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

Compiled by

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CONTENTS

List of Acronyms and Abbreviations	iii
Introduction.....	iv
Bibliographies	1
Academic Achievement	2
Access to Education.....	3
Adult Education	4
Agricultural Education.....	4
Assessment and Examinations	10
Bilingual Education	11
Child Development	12
Curriculum Development.....	13
Curriculum Evaluation.....	16
Distance Education	17
Early Childhood Care and Education.....	17
Education and Development	18
Education and Employment.....	19
Educational Administration	19
Educational Development.....	20
Educational Finance.....	23
Educational Legislation.....	23
Educational Organization.....	24
Educational Planning	25
Educational Policies.....	26
Educational Projects.....	28
Educational Psychology.....	30
Educational Quality	32
Educational Reform	32
Educational Research.....	33
Educational Statistics	34
Educational Technology	34
Environmental Education.....	35
Health and Family Life Education	37
Higher Education	38
History of Education	41
Language Education.....	44
Literacy	46
Mathematics Education.....	47
Nutrition and Health	47
Primary Education	49
Professional Training.....	51
Religious Education.....	52
Secondary Education	52
Social Studies Education.....	54
Sociology of Education.....	55
Special Education.....	58
Teacher Education	59
Teacher Effectiveness	61
Teacher Motivation.....	62

Teaching Materials.....	62
Teaching Techniques	64
Technical and Vocational Education and Training.....	64
Selected Websites	67
Index of Personal Names	69
Index of Corporate Names/Sponsors	73
Supplementary Subject Index	75

LIST OF ACRONYMS AND ABBREVIATONS

BELCAST	Belize College of Arts, Science and Technology
BESIP	Belize Education Sector Improvement Project
BNSE	Belize National Selection Examination
BPEDP	Belize Primary Education Development Project
BTC	Belize Teachers' College
BTTC	Belize Teachers' Training College
CARICOM	Caribbean Community
CDU	Curriculum Development Unit
CSIE	Case Studies and Impact Evaluation
CXC	Caribbean Examinations Council
ILO	International Labour Organization
INCAP	Institute of Nutrition of Central America and Panama
IRA	International Reading Association
PAHO	Pan-American Health Organization
REAP	Rural Education and Agriculture Program
SGPA	Subject Grade Point Average
SPEAR	Society for the Promotion of Education and Research
TVET	Technical and Vocational Education and Training
UCB	University College of Belize
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UWI	The University of the West Indies

INTRODUCTION

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

Arrangement of Entries

The entries in the bibliography are arranged alphabetically by broad subject areas, then by author and title under each subject area. Each entry has a unique item number, and it will be observed that some entries occur under more than one subject heading. In the interest of space, the abstract is only printed under the first occurrence of an entry, with a reference made to the entry containing the abstract in subsequent occurrences. There are 353 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 274 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.

Abstracting

The items for which abstracts have not been supplied represent items that the compiler was not able to consult, either to verify the entries or to prepare an abstract. Unfortunately, since there are about 121 such entries in the bibliography, it was decided to have the title reflect the fact that the bibliography is only partially annotated. Where a copy of the document was not obtained, an attempt was made to supply as much bibliographical information as possible. Certain abbreviations have been used to indicate omissions in the bibliographical information supplied:

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

BIBLIOGRAPHIES

001

Belize. Central Library

A bibliography of books on Belize in the national collection. 4th ed. Belize City: National Library Service, 1977. [iii], 102 p.

Unlike earlier editions of this bibliography, this edition contains only material on Belize or works written by Belizeans. It is a classified listing arranged according to the Dewey Decimal Classification. Author and title indexes are included.

002

Bradley, Leo Humberto, ed.

A bibliography of published material on Belize as found in the National Collection, the Central Library, Bliss Institute, Belize City. 3rd ed. Belize City: National Library Service, 1975. 56 p.

The first edition of this work appeared in 1960 and contained 510 entries. The second edition was published in 1964 with an additional 181 entries and an appendix of 24 entries for items on Belize which were not in the National Collection. This edition contains a total of 1,036 entries and is arranged by subject according to the Dewey Decimal Classification.

003

Minkel, Clarence W.; Alderman, Ralph H.

A bibliography of British Honduras, 1900-1970. East Lansing: Latin American Studies Center, Michigan State University, 1970. vii, 93 p. (Latin American Studies Center; No. 7)

This bibliography contains more than 1,000 references on a wide variety of topics. It is arranged by broad subject headings, subdivided by narrower headings, under which entries are arranged in alphabetical order by author.

004

Noyce, John Leonard

Belize: A bibliography. Brighton: Noyce. 1978. 11 p.

005

Wright, Peggy; Coutts, Brian E., comps.

