boys at the boys' school gave the lowest ratings to women teachers on the ability to keep order in the class, and girls at the girls' school gave women teachers the highest ratings on the same item; 7) when students had to express their preference for a particular sex of teacher, at least 75% of students of each school said it depended on the teacher; 8) in commenting on the schools, the three matters about which students were most vocal were punishment, the curriculum, and the material provision of the schools. They criticized not only teachers but also principals. They pointed out which teachers were unsuitable for teaching and felt that they ought to have a say in the hiring of teachers.

144

Richardson, Arthur G.

Stress in teaching: A study of elementary school teachers in the Caribbean. *Bulletin of Eastern Caribbean Affairs*, 21 (3): 1-8, 1996.

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: a) the most stressful classroom activity/condition; b) differences in sources of stress between male and female teachers; and c) 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 (63), Barbados (103), British

Virgin Islands (40), Dominica (113), Grenada (67), Montserrat (65), St. Kitts (93), and St. Vincent (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 Barbados scored higher than their counterparts in Montserrat and Dominica; Vincentian teachers achieved a higher score on this measure than their peers in the British Virgin Islands and Grenada. With respect to supervisory support, teachers from Antigua, Barbados, St. Vincent, and St. Kitts indicated the highest levels of stress.

EDUCATIONAL QUALITY

145

Conference of Commonwealth Education Ministers (11th)

Agenda item 2: Improving the quality of basic education. v. 3: Country papers. London: Commonwealth Secretariat, 1991. 155 p. in various pagings. (11 CCEM/2/CP 3; Conference of Commonwealth Education Ministers, 11th, Bridgetown, Barbados, 29 Oct - 2 Nov 1990. Sponsored by: Commonwealth Secretariat)

[See Record **023** for abstract]

146

Country summaries: Dominica. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 254-270). Santiago: UNESCO, 1996.

[See Record **013** for abstract]

147

Fergus, Howard A.

The challenge of educational reform in microstates: A case-study of the Organization of Eastern Caribbean States. *Prospects*, 21 (4): 561-571, 1991.

[See Record **009** for abstract]

148

Kamau, Macharia; Sabatini, Fabio

"I did not finish school, school finished with me." Preparing today's children for 21st century life. Bridgetown: UNICEF CAO, 1997. 10 p. (UNICEF Caribbean Area Office. Working Papers; No. 9)

[See Record **004** for abstract]

EDUCATIONAL REFORM

149

Charles, Hubert J.

Organisation of Eastern Caribbean States (OECS) Education Reform Strategy: Report on country consultations and work plan. Bridgetown: CARNEID Coordinating Centre, 1992. [i], 43 p.

[See Record **109** for abstract]

150

Education Reform Working Group

Foundation for the future: OECS Education Reform Strategy. Castries: OECS Secretariat, 1991. [iii], 113, [11] p. (Chairman: Errol Miller)

This report is divided into two main sections: a) a description of the existing state of education in the sub-region, as well as the objectives and processes used in generating the reform strategy, and b) a detailed listing and description of the strategies, presented in nine categories: 1) Harmonising OECS education systems; 2) Early childhood education; 3) Primary education; 4) Secondary education; 5) Tertiary and adult education; 6) Terms and conditions of service of teachers; 7) Management and administration of education; 8) Financing of education, and 9) Process of reform.

151

Fergus, Howard A.

The challenge of educational reform in microstates: A case-study of the Organization of Eastern Caribbean States. *Prospects*, 21 (4): 561-571, 1991.

[See Record **009** for abstract]

152

Forde, George J.

Implementation report: Organisation of Eastern Caribbean States (OECS) Education Reform Strategy. Castries: OECS, 1994. [vi], xxiv, 128, [29] p.

[See Record **113** for abstract]

153

Gill, Muriel

Reform of secondary education for the OECS. *La Educacion*, No. 107, 1992, pp. 37-52.

This paper discusses the importance of secondary education in producing adolescents who are well equipped with academic, technical, and vocational training in order to better participate in the scientific and technological changes in society. It suggests changes which need to be made in the education system in the region in order to ensure that all young people in the EC will be able to secure their "rights of passage" to a society which allows equal rights and justice, and participation in societal change, both at the present and in the future.

154

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS). *La Educacion*, No. 107, 1992, pp. 1-18.

Based on an assessment of the existing system of primary education in the EC, this study proposed areas for reform and re-consideration. These include educational resources, the learning environment, class size, classroom management and organization, curriculum, foreign language teaching, and teacher training.

155

Shillingford, Daniel J.

Rationalization of the Junior Secondary Programme: Retrospect and prospect. Roseau: Ministry of Education and Sports, 1991. ii, 26 p.

[See Record **106** for abstract]

156

Sutton, Leroy A.

Reform strategy for primary education in the Organization of Eastern Caribbean States. *La Educacion*, No. 107, 1992, pp. 19-35.

This paper attempted to identify the shortcomings of primary education in the EC, and outlines a possible programme to address these shortcomings. It suggests that two of the most serious problems faced are student to faculty ratio, and the lack of a policy concerning the "total development" of the student. Recommendations are made for reform in several areas including teacher training, curriculum development, transition from primary to secondary school, record keeping, and the development of pastoral care programmes.

157

Wilson, David N.

Reform of technical-vocational education. *La Educacion*, No. 107, 1990, pp. 77-115.

This paper analyzes reforms in technical/vocational education (TVE) since World War II, in order to suggest directions worthy of consideration by the OECS member states. It examines the literature on the nature of reforms in the context of policy formulation, planning, implementation, and evaluation, in addition to the economic, financial, curricular, and resource implications of educational reform. The paper proposes the use of centralized TVE curriculum development modes and locally generated research in policy formulation and planning.

158

World Bank

Staff appraisal report - Commonwealth of Dominica Basic Education Reform Project. Washington, D.C.: World Bank, 1995. iv, 95 p. (14944-DOM)

[See Record **141** for abstract]

EDUCATIONAL STATISTICS

159

Dominica. Central Statistical Office

Education statistics. Roseau: Central Statistical Office, 1994- .(Irregular; no. 2, 1997)

160

Dominica. Central Statistical Office

Statistical digest. 1965- . (Irregular)

161

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

Educational profile: Dominica, 1985. Washington, D.C: OAS, 1985. v, 23 p. (Educational Profiles of the Caribbean Countries)

[See Record **105** for abstract]

EDUCATIONAL TECHNOLOGY

162

Genthon, Magdilen Rena

Needs assessment for computer literacy for students and teachers in the public high schools in Dominica. M.A., University of the Virgin Islands, 1993. iv, 128 p.

[See Record **038** for abstract]

163

Ugboma, Eghosa

The need for computer-based information systems in the administration of community colleges in the English-speaking Eastern Caribbean states: A survey study. D.B.A., University of Sarasota, 1997. 157 p.

[See Record **074** for abstract]

ENVIRONMENTAL EDUCATION

164

Christian, Colmore S.; James, Arlington A.; Charles, Ronald

Environmental education in the Commonwealth of Dominica, especially as it relates to parrot conservation. *Environmental Conservation*, 21 (4): 361-364, Winter 1994.

165

Dominica National Commission for Unesco

Environmental education workshop, Roseau, Dominica, July 14-18, 1986: Final report. Roseau: The Commission, 1986. ii, 80, [viii] p.

HEALTH AND FAMILY LIFE EDUCATION

166

Dominica. Ministry of Health; World Health Organization

Commonwealth of Dominica - National AIDS prevention and control medium-term plan (1988-1991). Roseau: Ministry of Health, 1988. 53 p.

167

Inter-Agency Working Group; Pan American Health Organization. School Health and Family Life Education Project

Core curriculum guide for strengthening health and family life education in teacher training colleges in the Eastern Caribbean. St. Michael: PAHO Office of Caribbean Programme Coordination, [1994?]. v, 127 p.

[See Record **040** for abstract]

168

James, Dorothy F. T.

Proposal strategy for implementation of health and family life education in secondary schools in Dominica. Roseau: Ministry of Health, 1987. 7 p.

169

Pan American Health Organization. Caribbean Program Coordination

Guidelines for evaluating school, health and family life education in Eastern Caribbean countries. St. Michael, Barbados: Caribbean Program Coordination, 1991. 2 vols. (Vol. 1 - Formative evaluation; Vol. 2 - Summative evaluation)

170

UNICEF

Survey of "Life Skills" programmes in Eastern Caribbean schools. Bridgetown: UNICEF, 1993. 13, [8] p.

[See Record **047** for abstract]

171

United Nations Population Fund; Pan American Health Organization

Report on the UNFPA funded project: Health and Family Life Education and Family Planning Services. [S.l.: s.n.]. 1983. 10, [7] p. (DM 1/83/001)

[See Record **140** for abstract]

HIGHER EDUCATION

172

Bowman, Hilary Lawrence

A critical appraisal of the availability of tertiary/university level education in the Organization of Eastern Caribbean States. Ph.D., Union Institute, 1999. 127 p.

[See Record **007** for abstract]

173

Caribbean Development Bank

Loan agreement (student loan scheme) (second loan) between Caribbean Development Bank and Dominica and National Commercial and Development Bank (Aid Bank Subsidiary). Bridgetown: CDB, 1977. [n.p.].

[See Record **091** for abstract]

174

Caribbean Development Bank

Loan agreement between Caribbean Development Bank and the state of Dominica and the Dominica Agricultural and Industrial Development Bank (student loans for higher education). Bridgetown: CDB, [19??]. [n.p.].

[See Record **092** for abstract]

175

Dominica. Tertiary Education Task Force

Report. [Roseau]: The Task Force, 1993. 103 p. (Chairman: Thomas Henderson)

The Task Force for Tertiary Education in Dominica was appointed in 1991 to: 1) determine the goals and objectives of the Clifton Dupigny Community College; 2) examine the issues associated with the proposed restructuring of the College; 3) advise on the restructuring of the College, and 4) propose a management structure for the College following guidelines presented in the Draft Education Sector Plan. The Task Force reviewed a wide range of tertiary education related reports, policy papers and other documents. Individual and group interviews were conducted with administrative and operational staff of tertiary and related institutions, current and past students of the College, employers of College graduates and relevant others. This report analyzes the existing management structure, programmes, conditions of service and policies of the Academic and Technical Studies Divisions of the Clifton Dupigny Community College, the School of Nursing and the Teachers' Training College.