Belize. 2nd ed. Santa Barbara, CA: CLIO Press, 1993. xxiv, 307 p. (World bibliographical series; vol. 21)

The first edition of this bibliography, compiled by Ralph Lee Woodward, Jr., was published in 1980. It contained 671 annotations to books, articles, dissertations, and theses published before 1979. This edition contains annotated entries on a wide variety of topics, and focuses on books, articles, and theses which have been published since 1979. It is arranged by broad subject headings with author, title, and subject indexes.

ACADEMIC ACHIEVEMENT

006

Arunyakanon, Pornjit

The effects of hand-held electronic learning aids and cognitive style on mathematics achievement of primary school students in Belize. Ph.D., University of Pittsburgh, 1991. 139 p.

This study compared the effectiveness of two instructional methods--conventional instruction supplemented with drill and practice provided by the Speak & Math hand-held electronic learning aid, and conventional instruction without Speak & Math--on the mathematics achievement of 181 Belizean primary school students in Standards 1 and 2. There were four schools assigned to each method. The study, which looked at mathematics achievement during the course of one school year, followed a pre-test/post-test quasi-experimental, non-equivalent control group design. Students were tested to determine their level of field-dependence/independence using the Children's Embedded Figures Test (CEFT). Based on CEFT scores, students were classified as field-dependent, field-intermediate, or field-independent.

Results of the study showed that the electronic learning aids had a positive impact on achievement. In both classes, students using electronic learning outperformed those not using them. However, the differences were statistically significant only in Standard 2. For both classes, it was found that higher levels of field-independence were significantly related to higher levels of mathematics achievement. Gender was found to be unrelated to either mathematics achievement or level of field-dependence. There was no significant interaction between method and level of field-dependence or gender. It was concluded that electronic learning aids, like Speak & Math, appear to be an appropriate and useful tool for improving primary education in developing countries like Belize, and appear to benefit all students irrespective of their level of field-dependence. It was also concluded that, in developing countries like Belize, just as in more developed countries, individual student differences have an important effect on achievement in school subjects like mathematics.

007

Crooks, Deborah L.

Biocultural factors in school achievement for Mayan children in Belize. *American Anthropologist*, vol. 99, no. 3, Sep. 1997, pp. 586-601.

This paper focuses on school achievement among Mopan Maya children and the challenges which these children face in their success in school. The poverty level of the children is identified as a major inhibitor to their academic success, and the data reveal that achievement relates more to family attributes than to health and nutritional status.

008

Crooks, Deborah L.

"Make they find it easier": A biocultural study of growth and achievement for Mayan children in Belize. Ph.D., State University of New York at Buffalo, 1992. 287 p.

This study explored the relationship between nutritional status and cognitive functioning, measured by school performance, and the ways in which this relationship was mediated through extra-nutritional variables at the household level. While a direct relationship between growth and school performance was hypothesized, in actuality, little direct relationship existed between the two for Mayan school children in San Antonio, Belize. Results of the data analysis indicated that the single most important variable for explaining school achievement was length of time in school. Mayan children in Belize begin school with little knowledge of English, and with little experience operating in a social environment structured by non-Mayan concepts and values. The longer the children have experience with this qualitatively different environment,

the more successful they become. When children were additionally characterized by various anthropometric measures, other factors became important in explaining school achievement. Most importantly, when children grew up well-nourished, home stimulation was of major advantage to their school success; they were better able to take advantage of new and novel situations and ideas.

009

Gordon, Minita Elmira

Attitudes and motivation in second-language achievement: A study of primary school students learning English in Belize, Central America. Ph.D., University of Toronto, 1980. xiii, 216 p.

This study investigated the relationships among measures of language learning aptitudes, social attitudes, language learning motivation, and achievement in written English. It also examined the extent to which Robert Gardner's social psychological model of second-language acquisition could account for individual differences in writing achievement among Belizean students learning English as a second language. The major criterion variables were ratings on a letter, a composition, and scores on a usage test. The major predictor variables were scores on the Elementary Modern Language Aptitude Test (EMLAT), and measures of attitude and motivation. Tests and questionnaires were administered, under examination conditions, to 129 Standard 6 students, ages 11-15, randomly selected from 17 primary schools in Belize.

The major findings were: 1) language aptitude, motivation, integrativeness, attitude towards the learning situation, attitude towards the act of writing, and degree of instrumentality were significantly correlated with achievement in written English; 2) language aptitude and motivation were found to mark separate and distinct factors in the factor analysis; language aptitude was a significantly better predictor of written English achievement than were attitudes and motivation; 3) an integrative orientation (i.e., learning English for social-emotional reasons) correlated better with the students' scores on all three tests of written English than an instrumental orientation (i.e., learning English for utilitarian reasons); 4) the more positive a student's attitude towards learning English, the more the student tended to have an integrative orientation, and the more positive the student's attitudes tended to be towards groups of English-speaking peoples, and towards learning foreign languages; he or she also tended to be highly motivated to learn English; 5) attitude towards the act of writing correlated significantly with ratings on the composition and letter writing tests; and 6) students whom teachers identified as high achievers in English differed significantly from students identified as low achievers on only 2 of the 19 attitudinal/motivational variables considered. High achievers were significantly more interested in foreign languages and had significantly more favourable attitudes towards learning English than students in the low group. There was no appreciable difference between the middle and low, and the middle and high achievement groups on any of the variables.