176

Goldberg, Nicholas

Concerns of tutors of the Dominica Teachers' College of the proposed amalgamation with the Clifton Dupigny Community College. [S.l.: s.n.], 1992. [n.p.].

177

Grell, Gerald A. C.

The University of the West Indies and the Eastern Caribbean islands. [S.l.: s.n.], 1993. vi, 67 p.

[See Record **055** for abstract]

178

Harden, Enid C.

Strategies for the transfer of School of Nursing activities into a college type approach to nursing and other health training activities. [S.l.]: PAHO, 1987. [n.p.].

179

Nicholson, R. M.

Educational development in the Eastern Caribbean: Primary, secondary and tertiary levels, 1966-1977. *Bulletin of Eastern Caribbean Affairs*, 4 (3): 24-28, 1978.

[See Record **080** for abstract]

180

OECS Central Secretariat

Report on phase one and two (conceptualisation, country consultations and workshop deliberations) of the tertiary education and TVET sector survey, including a proposal for a data system. Castries: OECS, 1993. [150] p.

181

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 **081** for abstract]

182

Pierre-Louis, Alex

Commonwealth of Dominica project for renovation and reorganisation of Clifton Dupigny College - Master Plan. Roseau: Ministry of Education, 1992. 155 p.

183

Reid, Una Vivienne

Guidelines for the transfer/transition of diploma nursing education into Health Sciences Centres. [S.l.]: PAHO, 1983. [n.p.]

184

Roberts, Judy

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

[See Record **057** for abstract]

185

Ross, Bertram Hudson

The applicability of the American two-year college model to the Organization of Eastern Caribbean states. Ph.D., Ohio University, 1995. 300 p.

[See Record **071** for abstract]

186

The University of the West Indies. Office of University Services, Eastern Caribbean

Effective management and leadership of tertiary level institutions in non-campus countries of the Eastern Caribbean. 92 p. Paper prepared for the Workshop for Senior Level Personnel in Tertiary Level Education Systems, Bridgetown, Barbados, 25-26 Jun., 1987.

[See Record **073** for abstract]

187

Ugboma, Eghosa

The need for computer-based information systems in the administration of community colleges in the English-speaking Eastern Caribbean states: A survey study. D.B.A., University of Sarasota, 1997. 157 p.

[See Record **074** for abstract]

HISTORY OF EDUCATION

188

Dominica Grammar School centenary commemoration, 1893-1993: Souvenir magazine. Dominica: Centenary Commemoration Committee, 1993. 98 p.

This commemoration magazine attempts to capture the spirit of the Dominica Grammar School (DGS), which has made outstanding contributions to the social and economic development of Dominica. Many of the articles were specially researched and written for the magazine, but in an attempt to illustrate the true spirit of the DGS during the early and middle years, a few interesting articles have been reproduced from DGS magazines during the period 1950-1987.

189

Hadley, C. V. D.

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

190

Hammond, Stanley A.

Education in Dominica: Memoranda by S. A. Hammond, Educational Adviser to the Comptroller. Bridgetown: Advocate Co., 1944. 55 p.

191

Hammond, Stanley A.

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.

192

Magloire, Juliana T.

Education and Dominica's development (An historical survey). St. Augustine: UWI, 1975. [n.p.]. (Caribbean Studies Paper)

LANGUAGE EDUCATION

193

Carrington, Lawrence D.

Deviations from Standard English in the speech of primary school children in St. Lucia and Dominica: A preliminary survey. *International Review of Applied Linguistics in Language Teaching*, 7 (3): 165-184, 1969; 7 (4): 259-281, 1969.

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

particular contexts were extracted and separately noted. The items were then grouped according to type and patterns of deviation established.

194

Monelle, Patricia M.

A preliminary investigation into the incidence of Creole forms in the written expression of primary school students in Dominica. M.Ed., University of Alberta, 1980. xiv, 291 p.

This study sought to investigate the influence of French Creole and Creole English on the written expression of primary school students in Dominica. Data, consisting of morphological, syntactical, lexical, and spelling errors which seemed compatible with Creole speech in Dominica, were obtained from the written compositions of 81 sixth graders, drawn from two schools in the Roseau area. The recorded errors were analyzed quantitatively and linguistically under the headings of morphology, syntax, lexis, and phonology.

A wide range in the frequency and distribution of the error types was observed. Some Creole features appeared only infrequently, while others were present in the scripts of almost two thirds of the sample. Errors in prepositional usage, verb morphology (the past tense and past participle *-ed* suffix), and verb tense formation were the most numerous and widely distributed. Though a few students demonstrated ability to sustain standard usage in their written language, the majority seemed to alternate between standard and non-standard forms. It was concluded that some of the difficulty experienced by Dominican students with English as a school subject might be related to the Creole forms which characterize their ordinary speech.

195

Nwenmely, Hubisi

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

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

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

196

Stuart, Stephanie

Dominican Patwa: Mother tongue or cultural relic? *International Journal of the Sociology of Language*, 102: 57-72, 1993.

[See Record 127 for abstract]

LITERACY

197

Browne, Mike

Literacy in the Eastern Caribbean. *Bulletin of Eastern Caribbean Affairs*, 16 (3): 26-31, Jul. 1990.

This article identified several educational programmes in the EC and analyzed the efficiency of these programmes as they attempted to reach persons who had not been able to profit from earlier educational opportunities. It identified one of the reasons for the growing illiteracy rate as the increase in standards of living, science and technology. It was suggested that governments needed to pay more attention to the development of literacy programmes and to make efforts to eradicate some of the problems facing nonformal education systems.

198

Burton-James, Alexandra; Jules, Didacus

Community based initiatives in the Caribbean: Country report - Dominica. Castries: NRDF, 1990. 116 p.

This survey of community-based literacy initiatives in Dominica, which was conducted in 1987, identified 14 operational projects which were all rural-based. The main objectives of the projects were the acquisition of reading and writing skills, and civic/political participation. Projects were well dispersed geographically but the number participating was small compared to the estimated number of illiterates. Sixty five percent of the learners were female. Projects experienced difficulty in mobilizing adult illiterates although a wide range of promotion activities was undertaken. A country update in 1989 indicated, among other changes, a large increase in the number of projects, broadening of objectives, and a decrease in the female:male participant ratio.

199

Country summaries: Dominica. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 254-270). Santiago: UNESCO, 1996.

[See Record **013** for abstract]

200

Crawford, A. N.

Literacy in Dominica: A joint publishing project. *Reading Today*, 9 (4): 39, Feb/Mar. 1992.

[See Record **014** for abstract]

201

Dominica. Ministry of Education

Survey to assess the rate of illiteracy and characteristics of illiterates in Dominica. Roseau: The Ministry, [19??]. 3 p.

This survey sought to obtain reasonably accurate statistical data on illiteracy in Dominica, as well as information concerning the population's preferred reading material, access to reading material, and general information on adult education. This information was intended to assist the government in obtaining funds to tackle the illiteracy problem.

202

Dominica. Ministry of Education. Adult Education and Audio Visual Service
Proposal for survey on rate of illiteracy. Roseau: The Ministry, [198?]. 3 p.

This proposal for a survey to assess the rate of illiteracy and characteristics of illiterates in Dominica outlines its objectives, and gives a brief description of the project, its timing, and cost.

203

Jules, Didacus

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

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

MANAGEMENT EDUCATION

204

Lawrence, Theodoris

Dominican rural women's interest in marketing education. M.S., West Virginia University, 1994. v, 55 p.

MATHEMATICS EDUCATION

205

Blondel, Ezra

Mathematics as a barrier to learning science and technology among girls in Dominica. In Ved Goel & Leone Burton (Eds.), *Mathematics as a barrier to the learning of science and technology by girls: Report of a conference*. London: Commonwealth Secretariat, 1996.

206

Brown, Anthony

Issues in 'multi-ethnic education'. *Mathematics Teaching*, 120: 8-10, Sep. 1987.

This article discusses the problem of using investigative work in mathematics for student teachers at the teachers' college in Dominica. Part of the problem encountered involved finding ways of helping teachers to prepare themselves for teaching in a situation where the fluent use of English among the students could not be assumed.

207

Brown, Anthony

Teaching in Dominica. *Mathematics Teaching*, 108: 30-31, Sep. 1984.

This article briefly discusses some of the problems encountered by teachers in Dominica, with particular reference to mathematics teachers. A major problem identified is the question of the language of instruction

in a country where Standard English is the official language, but French patois is the language of daily communication among both teachers and students.

208

Petty, Osmond

Student teachers' ability to define and produce varied examples of geometric concepts: Some Caribbean findings. *Research in Education*, No. 49, May 1993, pp. 63-73.

Student teachers in teachers' colleges in the EC appeared to be deficient in their ability to identify the relevant attributes of certain geometric concepts. The purpose of this study was to determine the extent to which student teachers, who had attained satisfactory entry-level qualifications in mathematics, could define geometric terms which are commonly found in the mathematics curriculum of primary schools, and draw varied illustrative examples of the concepts.

NUTRITION AND HEALTH

209

Durbrow, Eric Hunt

School performance and behavior problems of Caribbean children: Associations with pediatric risk and growth, home conditions and temperament. Ph.D., University of Missouri – Columbia, 1993. 158 p.

[See Record **001** for abstract]

210

Grell, Gerald A. C.; Desai, Patricia; Serjeant, Graham R.; Muller, R.

Anthropometric measurements of school children in Dominica, West Indies. *Annals of Tropical Paediatrics*, 1 (4): 241-243, Dec. 1981.

211

Wit, J.; Clarendon, Hannah; Etheinne, Peter

Novel school feeding project in Dominica well received. *Cajanus*, 24 (2): 69-72, 1991. (Adapted from the report of a 1986 evaluation mission by Dr. J. M. Wit, in collaboration with Mrs. Hannah Clarendon, Food and Nutrition Council, and Mr. Peter Etheinne, Project Manager)

This article describes a novel school feeding programme which was implemented in Dominica in the early 1980s by the Food and Nutrition Council, with support from NOVIB, a private organization's food aid programme based in the Netherlands, and from other agencies such as UNICEF and the Organization of American States (OAS).

PRIMARY EDUCATION

212

Canadian Organization for Development through Education

Eastern Caribbean Primary Textbook Project. Ottawa: CODE, 1987. 47 p.

[See Record **129** for abstract]

213

Caribbean Development Bank

Grant agreement (Caribbean Educational Development Project) and (Basic Human Needs - Employment Sector Project) between Caribbean Development Bank and Commonwealth of Dominica. Bridgetown: CDB, 1980. [n.p.].

[See Record **086** for abstract]

214

Country summaries: Dominica. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 254-270). Santiago: UNESCO, 1996.

[See Record **013** for abstract]

215

Nicholson, R. M.

Educational development in the Eastern Caribbean: Primary, secondary and tertiary levels, 1966-1977. *Bulletin of Eastern Caribbean Affairs*, 4 (3): 24-28, 1978.

[See Record **080** for abstract]

216

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS). *La Educacion*, No. 107, 1992, pp. 1-18.

[See Record **154** for abstract]

217

Sutton, Leroy A.

Reform strategy for primary education in the Organization of Eastern Caribbean States. *La Educacion*, No. 107, 1992, pp. 19-35.

[See Record **156** for abstract]

PROFESSIONAL TRAINING

218

Clarke, Desmond C.

Conceptions of effective staff development: A Caribbean perspective. *Caribbean Journal of Education*, 17 (1): 1-24, Apr. 1995. (Also presented at the Annual Meeting of the National Reading Conference, Miami, USA, 27 Nov. - 1 Dec. 1990)

This study focused on EC primary teachers' perceptions of the principles, activities, and delivery strategies that should inform staff development efforts to meet their professional needs. In particular, the research sought to establish whether, given the sharp contextual differences between the EC and the developed countries where most of the published research has been done, there was a corresponding difference in teachers' perceptions of the principles and practices of effective staff development. The major goal of the research was to obtain insights to guide actual staff development initiatives in the EC.

219

Clarke, Desmond C.

The perceptions of primary school teachers in the Eastern Caribbean, of the organisation of staff development to meet their needs in the teaching of reading. Ph.D., Pennsylvania State University, 1989. 278 p.

This study investigated the effect of teaching experience, professional training, and grade level taught on the perception of primary school teachers in the EC with respect to: a) their needs for inservice training in the teaching of reading; b) the principles which should inform staff development initiatives to meet their perceived reading needs; and c) the staff development activities and delivery strategies which should be used to implement the staff development initiatives. Two instruments, the Reading Perceptions Questionnaire and the Staff Development Instrument were developed and used to collect data.

The main findings were that: 1) beginning teachers perceived themselves as having significantly greater reading needs than mid-career and experienced teachers; 2) the perceptions of mid-career and experienced teachers were not significantly different; 3) irrespective of the independent grouping variable used, the teachers highly endorsed the participatory approach to staff development embedded in the Staff Development Instrument; 4) professional training was the only independent variable that produced a significant between-group difference with respect to staff development principles; 5) there was a significant positive rank correlation for staff development activities which emphasized practical activities and modelling; and 6) there was a significant positive correlation for using a team approach to organizing and development.

220

Edwards, Terry C.

Role of the Training Unit and institutional development in OECS Member States. St. John's: OECS Economic Affairs Secretariat, 1984. 32 p.

This document presents a strategy and programme intended to enable the Training Unit of the Economic Affairs Secretariat of the OECS to achieve the specific institutional development objectives of its sub-regional Development Training Programme, through the use of its Training Officers. It sets out a plan for the Training Officers which would strengthen the capability of the Establishment or Training Divisions at the national level in the OECS to carry out organizational development and training activities. Activities which could be incorporated into the Training Unit's organizational development role are identified. Proposals are advanced for strengthening the Training Unit by programming for the development of skills and techniques which would impact on the unit's role within the OECS.

221

Hurwitz, Alan; James, Eligh; Van Tijn, David

OECS regional development training programme: Final evaluation report. St. John's: OECS Economic Affairs Secretariat, 1985. 75 p.

This report evaluated the achievements of the project which was aimed at improving productivity in the public sector. It reported significant improvement in government performance in five of the seven OECS countries. The project contributed to an increased demand for training in the civil service, and the development of more training units. Recommendations were made for the continuation of the OECS Economic Affairs Secretariat Training Unit and the creation of a skills database.

222

Joseph, Mamah

Managing professional development for primary school teachers in Dominica. M.Ed., University of Huddersfield, 1998. [n.p.].

223

Layne, Kingsley

Draft public service training and staff development policy for OECS Member Countries. St. John's: OECS Economic Affairs Secretariat, 1985. 47 p.

[See Record **121** for abstract]

224

OECS Economic Affairs Secretariat. Training Unit

Managing the training function. St. John's: OECS Economic Affairs Secretariat, 1984. 303 p.

The material in this manual supports and supplements the conduct of the Public Service Training Programmes, by providing background readings, review materials, and extensions to the ideas and concepts presented during the sessions. The purpose of the programme was to equip participants with the knowledge and skills required to manage Training Divisions/Departments of the Public Service. It contains material on the following topics: Overview and Appraisal of the Training Function; Role and Responsibilities of the Training Manager; Organising and Staffing of Training; Presenting and Selling Training; Costing and Budgeting for Training; and Budgeting and Training Evaluation Techniques.

225

Reid, George

Report on survey of training needs for planning officials in the Eastern Caribbean. Port of Spain: UNECLA. Office for the Caribbean, 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 Eastern Caribbean in order to outline the basic orientation for the sub-regional and national courses in the future." It was proposed, therefore, that a survey be conducted of training needs for planners in the EC.

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--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.

226

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)

RELIGIOUS EDUCATION

227

Hazell, Brenda S.

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

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

SCIENCE EDUCATION

228

Blondel, Ezra

Mathematics as a barrier to learning science and technology among girls in Dominica. In Ved Goel & Leone Burton (Eds.), *Mathematics as a barrier to the learning of science and technology by girls: Report of a conference.* London: Commonwealth Secretariat, 1996.

229

Brathwaite, Workeley E.

Student conceptions in science. Ph.D., The University of the West Indies, Cave Hill, 1994. viii, 329 p.

This study sought to identify the conceptions held by Caribbean secondary school students in selected areas of science, with the emphasis on ideas which differed from orthodox science. Data were collected from a sample of 874 students (422 - Barbados; 452 - Dominica) at three age levels (Forms 1, 3, and 5), and 10 teachers (6 - Barbados; 4 - Dominica) from 11 schools (6 - Barbados; 5 Dominica), using interviews and a survey questionnaire for the conception study; an observation schedule for study of classroom climate; and a simple pre-test, post-test design for analysis of learning outcomes.

Divergent conceptions were found in all topics, most of them persisting to Form 5 level. Classroom climates were predominantly convergent, concerned with imparting "correct" ideas. Considering the level of divergent conceptions found, it did not appear the convergent teaching methods were generally highly effective, even for convergent purposes. Methods that encouraged divergence often did not produce lasting concept change either, but in two topics significant post-test gains were achieved, and the incidence of "correct" ideas was higher than obtained in the survey results. These methods also appeared to generate greater student self-reliance and critical thinking. The critical elements of strategy appeared to be careful diagnosis of student ideas, devising strategies appropriate to particular ideas, and extensive application of the idea to be learned.

230

Dominica. Ministry of Education

Report of Primary Science Workshop on the Process Approach. Roseau: The Ministry, 1987. 19 p.

This report provides a summary of the papers presented by the Science Coordinator on 'Process versus Content in Science' and 'The Process Approach - philosophy, psychology and methodology.' Summaries of activities on the following topics in which participants were involved are presented: Matter, Properties of different materials, Nutrition, Sound, Reproduction, Electricity, Measurement, Drugs, and solvents.

231

Dominica. Ministry of Education and Sports. Education Division. Curriculum Development Unit

Investigate Dominica: Primary & lower secondary teaching manual. 2. ed. Roseau: The Ministry, [19??]. [63] p.

This is a collection of science lessons for the primary and lower secondary grades in Dominica which was prepared by teachers. The lessons, which are related to the natural and/or cultural environment in Dominica, are designed to encourage teachers to teach more science and to have students actively involved with the processes of science.

232

Dominica. Ministry of Education and Youth Affairs. Curriculum Development Unit

Primary science: A curriculum guide. Roseau: The Ministry, 1996. [n.p.].

233

Dominica. Ministry of Education and Youth Affairs. Curriculum Development Unit

Report of the OECS Regional Science Camp at Springfield Centre for Environmental Protection, Research and Education (SCEPYRE), August 19-26. Roseau: The Ministry, 1995. [n.p.].

234

King, Winston K.

The development of science education at the primary level in the Eastern Caribbean. In Judith F. Reay & June M. George (Eds.), *Education in science and technology for development: Perspectives for the 21st century* (pp. 111-124). [S.l.]: International Council of Associations for Science Education, 1992. (ASETT/ICASE Caribbean Conference '91, St. Augustine, Trinidad, 27-30 Aug., 1991)

[See Record **042** for abstract]

235

King, Winston K.

Science education in the Eastern Caribbean: Report on primary-level development. *Caribbean Journal of Education*, 16 (3): 172-188, Sep. 1989. (Special Issue: *Primary education in the Commonwealth Caribbean*, ed. by Donald G. Wilson)

[See Record **043** for abstract]

236

Lance, R. S.

Some aspects of science curriculum development, dissemination and implementation in the English-speaking Caribbean with special reference to Dominica. M.Sc., University of Reading, 1984. [n.p.]

[See Record **044** for abstract]

237

Robinson, Belgrave O.

Some problems of science teaching in the primary and all-age schools of Dominica. In The University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Lucia, April 14-17, 1969* (pp. 100-103). Mona: Institute of Education, UWI, 1969.

This paper highlighted some of the deficiencies of science teaching in primary and all-age schools in Dominica. These included: the lack of a suitable syllabus, teacher incompetence, lack of suitable textbooks and reference materials, and inadequate facilities. Assistance from the Institute of Education, UWI was required in the first three areas.

238

Walker, Esther E.

Redesigning teacher preparation in the Eastern Caribbean - Science. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 168-180). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **048** for abstract]

SECONDARY EDUCATION

239

Dominica Grammar School centenary commemoration, 1893-1993: Souvenir magazine. Dominica: Centenary Commemoration Committee, 1993. 98 p.

[See Record **188** for abstract]

240

Dominica. Ministry of Education

Improvement of secondary education: Policies, objectives, structures, content and methods. 15, x p. Paper prepared for the International Conference on Education, 40th Session, Geneva, Switzerland, 1986. (Reply to questionnaire ED/BIE/CONFINTED/40/Q/85)

241

Dominica. Ministry of Education. Education Planning Unit

Discussion paper - Secondary student and teacher projections 1997-2005. Roseau: The Ministry, 1998. [n.p.].