ACCESS TO EDUCATION

010

Ellison, Robin

The proportion of children of school age on roll in primary and secondary schools in Belize. [Belmopan]: Ministry of Education, 1990. 16 p.

011

Pastor, Clara

Education in Belize: History and current issues. M.A., McGill University, 1995. xii, 190 p.

This study examines the evolution of preschool, primary, and secondary education in Belize from 1816-1994 to determine access, quality, effectiveness, and efficiency in the use of available resources. Qualitative analysis of documentary evidence and interviews with 40 Belizean educators was combined with

quantitative analysis of enrolment and other statistics. Data collected identified the major development milestones, including compulsory attendance for primary students, the Primary School Leaving Certificate, the Belize National Selection Examination (BNSE) for primary students, the Caribbean Examinations Council (CXC) examinations for secondary students, and local teacher training. Major continuing issues include lack of proper planning, inadequate human and financial resources, shortages of qualified teachers, high dropout rates, irrelevant curricula, and imbalance between rural and urban educational opportunity. The study concludes that although preschool, primary, and secondary education have expanded, much still remains to be done to provide equal access and to improve its quality, effectiveness, and efficiency.

ADULT EDUCATION

012

Amit, Eric; Enriquez, Charles

Educating the community on social development through cooperatives. Antigonish, NS: Coady International Institute, St. Francis Xavier University, 1981. 17 p.

(A training seminar mounted jointly by the Departments of Cooperatives and Social Development of the Government of Belize and Coady International Institute, May 8-29, 1981)

013

Belize. Education and Rehabilitation Task Force

Towards the establishment of an education and rehabilitation program for the Prisons Department. [Belize City: s.n.], 1996. 27 p.

014

Palacio, Theodore Joseph

Cultural retrieval among the Garifuna in Belize - an exercise in continuing education. *Caribbean Quarterly*, vol. 44, nos. 3&4, Sep/Dec. 1998, pp. 50-62.

This paper describes a workshop on re-learning traditional skills mounted by the School of Continuing Studies, The University of the West Indies (UWI) among the Garifuna in Belize in 1989. It includes some emphasis on the context and the mechanics that were applied to it as an exercise in continuing education. However, it was also an exercise in cultural retrieval; an attempt to help the Garifuna validate their culture after being taught not to appreciate it during the past two centuries.

AGRICULTURAL EDUCATION

015

Barry, Jessica

Reaping benefits through education: A program of educational reform. *Appropriate Technology*, vol. 11, no. 1, Jun. 1984, pp. 20-22.

This is a brief description of the Rural Education and Agriculture Program (REAP) which began in 1976. It was aimed at the nutritional aspects of daily living with the idea that what is learned at school will have practical application at home. Students learned how to grow crops in home gardens, and then turn their cabbage, okra, and tomatoes into their favourite recipes.

016

Belize. Ministry of Education, Sports and Culture

Survey of REAP school-leavers: Summarised report. Belmopan: The Ministry, 1982. [n.p.].

This is a report of a survey of the subject preferences, employment preferences, preferred place to live, and community involvement of the first group of students to complete three years of the REAP programme. Among the findings were that: 1) most REAP graduates wanted to proceed to Belize Technical College; 2) only 3 out of 36 REAP students who responded expressed interest in doing further studies in agriculture; 3) most REAP students were working on the milpa; 4) most of the REAP graduates chose to continue living in the village, except students in Stann Creek, most of whom wanted to migrate. The report concludes that although there had been some successes, disappointingly few firm conclusions could be drawn from the survey on the lasting impact of REAP on its graduates.

017

Eck, David H.

Attitudes of upper-level school administrators in the Belize Ministry of Education toward agriculture, instruction, and implementation of agricultural education at the primary school level. M.A., New Mexico State University, 1995. xvii, 121 p.

018

Eck, David H.

Relevant Education for Agriculture and Production (REAP). In Pamela Fraser-Abder, *Science education research in Latin America and the Caribbean* (pp. 115-120). St. Augustine: UWI, 1986.

This article discusses the purpose of the REAP programme, which is to give children a more relevant and practical education. REAP demonstrates that teaching science yields positive results when the curriculum relates to the child's environment, and the method of teaching is practical. The curriculum is characterized by integrating nine areas of study (village/urban study, land and water, ecology, weather, agricultural practices, health and nutrition, animals, and plants) into traditional academic subjects.

019

Edmond, Daniel A. H.

The influence of Belize's REAP programme on attitudes to agriculture and rural development. B.Ed., The University of the West Indies, Mona, 1985. [n.p.].