242

Dominica. Ministry of Education. Testing and Measurement Unit

Secondary Education Support Project: Dominica baseline studies - Initial report. Roseau: The Ministry, 1999.

243

Dominica. Ministry of Education and Sports. Education Division. Technical and Vocational Education Unit

Report of the 1993 Junior Secondary Programme assessment. Roseau: The Ministry, [199?]. [14] p.

[See Record **020** for abstract]

244

Eastern Caribbean Education Reform Project

Student Attitude Survey research report. Castries: OECS Education Reform Unit, 1999. xvi, 88 p.
(Available: <http://www.oeru.org/publications.htm>)

The Student Attitudes Survey was conducted to "better understand students' hopes, fears, aspirations and ambitions as well as their attitudes towards school work and their future lives." It represented an attempt to address widespread concern in the EC that youth are becoming increasingly disaffected and disengaged from school, and that schools and teachers do not have the capacities to prevent or overcome these problems. Data were collected through: (a) a questionnaire completed by 5,028 randomly selected secondary school students in the nine OECS countries; (b) ratings of those students' performance and behaviour by the teachers most familiar with them; and (c) more than 20 focus group discussions and qualitative interviews held in each country with parents, teachers, and out of school youth.

The results of the survey showed that several factors have strong and consistent influences on OECS students' attitudes toward, and behaviour in, school. The two most important influences come from the most significant adults in their lives: their parents and their teachers. The analyses also showed that girls' experience in schools is more positive than boys': they like school more, have higher academic performance, and have less frequent behaviour problems. The results also suggest that students' attitudes and outcomes evolve over the secondary school period. It was concluded that the vast majority of students attending OECS schools enjoy school and see it as a means of improving their future. They want to work hard in school and are generally confident that they can succeed.

245

Fleming, William Gerald

Secondary and adult education in Dominica. Toronto: Department of Educational Research, Ontario College of Education, University of Toronto, 1964. ix, 46 p. (Ontario College of Education, University of Toronto. Department of Educational Research. Bulletin; no. 19)

246

Gill, Muriel

Reform of secondary education for the OECS. *La Educacion*, No. 107, 1992, pp. 37-52.

[See Record **153** for abstract]

247

Leo-Rhynie, Elsa

Evaluation of the Junior Secondary Programme. Roseau: Ministry of Education, 1986. 99 p.

248

Nicholson, R. M.

Educational development in the Eastern Caribbean: Primary, secondary and tertiary levels, 1966-1977. *Bulletin of Eastern Caribbean Affairs*, 4 (3): 24-28, 1978.

[See Record **080** for abstract]

249

OECS

The role of pre-vocational education in the secondary schools in OECS countries: Policy, planning and implementation. Castries: OECS Secretariat, 1988. [n.p.]

250

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: (a) teacher incapability in the delivery of quality education; (b) non-existence of a national curriculum at the first three forms at the secondary level; (c) student difficulties in the transition from primary to secondary; and (d) 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.

251

Polydore, Kay Merina

An input-output analysis of the achievement levels of the secondary schools in Dominica. Ph.D., The University of the West Indies, Mona, 1989. xii, 416 p.

[See Record **006** for abstract]

252

Shillingford, Daniel J.

Rationalization of Junior Secondary Programme - Retrospect and prospect. Roseau: Ministry of Education and Sports, 1991. 25 p.

253

Thomas, Bert J.

An alternative to the current model of secondary education in the Commonwealth Caribbean: Special reference to Dominica. In Norma A. Niles & Trevor Gardner (Eds.), *Perspectives in West Indian education* (pp. 176-186). East Lansing, MI: West Indian Studies Association, Michigan State University, 1978.

This paper describes the limitations of the four secondary schools in Dominica and proposes an alternative model, derived from the Jose Marti School in Jamaica, in which the purposes of education would be to train

people to develop fully the human potential and to train them to survive in their environment. This training would include a heavy emphasis on agriculture, industry, sports, political education and socialization, religion, and ecology. The proposed organizational structure of such a school is described.

SOCIAL STUDIES EDUCATION

254

Goodridge, Rudolph V.

Primary school social studies curriculum development in the Eastern Caribbean: Some reflections. In the University of the West Indies. Institute of Education. *Report of Conference on Teacher Education in the Eastern Caribbean, held at Montserrat, April 6-9, 1970* (p 81-90). Mona: Institute of Education, UWI, 1970.

[See Record **039** for abstract]

255

Griffith, Anthony D.

Teaching social studies in Caribbean schools: Perceived problems of elementary school teachers. *Theory and Research in Social Education*, 27 (3): 375-395, Sum. 1999.

This study investigated the perceived problems in teaching primary school social studies in the EC. Data were collected through a questionnaire administered to 293 randomly selected primary school teachers (79 male and 214 female), who were at the end of the two-year inservice teachers' college programme.

Respondents perceived three major problems in teaching social studies: 1) lack of adequate resources; 2) lack of administrative support; and 3) a limited range of pedagogical strategies. Results indicated that further research should include the professional and philosophical beliefs of Caribbean teachers; the factors that influence their classroom behaviours and instructional practices; and the perceptions of both teachers and students with respect to the problems faced in the teaching of social studies and citizenship in Caribbean schools.

SOCIOLOGY OF EDUCATION

256

Austin, Roy L.; Porter, Elaine

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

This study sought to test four hypotheses regarding male dominance, socio-economic status, education, and change in dominance patterns between the 1950s and 1970s in Dominica, "Antillia" (a fictitious name used to protect the identity of a cooperating individual), and St. Vincent. Data were collected through questionnaires administered to 397 fifth and sixth form students on the three islands.

The results showed that males were three times as likely as females to dominate family decisions in Antillia and St. Vincent, and five times as likely in Dominica. Social status, but not economic status, and father's education were indicators of dominance, and male dominance seemed to have declined since M. G. Smith collected data on the topic in 1955. In Dominica, 97 students (more than 40% of those eligible) completed the questionnaires.

257

Barrie, Francois

Dominica. 8 p. Paper prepared for the Caribbean Conference on the Rights of the Child: Meeting the Post Ratification Challenge, Belize City, Belize, 7-10 Oct., 1996.

This paper provides a socio-economic overview of Dominica, and highlights the nation's efforts to comply with the provisions of the United Nations Convention on the Rights of the Child (CRC). It provides data on population, sex ratio, migration patterns, population density, ethnic groups, agriculture, informal employment, and poverty. It goes on to highlight activities being undertaken to support the CRC, which Dominica ratified in March, 1991, including the World Bank-sponsored Basic Education Reform Project. The project will construct new secondary schools and rehabilitate many primary schools. The paper also notes that the new Dominica Education Act being considered by Parliament addresses the rights of children.

258

Burton-James, Alexandra

Power and practice in a Carib school: A case study of pedagogical, gender and cultural relations in a Caribbean school. Ph.D., The University of Wisconsin-Madison, 1991. viii, 339 p.

This study described and critically analyzed the dynamics of power relations, everyday knowledge, and the school experience of a teacher and students of Grade 7 in a rural primary school in the Carib community in Dominica. Data were collected using a variety of procedures: i) participant classroom observations; ii) in-depth, formal, and unstructured interviews of different groups and persons; iii) questionnaires to students and teachers; iv) content analysis of audio-tapes of lessons taped both inside and outside the classroom; and v) examination of documents dealing with lesson content, for example, teachers' guides, lesson plans, and textbooks.

The study revealed that the curriculum is a critical site for the contested terrain of gender, cultural, political, and religious struggle. The analysis went beyond the structuralist theory of knowledge and examined the assumptions of the subjective and creative assertion of people, and the importance of localized gender, class, and ethnic/cultural struggles over education and the curriculum-in-practice. The study explored the points of convergence between official pedagogical discourses and cultural discourses that historically constituted the marginalization of Caribs and their culture in school. It was found that Carib students, as part of a cultural group, appropriated, constructed, and redefined aspects of school knowledge. Students' social practices and their value systems operated to effect the collective, cultural cohesion that had been critical to the survival of the Carib people and were important to the concept of cultural/ethnic identity.

259

Burton-James, Alexandra

Power and practice in a Caribbean school: Patterns of cultural assertion among Carib children in an English-speaking school. *International Journal of Qualitative Studies in Education*, 8 (4): 371-385, Oct-Dec. 1995.

260

Dominica. Committee of Inquiry into Disturbances at the Saint Mary's Academy

Report of Committee of Inquiry into Disturbances at the Saint Mary's Academy, 7th June, 1972. [Roseau: s.n.], 1972. 28 p. (Chairman: C. A. Maynard)

261

Justus, Joyce Bennett

The utmost for the highest: A study of adolescent aspirations in Dominica, West Indies. Ph.D., University of California, Los Angeles, 1971. xii, 179 p.

This study focused on the importance of education for the individual citizen, the purposes it fills, and the social and economic needs it satisfies. It was mainly concerned with aspirations, the relevant factors involved in shaping them, and the relationships between these factors and their combined effectiveness as predictors of aspirations or expectations. Questionnaires were administered to 245 adolescents chosen to represent their age cohorts as the apex of the primary and secondary school system.

It was found that aspirations were more likely to be influenced by the expectations of parents than any other variable. Respondents generally viewed their parents as having high academic and occupational aspirations for them, and there was a strong positive correlation between what was perceived to be parents' aspirations and the respondents' own aspirations. On the other hand, expectations were highly correlated with academic performance and availability of jobs in the environment. Socio-economic variables such as father's occupation, parent's education, and the like did not contribute much to the explanations of aspirations or expectations. It was also found that, in general, Dominican adolescents had a fairly accurate assessment of the value of their education in terms of its concrete rewards, but that the prestige function of education, and the role of education in social and economic stratification and parental aspirations continued to result in aspirations far above and beyond the respondents' expectations.

262

Niles, Bradley

The current status of prison education in some Caribbean states. *Convergence*, 30 (1): 51-59, 1997.

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

263

Nwenmely, Hubisi

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

[See Record 195 for abstract]

264

Simmons, Alan B.; Plaza, Dwaine E.

International migration and schooling in the Eastern Caribbean. *La Educacion*, No. 107, 1992, pp. 187-213.

This paper examines the relationship between schooling and migration for the population of the EC. It attempts to shed light on the two-sided role of education in these micro states--small autonomous nations with unique challenges of development associated with their size and limited natural resources. On the one hand, schooling is a vital ingredient for future development, while on the other hand, it facilitates emigration, particularly for individuals who have completed more advanced study.

SPECIAL EDUCATION

265

Bullard, Mary Kenyon

A multivariate analysis of social integration among a group of mentally retarded persons in Dominica, West Indies. Ph.D., George Peabody College for Teachers, 1978. iii, 86 p.

266

Delgado, Gilbert L.

A comparative overview of the education of deaf children in Central America, the Caribbean and parts of South America. 12 p. Paper prepared for the International Congress on Education of the Deaf, 18th, Tel Aviv, Israel, 16-20 Jul., 1995.

This paper describes the state of education for deaf children in Central America and the Caribbean, focusing on: 1) an historical description of events and forces impacting on these regions; 2) current educational philosophies; 3) adult associations of deaf people; 4) intra/inter-country networking; 5) educational and medical aspects; and 6) visions for the future. Jamaica, Antigua, Dominica and the Bahamas are among the countries included.

267

Educating the special child in the Caribbean and Central America. 37 p. Paper prepared for the Missouri Federation of the Council for Exceptional Children Annual Conference, St. Louis, MO, United States, 10-12 Mar., 1994.

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

TEACHER EDUCATION

268

Binda, K. P.

Teacher training in the Anglo-Eastern Caribbean. In *New Perspective Reference Books in International Education. v. 15: Education and cultural differences: New perspectives.* Hamden: Garland Publishing, 1992. (Garland Reference Library of Social Science)

This book contains 27 essays and case studies that focus on the potential for education to lessen social inequality in various countries. This essay looks at teacher education in the EC.

269

Brown, Monica M.

Caribbean first year teachers' reasons for choosing teaching as a career. *Journal of Education for Teaching*, 18 (2): 185-195, 1992.

This paper is based on an investigation of first-year teachers' perceptions of the impact of teacher education programmes in Jamaica and the OECS. Results indicated that their reasons were mainly altruistic in nature and are similar to those given by teachers in North American schools.

270

Clarke, Desmond C.

Redesigning the teacher education programme in language arts. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 154-167). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **035** for abstract]

271

Clarke, Desmond C.

Secondary teacher training in the Eastern Caribbean: Experiences and concerns. In Desmond C. Clarke (Ed.), *Report of the Fourth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 25-28). Cave Hill: School of Education, UWI, [1983?].

This paper focuses on EC experiences in secondary teacher training in order to provide a context within which to evaluate current programmes, as well as to indicate substantive concerns which need to be addressed. It argues that the pedagogical implications of the democratization of secondary education have been so profound, that their effective classroom management cannot be achieved as an adjunct of a general training programme. It also addresses the peculiar needs of secondary education in terms of curriculum content, and stresses the need to distinguish between the content the teacher needs to know to communicate correct information, principles, etc. to the student (content A), and the knowledge of that same content in pedagogical terms (content B). It is also necessary to ensure that content B and methodology are interfaced in a way defined by the classroom as a laboratory.

272

Dominica. Preschool Education Project

Report for period September 1986 - July 1987. Roseau: The Project, 1987. 16 p.

[See Record **059** for abstract]

273

Goldberg, Nicholas

Concerns of tutors of the Dominica Teachers' College of the proposed amalgamation with the Clifton Dupigny Community College. [S.l.: s.n.], 1992. [n.p.].

274

Hanley, Gweneth T.

Redesigning teacher preparation: A college perspective. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 122-133). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **050** for abstract]

275

Harris, Frances

Redesigning teacher preparation: A college perspective: The Commonwealth of Dominica. In Arthur G. Richardson (Ed.). *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 108-116). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **051** for abstract]

276

Harris, Olive

Dominica Teachers' College: Education for the 80s. 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 examines the options available to the government of Dominica for accelerating the training of teachers.

277

Inter-Agency Working Group; Pan American Health Organization. School Health and Family Life Education Project

Core curriculum guide for strengthening health and family life education in teacher training colleges in the Eastern Caribbean. St. Michael: PAHO Office of Caribbean Programme Coordination, [1994?]. v, 127 p.

[See Record **040** for abstract]

278

Leo-Rhynie, Elsa

Evaluation of the inservice teacher training programme (Dominica). Roseau: Ministry of Education and Sports, 1985. 104 p.

279

Lucas, Maureen E.

Redesigning the curriculum in teacher education. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 39-51). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **045** for abstract]

280

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) To academically upgrade unqualified teachers to enable them to satisfy college entry requirements; 2) to orient and improve the pedagogic performance of unqualified teachers; 3) to upgrade qualified teachers to higher levels of formal certification; 4) to support planned changes in the educational system, and 5) to 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.

281

Miller, Errol L.

Feasibility study: Academic upgrading of unqualified teachers in the Windward Islands by distance teaching. Winnipeg: OCOD, 1987. [n.p.].

[See Record **056** for abstract]

282

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)

283

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.

284

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

Educational profile: Dominica, 1985. Washington, D.C: OAS, 1985. v, 23 p. (Educational Profiles of the Caribbean Countries)

[See Record **105** for abstract]

285

Richardson, Arthur G.

Redesigning teacher education: The education curriculum. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 150-153). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **046** for abstract]

286

Richardson, Arthur G.

Teacher preparation programmes in the Eastern Caribbean: How effective are they?. In Desmond C. Clarke (Ed.), *Report of the Eighth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 44-59). Cave Hill: Faculty of Education, UWI, 1994. (Also published in *Bulletin of Eastern Caribbean Affairs*, 19 (1): 29-38, Mar. 1994)

[See Record **052** for abstract]

287

Richardson, Arthur G.; Harris, Olive

Commonwealth of Dominica: School-based inservice teacher education programme, June 1985. 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. 90-101). Cave Hill: School of Education, UWI, 1985.

288

Walker, Esther E.

Redesigning teacher preparation in the Eastern Caribbean - Science. In Arthur G. Richardson (Ed.), *Report of the Ninth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 168-180). Cave Hill: Faculty of Education, UWI, 1995.

[See Record **048** for abstract]

TEACHER EFFECTIVENESS

289

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)

[See Record **069** for abstract]

290

Burton-James, Alexandra

Research on the effectiveness and efficiency of the teaching service: Commonwealth of Dominica. [S.l.: s.n.], 1998. [n.p.]. (Project Research Report)

291

Richardson, Arthur G.

Perceived instructional competence of student teachers in Eastern Caribbean teachers' training colleges. In Winston K. King (Ed.), *Report of the Seventh Biennial Eastern Caribbean Standing Conference on Teacher Education held at Barbados, April 4-7, 1989* (pp. 79-86). Cave Hill: Faculty of Education, UWI, 1989. (Also published in *Bulletin of Eastern Caribbean Affairs*, 13 (5/6): 39-46, 1987-1988)

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

292

Richardson, Arthur G.

Teacher preparation programmes in the Eastern Caribbean: How effective are they?. In Desmond C. Clarke (Ed.), *Report of the Eighth Biennial Eastern Caribbean Standing Conference on Teacher Education* (pp. 44-59). Cave Hill: Faculty of Education, UWI, 1994. (Also published in *Bulletin of Eastern Caribbean Affairs*, 19 (1): 29-38, Mar. 1994)

[See Record **052** for abstract]

293

Richardson, Arthur G.; Thomas, Arundell A.

Characteristics of the effective teacher as perceived by pupils and teachers: A Caribbean case study. 1989. 12, [13] p. Paper prepared for the American Educational Research Association Annual Meeting, San Francisco, California, 27-31 Mar., 1989.

This study investigated the characteristics of the effective teacher as perceived by a sample of 160 primary and 60 secondary school students, and 60 primary and 30 secondary school teachers in Dominica.

Results indicated agreement among students and teachers with respect to a number of teacher characteristics perceived as being very important for effective teaching: 1) the giving of examples by the teacher; 2) properly planned lessons by the teacher; 3) teacher's knowledge of subject matter; and 4) teacher's knowledge of student learning. Sex differences which emerged pointed to a male preference for teacher characteristics reflective of authority and dominance, while females regarded organizational and nurturance-related characteristics as being of greater importance.

TEACHER MOTIVATION

294

Brown, Monica M.

Caribbean first year teachers' reasons for choosing teaching as a career. *Journal of Education for Teaching*, 18 (2): 185-195, 1992.

[See Record **269** for abstract]

295

Richardson, Arthur G.

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

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

TEACHING MATERIALS

296

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 **034** for abstract]

297

Canadian Organization for Development through Education

Eastern Caribbean Primary Textbook Project. Ottawa: CODE, 1987. 47 p.

[See Record **129** for abstract]

298

Clare, William; Sheppard, Evelyn

Primary textbooks and materials for the OECS: A study of affordable and sustainable options. [S.l.]: Educom International Inc., 1991. [v], iii, 29, [17] p.

This study was designed and carried out in consultation with the OECS Secretariat, and in collaboration with the Ministries of Education of participating countries. It provides an inventory of curricula, textbooks, and other learning materials in use in the OECS, and assesses suitability for standardization on a regional basis. It also identifies the problems associated with the affordability and availability of texts, and provides an analysis of the various regional textbook publishing initiatives.

The study found an impending crisis situation in textbook distribution, and an inefficient and very costly decentralized system that demanded reform in order to ensure affordable and available textbooks. The key recommendations dealt with: 1) a standardized textbook selection process through regional committees, to ensure uniform textbook requirements that allow for economies of scale in purchasing; 2) a textbook rental plan to ensure that valuable textbooks are re-used, provided to all students on an equitable basis, and that the cost of textbooks to parents is brought to manageable and sustainable dimensions; and 3) a regional approach to textbook publishing based on large, economical printers of popular existing textbooks, through the purchase of rights from international and regional publishers.

299

Crawford, A. N.

Literacy in Dominica: A joint publishing project. *Reading Today*, 9 (4): 39, Feb/Mar. 1992.

[See Record **014** for abstract]

TEACHING TECHNIQUES

300

Brown, Anthony

Issues in 'multi-ethnic education'. *Mathematics Teaching*, 120: 8-10, Sep. 1987.

[See Record **206** for abstract]

301

Clarke, Desmond C.

Reading acquisition: A cognitive perspective. *Caribbean Journal of Education*, 10 (1); 45-54, Jan. 1983.