This study compared the attitudes towards agriculture of teachers and students in schools that had implemented the REAP programme with their counterparts in non-REAP schools. The employment status of a sample of graduates of REAP schools was also investigated. Findings revealed positive attitudes towards agriculture on the part of all parties, and there were no significant differences in the attitudes of teachers and students in REAP and non-REAP schools. Most of the REAP graduates continued to live in rural Belize. Problems such as the dual nature of Belize's educational system, shortage of tools and equipment, praedial larceny, and dwindling finances still remained to be tackled.

020

Enriquez, Charles

Education and training plan for agricultural cooperatives in Belize: Seminar workshop for instructors. Antigonish, NS: Coady International Institute, St. Francis Xavier University, 1984. 10, [3]p.

021

Enriquez, Charles

Education and training plan for agricultural cooperatives in Belize: Training workshop on the establishment and running of small farm cooperatives, December, 1984. Antigonish, NS: Coady International Institute, St. Francis Xavier University, 1985. 17 p.

022

Enriquez, Charles

Education and training plan for agricultural cooperatives in Belize: Training workshop on identifying situations for cooperative development in Belize. Antigonish, NS: Coady International Institute, St. Francis Xavier University, 1986. i, 11 p.

023

Enriquez, Charles

Evaluation report for 1984 on the education and training plan for agricultural cooperatives in Belize 1984-1986. Antigonish, NS: Coady International Institute, St. Francis Xavier University, 1984. 10 p.

024

Enriquez, Charles

Evaluation report for 1985 on the education and training plan for agricultural cooperatives in Belize 1984-1986. Antigonish, NS: Coady International Institute, St. Francis Xavier University, 1986. i, 12 p.

025

Hegamin, Nanette

Primary school teachers' nutrition knowledge and attitudes: A study in Belize. Ed.D., University of Massachusetts, 1987. xiii, 155 p.

This study investigated the REAP programme at the School of Education, Belize College of Arts, Science and Technology (BELCAST), to determine its influence on the primary school teachers' nutrition knowledge and attitudes among food choices, nutrition-related diseases, and nutrition principles. Data were collected through two instruments--the Nutrition Knowledge Inventory (NKI) and the Nutrition Attitude Scale (NAS)--administered to 74 primary school teachers selected from three of the six political districts in Belize; 25 had completed the REAP programme and 49 had not. The findings seemed to suggest that the REAP programme had an influence upon the nutrition knowledge of the primary school teachers, while at the same time having very little influence on their nutrition attitudes.

026

Jennings, Zellynne D.

Belize's REAP programme. *Prospects*, vol. 18, no. 1, 1988, pp. 115-125.

This paper discusses the main factors that have contributed to the success of the REAP programme. More specifically, it assesses the extent to which REAP was achieving its objectives of developing positive attitudes towards agriculture and influencing young people to remain in rural Belize and engage in agricultural work.

027

Jennings, Zellynne D.; Edmond, Daniel A. H.

Belize's Rural Education and Agriculture Programme: Some factors that have contributed to its success. 45 p.

Paper prepared for the Vocationalising Education Conference, London, England, 7-9 May, 1986. Sponsored by: London University. Institute of Education.

Belize achieved a good deal of success with its REAP programme, which was initiated in 1976 to create the attitudes and provide the skills necessary for rural youth to make meaningful contributions to the country's agricultural development. Initiated by an intra-ministerial and international agency group, REAP was conceived in three phases extending over a 10-year period. During the pilot phase (1976 to 1979), the programme was tested in eight primary schools in three of the country's six districts, and in one secondary school. A special programme was developed to train teachers for the REAP programme, and outdoor education centres were constructed in each pilot school to give students an opportunity to apply their learning in an agricultural setting. The main thrust of the district-level phase (1979 to 1982) was the expansion of REAP to all six districts in Belize, with the gradual transfer of much of the technical and material assistance received from foreign agencies to the government ministries, district-level officials, and community groups and service organizations. REAP's national-level phase began in 1982.

REAP had received favourable evaluations from students and teachers alike, and 80% of the programme's graduates remained in rural Belize in some form of agriculture. The programme was not without shortcomings, including perhaps, too much stress on gardening at the expense of academic training. Despite these, there was little evidence to suggest that the programme's goal of becoming a real force in Belize's socio-economic development was overly ambitious.

028

Landry, J. Hugh

Final evaluation report on the education and training plan for agricultural cooperatives in Belize (1984-1987). Antigonia, NS: Coady International Institute, St. Francis Xavier University, 1988. 15 p.

029

Massey, Romeo M.

The Relevant Education for Agriculture and Production (REAP) nine-year evaluation: Implications for development education. 180 p.

Paper prepared for the Annual Meeting of the American Educational Research Association, 70th, San Francisco, United States, 16-20 Apr. 1986.

This paper describes the REAP programme using data from seven annual formative evaluations (1979-1985). The 1984-85 programme/school evaluation included 54 rural REAP schools and utilized a 43-item questionnaire containing eight quality sub-variables. The quality of REAP schools varied greatly and showed generally successful but incomplete implementation. Academic achievement of all rural Standard 6 students on the 1984-85 BNSE was analyzed. Over seven years, no significant differences were found between REAP and non-REAP students on 15 BNSEs; REAP students scored significantly higher on 10 other BNSEs and never scored significantly lower on any of the 25 tests. REAP students produced substantial amounts of agricultural products in seven years. Participation in REAP did not lower BNSE scores below those of non-REAP students and probably taught useful rural-oriented knowledge and skills. REAP was compared to four development models and two educational models illustrating REAP's eclectic and pragmatic, rather than dogmatic orientation. Maintaining academic achievement and learning practically-oriented knowledge and skills were not incompatible in Belize's new national approach to primary school education.

030

Massey, Romeo M.

The Rural Education and Agriculture Program (REAP): Belize's new approach to rural primary education. 63 p.

Paper prepared for the Annual Meeting of the American Educational Research Association, New York, United States, Mar. 1982.

REAP was initiated in response to perceived deficiencies in the rural primary schools of Belize. From its inception in 1976, REAP moved through two of its anticipated three phases (Pilot Phase, July 1976-June 1979; District-Level Phase, July 1979-June 1982). REAP integrated academic subjects with nine rural life-related areas of study. Practical applications of both were made on REAP school farms which had Outdoor Education Centres with gardens, coops, hutches, and so on. Evaluations were conducted in 1979, 1980, and 1981. Criterion-referenced measures were used to evaluate programme objectives in: curriculum development; in-service training; academic achievement; attitudes of parents, students, and teachers; agricultural knowledge and skills; community involvement; and teacher training. Programme criteria were reached or exceeded in all but agricultural knowledge, where insufficient data made conclusions impossible. During the anticipated National-Level Phase (July 1982 to June 1985), REAP was to be expanded to cover approximately half the rural primary schools in Belize, and the support role was to be transferred from international to Belizean organizations.

031

Massey, Romeo M.

Rural Education and Agriculture Program: A summative evaluation. Belize: CARE, 1979. [n.p.].

The paper describes characteristics of rural Belizean society and primary education relevant to the REAP evaluation. The purposes of the evaluation are delineated, and procedures and milestones in the programme between September 1975 and June 1979 are identified.

032

Massey, Romeo M.

A six-year formative evaluation report (July 1, 1976 to June 30, 1982) of the Rural Education and Agriculture Program (REAP). [S.l.: s.n.], 1982. [n.p.] (A report to CARE/REAP Advisory Committee)

This study highlighted programme milestones between July 1979 and June 1982. Each programme objective was assessed. Among conclusions reached was that the REAP curriculum functioned as a parallel structure to the established curriculum and had not yet succeeded in replacing it. The REAP curriculum, however, was only being emphasized at the senior primary level (Grades 6-8). Positive attitudes towards REAP were underscored, and it was posited that, in spite of problems of implementation, it had achieved goals relating to changes in diet and improved community involvement. The promotion of REAP district councils was hailed as a sign of continued expansion and institutionalization of the REAP programme.

033

Raymond, Ernest W.

Environmental approach to primary science curricula. In *Report of proceedings of the Regional Primary Science Conference* (pp. 105-108). Cave Hill: Caribbean Regional Science Project, 1978.

The REAP programme in Belize was an attempt to make rural primary education more relevant to the needs and life experience of Belizean children. One of its goals was to produce a curriculum which integrated rural environmental knowledge, skills, and attitudes into existing curricula. REAP was organized and developed at a seminar/workshop by teachers of project schools in July 1977. Areas of study identified were: soils,

plants, animals, weather, land/water, agricultural practices, village study, ecology, and health/ nutrition. Science-related activities in each area of study are described.

034

Raymond, Ernest W.

Environmental approach - primary science curriculum, Belize. In Colin M. Lancaster & Winston King (eds), *Science education for progress: A Caribbean perspective* (pp. 40-45). London: International Council of Associations for Science Education, 1979.

One of the goals of the REAP programme was to produce a curriculum which integrated rural environmental knowledge, skills, and attitudes in the existing curriculum to make it more relevant. Examples from Units of Activities found in Curriculum Guides at the Infant, Junior, and Senior Primary levels are given, followed by a description of science-related activities found in the REAP curriculum.

035

Raymond, Ernest W.

Rural Education and Agricultural Project in Belize. *Caribbean Journal of Science Education*, vol. 1, no. 1, Apr. 1979, pp. 29-30.

This article identifies the goals of the REAP programme, which was initiated by the Ministry of Education, Belize in 1976 as a three-year pilot project in eight rural schools. The curriculum was designed on the principle of integration, in which agricultural concepts, skills, and techniques were related to the wider curriculum of the school. One of the aims of the project was to discover if the traditionally oriented curriculum of rural primary schools could be revised to transmit to students additional agricultural knowledge, skills, and attitudes, which would better prepare them for work in rural areas and/or continuing study beyond primary school. The strategies adopted for achieving the goals of the project are outlined.