This paper argues that current practice in schools and teacher education institutions in the EC tends to emphasize the teaching rather than the learning of reading skills. It is felt that the adoption of a pupil focus is essential, especially at the beginning reading stage. It is further argued that the major task of initial reading acquisition is to cope with the cognitive demands underlying the abstract nature of the act of reading. The paper suggests that current practice in classrooms as well as in teachers' colleges needs to be informed by a cognitive perspective, if the conceptualization of initial reading instruction, and the planning of necessary diagnostic remedial procedures are to be more relevant to actual pupil needs.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

302

Caribbean Development Bank

Loan agreement between Caribbean Development Bank and the state of Dominica and the Dominica Agricultural and Industrial Development Bank (student loans for higher education). Bridgetown: CDB, [19??]. [n.p.].

[See Record **092** for abstract]

303

Caribbean Development Bank. Economics and Programming Department

Report on institutionalisation of the Skills Training Programme, Dominica. Bridgetown: CDB, 1988. [n.p.]

304

Dominica. Ministry of Education

An entrepreneurial skills development programme: Country report - Dominica. Paper prepared for the Curriculum Guidelines for Entrepreneurial Skills Development, a Pan-Commonwealth Technical Meeting, Genting Highlands, Malaysia, 26-30 Jun., 1989. Sponsored by: Commonwealth Secretariat; Malaysia. Ministry of Education.

305

Dominica. Ministry of Education

An entrepreneurial skills development programme, Dominica: The curriculum. Paper prepared for the Curriculum Guidelines for Entrepreneurial Skills Development, a Pan-Commonwealth Technical Meeting, Genting Highlands, Malaysia, 26-30 Jun., 1989. Sponsored by: Commonwealth Secretariat; Malaysia. Ministry of Education.

306

Dominica. Ministry of Education and Sports

A survey of training institutions in the Commonwealth of Dominica, 1988/89. Roseau: The Ministry, [198?]. iv, 26 p.

This document is a compilation of descriptive and analytical information about the main public and private training institutions in Dominica. It provides information on enrolment; types, lengths, and levels of programmes; graduates; dropouts; teachers; and problems at the institutions. It also lists a number of recommendations for improving the institutions.

307

Dominica. Ministry of Education and Sports. Education Division

Directory of technical/vocational education teachers/instructors. Roseau: The Ministry, 1991. vii, 5 p.

This directory identifies the teachers/instructors of technical and vocational education in Dominica and indicates: 1) institution to which attached, 2) skills taught, 3) position held, and 4) status, in terms of formal training in skill area.

308

Hobbs, Wesley W.; Briggs, Lloyd D.; St. Germain, John

Eastern Caribbean states: Staff appraisal report: Fourth Caribbean Development Bank: Regional Vocational and Technical Education Project. Washington, DC: World Bank, 1987. 71 p. (Report No.6490-CRG)

309

Letang, Patsy Cecilia

Male underachievement: The Dominican context. M.Ed., University of Bristol, 1999. 93 p.

[See Record **005** for abstract]

310

Moore, Sylvia

Guidelines for the development of traditional arts and crafts: Dominica - (mission). Paris: UNESCO, 1985. 28 p. (Development of Contacts and Exchanges for Artistic Creation)

311

OECS Central Secretariat

Report on phase one and two (conceptualisation, country consultations and workshop deliberations) of the tertiary education and TVET sector survey, including a proposal for a data system. Castries: OECS, 1993. [150] p.

312

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.].

313

Sabaroche, Herbert F.

Planning technical and vocational education and training with reference to Dominica. M.A., University of London. Institute of Education, 1987. [n.p.].

314

Sabaroche, Herbert F.

The OECS policy and initiatives for technical and vocational education and training. In *Policy and planning for vocational education and training: Report of a sub-regional training workshop* (pp. 178-204). Paris: International Institute for Educational Planning, 1994.

315

Sangster, Alfred

The Multi-Island Educational Development Project: An educational development project of the governments of the Eastern Caribbean through the United Nations Development Programme: A preliminary assessment and proposals for future development. Bridgetown: UNDP, 1986. 32 p.

[See Record **136** for abstract]

316

Shillingford, Daniel J.

Rationalization of the Junior Secondary Programme: Retrospect and prospect. Roseau: Ministry of Education and Sports, 1991. ii, 26 p.

[See Record **106** for abstract]

317

Taylor, W. L.; Moller, W.

The Commonwealth of Dominica: Report of the technical-vocational education and training reconnaissance mission. [S.l.: s.n.], 1983. 17 p. in various pagings.

318

Wilson, David N.

Reform of technical-vocational education. *La Educacion*, No. 107, 1990, pp. 77-115.

[See Record **157** for abstract]

INDEX OF PERSONAL NAMES

- Alcala, V. O.
025
- Alexander, Macdonald S.
063
- Alexander, Z.
032, 058
- Andrew, Max D.
066
- Anthony, Kenny D.
100
- Atchoarena, David
126, 314
- Austin, L. I.
067
- Austin, Roy L.
256
- Barrie, Francois
257
- Bennett, Hazel
029
- Binda, K. P.
268
- Blondel, Ezra
205, 228
- Bowman, Hilary Lawrence
007, 172
- Brathwaite, Workeley E.
229
- Bray, Mark
068
- Briggs, Lloyd D.
133, 308
- Brown, Anthony
206, 207, 300
- Brown, Gerald R.
034, 069, 128, 289, 296
- Brown, Monica M.
269, 294
- Browne, Mike
197
- Bruno, Rock
002
- Bullard, Mary Kenyon
265
- Burton, Leone
205, 228
- Burton-James, Alexandra
101, 198, 258, 259, 290
- Carelli, C.
082, 107
- Carrington, Lawrence D.
193
- Carty, Joan
054
- Charles, Hubert J.
109, 149
- Charles, Ronald
164
- Christian, Colmore S.
164
- Clare, William
298
- Clarendon, Hannah
211
- Clarke, Desmond C.
035, 049, 052, 218, 219, 270, 271, 286, 287, 292,
301
- Comitas, Lambros
026
- Crawford, A. N.
014, 200, 299
- Delgado, Gilbert L.
266
- Desai, Patricia
210
- Durbrow, Eric Hunt
001, 033, 209
- Edwards, Terry C.
220
- Emmanuel, Patrick A. M.
142
- Etheinne, Peter
211
- Fergus, Howard A.
009, 037, 095, 147, 151
- Fleming, William Gerald
015, 245
- Forde, George J.
112, 113, 152
- Gardner, Trevor
253
- Genthon, Magdilen Rena
038, 162

- George, June M.
042, 234
- Gill, Muriel
153, 246
- Goel, Ved
205, 228
- Goldberg, Nicholas
002, 118, 176, 273
- Goodridge, Rudolph V.
039, 254
- Grell, Gerald A. C.
055, 177, 210
- Griffith, Anthony D.
255
- Hadley, C. V. D.
189
- Halliday, Joseph Jacob
034, 069, 128, 289, 296
- Hammond, Stanley A.
190, 191
- Hanley, Gweneth T.
050, 274
- Harden, Enid C.
119, 178
- Harney, Lenore
010
- Harris, F. T.
003
- Harris, Frances
051, 275
- Harris, Olive
276, 287
- Harry, Keith
054
- Hays, Frances
132
- Hazell, Brenda S.
227
- Henderson, Thomas
175
- Hobbs, Wesley W.
133, 308
- Hurwitz, Alan
221
- James, Arlington A.
164
- James, Dorothy F. T.
041, 168
- James, Eligh
221
- Joseph, Mamah
222
- Jules, Didacus
016, 198, 203
- Justus, Joyce Bennett
261
- Kamau, Macharia
004, 120, 148
- Kelly, C. S.
067
- King, Winston K.
042, 043, 234, 235, 291
- Lance, R. S.
044, 236
- Lawrence, Theodoris
204
- Layne, Kingsley
121, 223
- Leo-Rhynie, Elsa
247, 278
- Letang, Patsy Cecilia
005, 309
- Levin, Benjamin
079, 122, 123
- Lucas, Maureen E.
045, 279
- Magloire, Juliana T.
061, 192
- Maynard, C. A.
260
- Meaders, O. Donald
018
- Miller, Errol L.
056, 134, 150, 280, 281, 282
- Moller, W.
317
- Monelle, Patricia M.
194
- Moore, Sylvia
310
- Muller, R.
210
- Myers, Robert A.
027, 028
- Newton, Earle H.
283
- Nicholson, R. M.
080, 137, 179, 215, 248
- Niles, Bradley
262
- Niles, Norma A.
253
- Nwenmely, Hubisi
195, 263

- Paul, Una M.
250
- Pearson, J.
312
- Peters, Bevis Franklin
081, 181
- Petty, Osmond
208
- Pierre-Louis, Alex
089, 115, 135, 182
- Plaza, Dwaine E.
264
- Polydore, Kay Merina
006, 143, 251
- Poonwassie, Deo H.
268
- Porter, Elaine
256
- Ray, Douglas
268
- Reay, Judith F.
042, 234
- Reid, George
225
- Reid, L. H. E.
108
- Reid, Una Vivienne
183
- Richardson, Arthur G.
046, 052, 144, 154, 216, 285, 286, 287, 291, 292,
293, 295
- Roberts, Judy
057, 184
- Robertson, Amy
029
- Robinson, Belgrave O.
237
- Robinson, J. J.
067
- Roett, Phyllis
010
- Ross, Bertram Hudson
071, 185
- Sabaroche, Herbert F.
072, 116, 126, 313, 314
- Sabatini, Fabio
004, 120, 148
- St. Germain, John
133, 308
- Samuel, Wendell A.
010
- Sandmann, Lorilee R.
017, 019
- Sangster, Alfred
136, 315
- Serjeant, Graham R.
210
- Sheppard, Evelyn
298
- Shillingford, Daniel J.
106, 155, 252, 316
- Shillingford, J. D.
030
- Shillingford, Jennifer
030
- Shillingford, Leona
030
- Shorey, Leonard L.
021
- Simmons, Alan B.
264
- Steward, Lucy
283
- Stuart, Stephanie
127, 196
- Sutton, Leroy A.
156, 217
- Taylor, W. L.
082, 107, 317
- Thomas, Arundell A.
293
- Thomas, Bert J.
253
- Thomas, Elwyn
283
- Thomas, Hilroy A.
011
- Thomas, V.
022
- Turner, T.
108
- Ugboma, Eghosa
074, 163, 187
- Van Tijn, David
221
- Walker, Esther E.
048, 053, 238, 288
- White, Janette
029
- Whittington, L. Alfons
062, 065
- Wilkinson, Audine C.
031
- Wilson, David N.
157, 318

Wilson, Donald G.