036

The Rural Education and Agriculture Programme (REAP) in Belize. In Zellynne Jennings, *Work experience programmes in Commonwealth secondary schools* (pp. 28-31). London: Commonwealth Secretariat, 1987.

This is a case study of the REAP programme, which was intended to encourage school leavers to develop a positive interest in, and respect for, rural careers, and a pride in living and working in rural communities. The context that gave rise to the programme being brought on stream is described, as well as the rationale and objectives, infrastructural requirements or inputs, and the process of programme implementation. An evaluation of the programme is provided.

037

Young, Roy Alvin

Agricultural education in Belize: A strategic plan for its development. Ph.D., Cornell University, 1993. 243 p.

Data were collected by using (a) mailed questionnaires, (b) structured interviews with teachers and principals of primary, secondary, and tertiary agricultural schools, (c) documents from schools and government ministries, and (d) observations from on-site visits. Commonalities among responses were determined to identify schools' and national agricultural education goals, as well as limitations and achievements of agricultural education in schools. The study showed that the major constraints of agricultural education in Belize were: 1) the absence of a national plan, 2) poor garden physical features, 3) inadequate garden supplies, and 4) the need for more teacher training. The findings indicated that the level of agricultural education success was mainly attributable to (a) the commitment of students, teachers,

principals, and communities; (b) implementation of the curriculum; and (c) support from the Ministry of Agriculture. A conceptual model, the Bow and Arrow Model, and a planning process were developed to facilitate strategic planning of agricultural education.

ASSESSMENT AND EXAMINATIONS

038

Belize. Ministry of Education

CXC results analyses 1991. Belize City: The Ministry, 1991. 47 p.

This report discusses overall trends in the presentation of candidates for the CXC examinations, and analyzes trends in Subject Grade Point Average (SGPA) by school and subject. The bulk of the document consists of the tables that present the data on which the analyses are based.

039

Belize. Ministry of Education. Assessment and Evaluation Unit

Belize National Selection Examination 1994: Examination report. Belmopan: The Ministry, 1994. 8 p.

040

Belize. Ministry of Education. Curriculum Development Unit

Rating scales for formative assessment: Effort, creativity/originality, class discussions, group work. Belize City: The Ministry, 1991. 15 p.

This paper presents four graded rating scales concerned with: (a) effort, (b) creativity/originality, (c) participation in class discussion, and (d) participation in group work. In each of these areas, typical student behaviours are described and graded.

041

Bennett, J. Alexander

Towards a policy of examinations and assessment in the education system of Belize. [S.l.: s.n.], 1991. [n.p.].

042

Bethell, George; Belize. Ministry of Education

A proposal for examination reform in Belize. Belmopan: The Ministry of Education, 1991. [n.p.].

043

Connors, Donald

An investigation into the problems confronting secondary school mathematics in Belize City as a result of the change in syllabi from GCE to CXC. Mona: UWI, 1979. [n.p.]. (Unpublished manuscript)

044

Editorial: The high school entrance exam. *Belizean Studies*, vol. 4, no. 5, Sep. 1976, pp. 1-4.

This editorial analyzes the results of the April 1976 high school entrance examination, which was taken by 2,392 primary school students, in an attempt to identify the strengths and weaknesses of Belizean primary schools.

045

Editorial: Why Juanito can't read. *National Studies*, vol. 3, no. 4, Jul. 1975, pp. 1-4.

This editorial analyzes the results of the March 1975 high school entrance exam, the same test given to thousands of US children. The results showed that Belizean children ranked about the same as US children in mathematics, but were significantly lower in reading and in writing English. The editors consider the implications of these reports and the needs of Belizean children.

046

Richards, Verolyn

Multiple-choice tests in English language for Belize. London: Macmillan Caribbean, 2000. viii, 64 p.

BILINGUAL EDUCATION

047

Minert, Jay Alexander

Engaging Creole in the classroom: A Belize case study. M.S., University of California, Santa Cruz, 1999. xi, 93 p.

048

Rubinstein, Robert Arthur

The cognitive consequences of bilingual education in northern Belize. *American Ethnologist*, vol. 6, no. 3, Aug. 1979, pp. 583-601.

This article examines the impact of Spanish-English bilingualism on children's cognitive processes, and suggests that bilingualism learned in a stressful situation may result in linguistic and, perhaps, cognitive disabilities.

049

Rubinstein, Robert Arthur

"Subtractive" bilingualism in northern Belize. 1979. 38 p.

Paper prepared for the Annual Meeting of the American Anthropological Association, Cincinnati, USA, 27 Nov. - 1 Dec., 1979.

This paper analyzes "subtractive" bilingualism in northern Belize, based on an extension of a model by Wallace Lambert. It describes the impact of English language instruction on Spanish-speaking children in Corozal Town. Lambert's distinction between additive and subtractive bilingualism is considered, and an attempt is made to distinguish between different types of subtractive bilingualism, the processes that underlie them, and the environmental conditions in which each may occur. A random sample of 56 Spanish-speaking children between the ages of 5 and 17 was divided into two groups stratified by age and sex. One group was tested and interviewed in Spanish, and the other was tested and interviewed in English. It is concluded that the learning of English by Spanish-speaking children in Corozal Town is socially subtractive because of the milieu in which it occurs. English is often taught with the intention that it replace students' first language (not that it supplements it), and this view is shared by many adults and children. The cognitive enhancement view of bilingualism does not recognize that the social setting of the bilingual experience may have cognitive consequences.

050

Thomas, Mary E.

The education of Creole language speakers in Belize. M.A., Ohio University, 1985. vii, 128 p.

This study addresses the problems that children face when they are educated in a language other than their first language. It describes Belizean Creole as the spoken tongue, and English as the language of instruction for the educational system in Belize, and offers alternatives for the educational system as it addresses the language problem.

CHILD DEVELOPMENT

051

Crooks, Deborah L.

"Make they find it easier": A biocultural study of growth and achievement for Mayan children in Belize. Ph.D., State University of New York at Buffalo, 1992. 287 p.

[See Record **008** for abstract]

052

Gielen, Uwe P.; Cruickshank, Halsey; Johnston, Alberto F.; Swanzey, Barbara; Avellani, Joseph

The development of moral reasoning in Belize, Trinidad-Tobago, and the USA. *Behavior Science Research*, vol. 20, nos. 1-4, 1986, pp. 178-207.

This study investigated 118 secondary school students from Belize, 147 students from Trinidad and Tobago, and 106 students from the USA. Results indicated that much more research needs to be conducted before any firm conclusions can be drawn about moral reasoning in the Caribbean. However, the study offers some support for using the Defining Issues Test (DIT) to measure Caribbean adolescents' responses to moral judgement. For the US respondents, higher educational achievements were consistent with higher DIT scores.

053

Rubinstein, Robert Arthur

Cognitive development and the acquisition of semantic knowledge in northern Belize. Ph.D., State University of New York at Binghamton, 1977. [v], 181 p.

This work described the results of a research programme on the relationship between non-verbal cognitive development and the acquisition of semantic knowledge conducted in Corozal Town, Belize. A sample of 90 children between the ages of 5 and 17 was selected from among Spanish- and Belizean Creole-speaking children. This sample was comprised of three sub-samples: 2 sub-samples were tested in their L1 (Spanish or Belizean Creole) and the third was tested in their L2 (Standard English). The Feldman Coloured Blocks Test was used to assess level of non-verbal cognitive development. The Semantic Strategies Test was used to assess complexity of semantic organization. Analysis showed that there was no significant difference in relation to the development of non-verbal cognitive ability among the three sub-samples. However, children tested in L2 showed significantly less complexity in their organization of semantic knowledge than did those tested in L1.

054

Rubinstein, Robert Arthur

Field-dependence and Piagetian operational thought in northern Belize. *Child Study Journal*, vol. 10, no. 2, 1980, pp. 67-76.

This article examines the relationship of Piagetian level of cognitive development to field independence in 20 school children aged 10-17, in northern Belize.

CURRICULUM DEVELOPMENT

055

Belize. Ministry of Education. Curriculum Development Unit

English Language Arts schemes of work: Year Two, Form [i.e. Term] One. Belize City: The Ministry, 1990. [ii], 37 p.

This booklet contains the schemes for Year 2, Term 1 of the two-year programme of English Language Arts teaching. The cognitive objectives, content, activities, run-through activities, evaluation, and references are provided for each theme.

056

Belize. Ministry of Education. Curriculum Development Unit

English Language Arts schemes of work: Year Two, Terms 2 and 3. Belize City: The Ministry, 1991. [i], 31 p.

This booklet contains the final set of schemes for the two-year programme of English Language Arts teaching. The cognitive objectives, content, activities, run-through activities, evaluation, and references are provided for each theme.

057

Belize. Ministry of Education. Curriculum Development Unit

Home Room curriculum for Form One. Belize City: The Ministry, 1990. iii, 90 p.

This booklet provides details of the scheme of work for Home Room in Form 1 of secondary schools. The theme of Form 1 is orientation, which is dealt with from the standpoint of three different types of counselling in each of the three terms respectively: 1) educational counselling, 2) vocational counselling, and 3) personal counselling. Worksheets and detailed ideas for organizing activities are included.

058

Belize. Ministry of Education. Curriculum Development Unit

Notes on the history of the primary school curriculum in Belize. Belize City: The Ministry, 1975. [n.p.].

059

Belize. Ministry of Education. Curriculum Development Unit

Secondary curriculum policy statement. Belize City: The Ministry, 1991. ii, 17 p.

This policy statement addresses five areas: 1) Basic conceptualizations, 2) The core curriculum and its options, 3) The whole school curriculum, 4) Staff development programmes, and 5) The role of the Education Officer (Secondary Curriculum).