042, 235

Wit, J.

211

Worku, T.

082, 107

INDEX OF CORPORATE AUTHORS/SPONSORS

- Advanced Training for Leadership and Skills
(ATLAS) Conference
062, 065
- Agency for International Development
See United States Agency for International
Development
- American Educational Research Association Annual
Meeting
293
- ASETT/ICASE Caribbean Conference '91
042, 234
- Association for Science Education in Trinidad and
Tobago
See ASETT
- Biennial Eastern Caribbean Standing Conference on
Teacher Education
291
See also Conference on Teacher Education in the
Eastern Caribbean
- Biennial Eastern Caribbean Standing Conference on
Teacher Education, 3rd
276
- Biennial Eastern Caribbean Standing Conference on
Teacher Education, 4th
271
- Biennial Eastern Caribbean Standing Conference on
Teacher Education, 5th
287
- Biennial Eastern Caribbean Standing Conference on
Teacher Education, 8th
052, 286, 292
- Biennial Eastern Caribbean Standing Conference on
Teacher Education, 9th
035, 045, 046, 048, 049, 050, 051, 053, 238, 270,
274, 275, 279, 285, 288
- Canadian Organization for Development through
Education
129, 212, 297
- Caribbean Community
See CARICOM
- Caribbean Community Education Centre
016
- Caribbean Conference on the Rights of the Child:
Meeting the Post Ratification Challenge
257
- Caribbean Consultation Meeting for the World
Conference on Education for All
008, 103
- Caribbean Development Bank
086, 090, 091, 092, 093, 173, 174, 213, 302
- Caribbean Development Bank. Economics and
Programming Department
303
- Caribbean Network of Innovation for Development
See CARNEID
- CARICOM Secretariat
060, 098
- CARNEID
063, 064, 070, 102, 109, 149, 250, 280
- CDB
See Caribbean Development Bank
- CODE
See Canadian Organization for Development through
Education
- COL
See Commonwealth of Learning
- Commonwealth of Learning
057, 184
- Commonwealth Secretariat
023, 036, 068, 096, 145, 205, 228, 305
- Conference of Commonwealth Education Ministers,
11th
023, 096, 145
- Conference on Teacher Education in the Eastern
Caribbean
039, 237, 254
See also Biennial Eastern Caribbean Standing
Conference on Teacher Education
- Consultation on Education and Training of Community
Health Aides and other Health Staff
226
- Consulting Engineers Partnerships Ltd.
085
- Council for Technical Education and Training for
Overseas Countries
312
- Dominica. Central Statistical Office
159, 160
- Dominica. Committee of Inquiry into Disturbances at
the Saint Mary's Academy
260
- Dominica. Ministry of Education
008, 036, 077, 087, 097, 104, 110, 117, 201, 230,
240, 304, 305
- Dominica. Ministry of Education. Adult Education and
Audio Visual Service
202

- Dominica. Ministry of Education. Education Planning Unit
241
- Dominica. Ministry of Education. Testing and Measurement Unit
130, 242
- Dominica. Ministry of Education and Sports
078, 094, 111, 306
- Dominica. Ministry of Education and Sports. Education Division
307
- Dominica. Ministry of Education and Sports. Education Division. Curriculum Development Unit
231
- Dominica. Ministry of Education and Sports. Education Division. Technical and Vocational Education Unit
020, 240
- Dominica. Ministry of Education and Youth Affairs. Curriculum Development Unit
232, 233
- Dominica. Ministry of Education, Health, Youth Affairs, Sports and Culture. Education Division
104
- Dominica. Ministry of Education, Youth Affairs and Sports
060, 098
- Dominica. Ministry of Education, Youth Affairs and Sports. Basic Education Reform Project
002
- Dominica. Ministry of Health
166
- Dominica. Preschool Education Project
059, 131, 272
- Dominica. Tertiary Education Task Force
175
- Dominica National Commission for UNESCO
165
- Eastern Caribbean Education Reform Project
244
- Education Reform Working Group
150
- Institute of Social and Economic Research (EC), UWI
081, 181
- Inter-Agency Working Group
040, 167, 277
- International Centre for Distance Learning
054
- International Conference on Education, 40th
077, 097, 240
- International Congress on Education of the Deaf
266
- International Council for Distance Education
054
- International Institute for Educational Planning
126, 314
- Malaysia. Ministry of Education
036, 305
- Michigan State University. Department of Agricultural and Extension Education
018
- Missouri Federation of the Council for Exceptional Children Annual Conference
267
- National Research and Development Foundation
198, 203
- NRDF
See National Research and Development Foundation
- OAS
See Organization for American States
- OCOD
See Organization for Cooperation in Overseas Development
- OECS
113, 114, 124, 152, 249
- OECS Central Secretariat
180, 311
- OECS Economic Affairs Secretariat
121, 220, 221, 223
- OECS Economic Affairs Secretariat. Training Unit
224
- OECS Education Reform Unit
244
- OECS INFONET Project Planning Meeting
072
- OECS Secretariat
150
- OECS Technical and Vocational Project
090
- Ontario College of Education, University of Toronto. Department of Educational Research
015, 245
- Organisation of Eastern Caribbean States
See OECS
- Organization for Cooperation in Overseas Development
056, 134, 281, 282
- Organization of American States
085, 088
- Organization of American States. Department of Educational Affairs
100
- Organization of American States. Division of Planning, Research and Studies of Education
105, 125, 161, 284

- PAHO
See Pan American Health Organization
- Pan American Health Organization
 140, 171, 183
- Pan American Health Organization. Caribbean
 Program Coordination
 169
- Pan American Health Organization. School Health and
 Family Life Education Project
 040, 167, 277
- Pan-Commonwealth Technical Meeting: Curriculum
 Guidelines for Entrepreneurial Skills
 036, 305
- Professional Development Associates
 099
- Standing Committee of Ministers Responsible for
 Education
 060, 098
- Symposium on Outside Views of Education in the
 Eastern Caribbean
 079, 122
- UNDP
 075, 083, 084, 136, 138, 139, 315
- UNECLA
See United Nations Economic Commission for Latin
 America
- UNESCO
 008, 013, 024, 054, 076, 082, 103, 107, 146, 199,
 214
See also
 International Institute for Educational Planning
- UNFPA
See United Nations Population Fund
- UNICEF
 047, 170
- UNICEF Caribbean Area Office
 004, 010, 012, 120, 148
- United Nations Children's Fund
See UNICEF
- United Nations Development Programme
See UNDP
- United Nations Economic Commission for Latin
 America. Office for the Caribbean
 225
- United Nations Educational, Social and Cultural
 Organization
See UNESCO
- United Nations Population Fund
 140, 171
- United States Agency for International Development
 085, 088, 132
- The University of the West Indies. Institute of
 Education
 039, 137, 237, 254
- The University of the West Indies. Office of University
 Services, Eastern Caribbean
 073, 186
- The University of the West Indies, Cave Hill. Faculty
 of Education
 035, 045, 046, 048, 049, 050, 051, 052, 053, 238,
 270, 274, 275, 279, 285, 286, 288, 291, 292
- The University of the West Indies, Cave Hill. School
 of Education
 271, 276, 287
- The University of the West Indies, Mona. School of
 Education. Documentation Centre
 029
- USAID
See United States Agency for International
 Development
- UWI
See The University of the West Indies
- Workshop for Senior Level Personnel in Tertiary Level
 Education Systems
 073, 186
- World Bank
 133, 141, 158, 308
- World Health Organization
 166

SUPPLEMENTARY SUBJECT INDEX

- Achievement tests
 - 021
- Acquired Immune Deficiency Syndrome
 - See* AIDS
- Adjustment
 - See* Student adjustment
- Administrative organization
 - 105, 125, 161, 284
- Adolescents
 - 143, 256, 261
- Adult education agencies
 - See* Dominica Council for Adult Education
- Adult educators
 - 016
- AIDS education
 - 047, 166, 170
- All-age schools
 - 237
- Aspirations
 - 261
- Attitudes
 - 118, 176, 273
 - See also*
 - Student attitudes
 - Teacher attitudes
- Banks
 - See*
 - Caribbean Development Bank
 - Dominica Agricultural and Industrial Development Bank
 - National Commercial and Development Bank
- Basic Education Reform Project
 - 141, 158
- Beginning teachers
 - 052, 269, 286, 292, 294
- Behaviour problems
 - 001, 033, 209
- Body height
 - 210
- Body weight
 - 210
- Building design
 - 089, 115, 135, 182
- Career choice
 - 261, 269, 294, 295
- Caribbean Baptist Fellowship
 - 227
- Caribbean Community Secretariat
 - See* CARICOM Secretariat
- Caribbean Development Bank
 - 086, 091, 092, 093, 133, 173, 174, 213, 302, 308
- Caribs
 - 258, 259
- CARICOM Secretariat
 - 060, 098
- Case studies
 - 009, 062, 063, 064, 065, 068, 147, 151
- CEE
 - See*
- Child care centres
 - See* Preschool centres
- Children
 - 010, 012
 - See also* Preschool children
- Children's rights
 - See* Rights of the child
- Christian education
 - 227
- Civil servants
 - See* Public servants
- Civil service
 - See* Public service
- Clifton Dupigny Community College
 - 063, 089, 115, 118, 135, 175, 176, 182, 273, 317
- Cognitive processes
 - 032, 058
- Colleges
 - See*
 - Community colleges
 - National colleges
 - School of Nursing
 - State colleges
 - Teachers' colleges
- Common core
 - See* Core curriculum
- Common Entrance Examination
 - 022
- Community colleges
 - 074, 081, 163, 181, 187
 - See also* Clifton Dupigny Community College
- Community development
 - 011
- Community participation
 - 011, 203
- Community programmes
 - 198

- Comprehensive Teacher Training Programme
021, 134, 282
- Computer literacy
038, 162
- Computer science education
038, 162
- Computer uses in education
074, 163, 187
- Construction costs
086, 091, 213
- Core curriculum
040, 046, 167, 277, 285
- Creoles
127, 194, 195, 196, 263
- Cultural development
310
- Cultural identity
258, 259
- Curriculum guides
040, 167, 232, 277
- Data collection
142
- Deaf students
266
- Development plans
078, 094, 110, 111
- Directories
054, 307
- Dominica Agricultural and Industrial Development Bank
093, 174, 302
- Dominica Council for Adult Education
016
- Dominica Grammar School
003, 038, 067, 162, 188, 239
- Dominica Teachers' College
051, 118, 175, 176, 273, 275, 276, 287
- Dropouts
105, 125, 161, 284
- Eastern Caribbean Primary Textbook Project
129, 212, 297
- Economics of education
066
- Education of the deaf
266
- Educational computing
See Computer uses in education
- Educational economics
See Economics of education
- Educational efficiency
290
See also Educational output
- Educational equipment
034, 128, 296
- Educational expectations
261
- Educational expenditure
090
- Educational extension
See Extension education
- Educational forecasting
241
See also Enrolment projections
- Educational institutions
011
See also
Preschool centres
Waitkubuli Institute of Learning and Community Development
- Educational Management Information Systems
072
- Educational missions
075, 082, 083, 084, 107, 138, 139, 310, 312, 317
- Educational models
071, 185, 253
- Educational needs
062, 065, 099
- Educational objectives
108
- Educational opportunities
008, 011, 103, 264
- Educational output
004, 120, 148
- Educational problems
206, 207, 237, 255, 300
- Educational strategies
041, 109, 113, 119, 149, 150, 152, 168, 178, 183
- Educational tests
See Achievement tests
- English
193, 194
- Enrolment projections
241
- Entrepreneurs
036, 304, 305
- Equal education
008, 103
- Equality of educational opportunity
See Equal education
- Examinations
See
Achievement tests
Common Entrance Examination
- Extension education
017, 019
- Facilities planning
088, 089, 115, 135, 182
- Failure factors
250

- Family planning
140, 171
- Family relationships
256
- Feasibility studies
034, 056, 057, 069, 128, 184, 281, 289, 296
- Gender analysis
002, 005, 006, 008, 022, 103, 143, 205, 228, 251, 256, 309
See also Male underachievement
- Geometric concepts
208
- Grade repetition
105, 125, 161, 284
- Growth patterns
001, 033, 209
- Guides
See
Curriculum guides
Teaching guides
- Handicapped
See Mentally handicapped
- Handicrafts education
310
- Height
See Body height
- Home environment
001, 033, 209
See Family relationships
- Houghton Mifflin Company
014, 200, 299
- Human resources development
055, 060, 062, 065, 098, 121, 132, 141, 158, 177, 218, 219, 222, 223
- Illiteracy
197, 198, 201, 202
- Information systems
074, 163, 187
See also Educational Management Information Systems
- Input output analysis
006, 251
- Inservice teacher education
059, 131, 272, 278, 280, 287
- Institution building
220
- Integrated science
021
- International Reading Association
014, 200, 299
- International Task Force on Literacy
014, 200, 299
- Job satisfaction
144
- Junior Secondary Programme
020, 063, 106, 117, 155, 240, 247, 252, 316
- Junior secondary school students
020, 240
- Knowledge level
208
- Language arts
035, 049, 270
See also
Reading
Writing
- Language of instruction
206, 207, 300
- Language policy
127, 196
- Language proficiency
193
- Languages
See
Creoles
English
- Life skills programmes
047, 170
- Lower secondary education
106, 155, 231, 250, 316
- Maintenance
See School maintenance
- Male underachievement
002, 005, 309
- Manuals
224
- Marketing
204
- Materials preparation
014, 034, 128, 200, 296, 299
- Mathematical concepts
See Geometric concepts
- Mathematics instruction
See Primary school mathematics
- Mathematics teachers
207
- Men teachers
143
- Mental stress
144
- Mentally handicapped
265
- Migration
264
- Ministries of Education
068

- Multi-Island Educational Development Project
084, 136, 139, 315
- Multi-Island Programme
012
- National colleges
081, 181
- National Commercial and Development Bank
092, 173
- National Consultation on Education and Training and
Human Resource Development
060, 098
- National surveys
198, 201, 202, 306
- Natural disasters
085, 088
- Needs assessment
038, 074, 162, 163, 187, 219, 225
- Nonformal education
005, 011, 309
- Nursing education
119, 178, 183
- Occupational choice
See Career choice
- OECS
007, 009, 057, 071, 073, 081, 100, 121, 126, 129,
147, 151, 157, 172, 180, 181, 184, 185, 186, 212, 221,
223, 224, 244, 297, 298, 311, 314, 318
- OECS Economic Affairs Secretariat. Training Unit
220
- OECS Education Reform Strategy
034, 069, 109, 113, 128, 149, 150, 152, 289, 296
- OECS Regional Science Camp
233
- Operating expenses
090
- Organisation of Eastern Caribbean States
See OECS
- Out of school youth
005, 309
- Paramedical personnel
226
- Performance factors
003, 006, 250, 251
- Physical plans
089, 115, 135, 182
- Planners
225
- Plans
See
Development plans
Physical plans
- Population education
140, 171
- Preprimary children
See Preschool children
- Preprimary teachers
059, 131, 272
- Preschool centres
059, 131, 272
- Preschool children
032, 058
- Preschool Education Project
059, 131, 272
- Prevocational education
114, 124, 249
- Primary school curriculum
039, 042, 234, 254
- Primary school mathematics
208
- Primary school science
042, 043, 230, 231, 232, 234, 235, 237
- Primary school social studies
255
- Primary school students
193, 194, 210, 293
- Primary school teachers
056, 144, 218, 219, 222, 255, 281, 293
- Primary schools
086, 091, 213, 237, 258, 259
- Prison education
262
- Programme administration
224
- Programme design
017, 019, 035, 045, 048, 049, 050, 051, 053, 238,
270, 274, 275, 279, 288
- Programme evaluation
018, 134, 136, 169, 221, 247, 252, 278, 282, 303,
315
- Public schools
038, 085, 088, 162
- Public servants
225
- Public service
121, 220, 221, 223, 224
- Publishing companies
See Houghton Mifflin Company
- Reading instruction
219, 301
- Reading materials
014, 200, 299
- Recurrent costs
See Operating expenses
- Regional cooperation
009, 084, 139, 147, 151
- Regional surveys
047, 170, 203, 244

- Regional Vocational and Technical Education Project
133, 308
- Repetition
See Grade repetition
- Research problems
142
- Resource centres
034, 069, 128, 289, 296
See also Teacher centres
- Rights of the child
257
- Rural areas
001, 033, 204, 209, 258, 259
- St. Joseph's Secondary School
038, 162
- St. Mary's Academy
260
- School adjustment
See Student adjustment
- School administration
067
- School buildings
085, 086, 087, 088, 091, 213
- School dropouts
See Dropouts
- School effectiveness
See Educational efficiency
- School equipment
See Educational equipment
- School Feeding Programme
211
See also School meals
- School maintenance
087
- School meals
211
- School of Nursing
175
- School organization
067
- Schools
See
All-age schools
Primary schools
Public schools
- Science instruction
See
Primary school science
Secondary school science
- Science popularization
233
- Sciences
See Integrated science
- Scientific concepts
032, 058, 229
- Secondary Education Support Project
130, 242
- Secondary school curriculum
037, 038, 041, 047, 095, 162, 168, 170
- Secondary school science
231
- Secondary school students
003, 006, 038, 143, 162, 229, 241, 244, 250, 251,
256, 293
See also Junior secondary school students
- Secondary school teachers
038, 162, 241, 293
- Secondary schools
006, 114, 124, 249, 251, 260
See also
Dominica Grammar School
St. Joseph's Secondary School
St. Mary's Academy
- Secondary teacher education
271
- Self assessment
291
- Small states
068
- Social integration
265
- Social studies
021
See also Primary school social studies
- Sociolinguistics
195, 263
- Speech
193
- State colleges
081, 181
- Stress
See Mental stress
- Student adjustment
001, 033, 209
- Student attitudes
143, 244
- Student evaluation
020, 243
See also Achievement tests
- Student loans
092, 093, 173, 174, 302
- Student teacher relationship
258, 259
- Student teachers
206, 208, 291, 295, 300
- Student unrest
260
- Students
See
Deaf students
Junior secondary school students

- Primary school students
- Secondary school students
- Student teachers
- Surveys
 - See*
 - National surveys
 - Regional surveys
- Teacher attitudes
 - 218, 269, 294
- Teacher centres
 - 069, 289
 - See also* Resource centres
- Teacher characteristics
 - 293
- Teacher education curriculum
 - 035, 040, 045, 046, 048, 049, 050, 051, 052, 053, 167, 238, 270, 274, 275, 277, 279, 285, 286, 288, 292
- Teacher educators
 - 118, 176, 273
- Teacher supply and demand
 - 066, 241
- Teachers
 - See*
 - Adult educators
 - Beginning teachers
 - Men teachers
 - Preprimary teachers
 - Primary school teachers
 - Secondary school teachers
 - Student teachers
 - Teacher educators
 - Unqualified teachers
 - Vocational education teachers
 - Women teachers
- Teachers colleges
 - 035, 049, 206, 270, 300, 301
 - See also* Dominica Teachers' College
- Teaching equipment
 - See* Educational equipment
- Teaching guides
 - 231
- Teaching methods
 - 230
- Teaching quality
 - 066, 290
- Teaching skills
 - 291
- Technical assistance
 - 132
- Technical education teachers
 - See* Vocational education teachers
- Technology education
 - 205, 228
- Textbook production
 - 129, 212, 297
- Textbooks
 - 298
- Training methods
 - 224
- Training programmes
 - 220, 221, 224, 306
- UNDP
 - 136, 315
- United Nations Development Programme
 - See* UNDP
- United States Agency for International Development
 - 132
- The University of the West Indies
 - 055, 177
- Unqualified teachers
 - 056, 280, 281
- USAID
 - See* United States Agency for International Development
- UWI
 - See* The University of the West Indies
- Vocational education teachers
 - 307
- Waitkubuli Institute of Learning and Community Development
 - 011
- Weight
 - See* Body weight
- Women
 - 010, 012
- Women teachers
 - 143
- Womens education
 - 204, 205, 228
- Work experience programmes
 - 063, 064
- Workshops
 - 016, 087, 165, 230
- Writing
 - 194
- Youth
 - See*
 - Adolescents
 - Out of school youth
- Youth Skills Training Programme
 - 005, 036, 303, 305, 309