060

Belize. Ministry of Education. Curriculum Development Unit

Social studies scheme of work: Year two, terms two and three. Belize City: The Ministry, 1991. 41 p.

This booklet contains the schemes for Year 2, Terms 2 and 3 of the programme of social studies teaching. The cognitive objectives, content, activities, run-through activities, evaluation, and references are provided for each theme.

061

Belize. Ministry of Education. Education Development Center

Reports on discussions: Towards a secondary school curriculum. [Belmopan]: EDC, 1990. [n.p.].**062**

Bennett, Patricia Y.

Curriculum guide for physical education in elementary and secondary schools in Belize. M.S.(Ed.), Southern Illinois University at Carbondale, 1983. vi, 196 p.**063**

Clarke, George

The lower secondary curriculum initiative. Belmopan: Curriculum Development Unit, Ministry of Education, 1989. [n.p.].**064**

Humphreys, Francis

The implementation of Belizean studies programmes in secondary schools, 1964-1987. *Belizean Studies*, vol. 17, no. 2, 1989, pp. 3-15.

This paper seeks to identify and evaluate the factors that affected the implementation of Belizean Studies programmes--or pure Belizean History--at the secondary level. Course content and administrative strategies that schools might employ to implement Belizean Studies courses are also illustrated by reference to the programme in one rural secondary school.

065

Mahung, Santos

Substance and syntax in curriculum decision making. Ph.D., University of Toronto, 1982. 264 p.

In 1976, Belize's Ministry of Education implemented the REAP programme, an educational programme for rural primary schools in Belize. This study examined: (a) the theory of curriculum decision making, and how decision making is explained in instances of practice such as REAP, and (b) what REAP teaches about curriculum decision making which can be used to critically view and, perhaps, modify theory. It drew simultaneously on concepts derived from theory and on observations of decision making in REAP to examine "substance"--the beliefs, values, and information on which curriculum decisions are based--and "syntax"--the various procedures and strategies utilized in the decision-making process--in curriculum decision making, from the point of view of a single or unitary agent first and, subsequently, from the point of view of decision-making structures and organizational processes. The study concluded with a synthesis organized around three major topics as these related to curriculum decision making: 1) types of problems, senses of "causation," and views on the extent of change advisable in educational development; 2) curriculum decision making as practical reasoning; and 3) types of rationality in curriculum decision making.

066

Martinez, Dativa E.

A proposed course outline in special educational needs for the Belize Teachers' College. M.Ed., University of Bristol, 1995. [n.p.].

067

Mathematics Curriculum Development Workshop - Belize

Report and output of mathematics workshop for teachers in junior secondary schools: Curriculum development, Belize, February 1975. [St. Augustine: School of Education, UWI], 1975. 1 v. (various pagings).

This workshop for teachers concerned with the 12-15 year age range in various types of schools in Belize had three main aims: 1) to introduce participants to a method of continuous curriculum development; 2) to develop certain aspects of school mathematics in Belize; and 3) to establish a pattern for the ongoing development of the mathematics curriculum. It was also felt that the methods developed as a direct result of this workshop could serve as a model for the development of curriculum in other subject areas and at different levels. The report on the workshop is Part I of the document while the output of the workshop is contained in Part II.

068

Raymond, Ernest W.

Environmental approach to primary science curricula. In *Report of proceedings of the Regional Primary Science Conference* (pp. 105-108). Cave Hill: Caribbean Regional Science Project, 1978.

[See Record **033** for abstract]

069

Raymond, Ernest W.

Environmental approach - primary science curriculum, Belize. In Colin M. Lancaster & Winston King (eds), *Science education for progress: A Caribbean perspective* (pp. 40-45). London: International Council of Associations for Science Education, 1979.

[See Record **034** for abstract]

070

Slimp, Mickey Mantle

Ten years of educational technology and the Curriculum Development Unit of Belize, Central America, 1974-1984. Ed.D., East Texas State University, 1986. xvi, 283 p.

This study sought to describe the role of educational technology in the history and organization of the Curriculum Development Unit (CDU) of Belize, during its first ten years of operations. Structured interviews, related literature, and local observation provided the data for the study. Subjects interviewed included persons who: (a) were involved in forming the Unit in 1975; (b) had worked in the production of CDU projects; and/or (c) had supervised or administered the use of CDU programme materials in the schools. It was found that the CDU had played an integral role in the application of educational technology in the Belizean curriculum. The Unit's functions had grown to encompass the supervision of sections for curriculum design, schools broadcasting, materials production, and resource centre management. Perspectives from Belizean educators provided insights on the benefits provided and difficulties faced by educational technologists in culturally diverse and remote regions. The role of educational broadcasting, activity-based instruction, and technology management in an environment with limited resources was also considered by the respondents.

CURRICULUM EVALUATION

071

Beals, Paul Wiley

A study of educational and occupational perceptions in Belize (British Honduras), Central America. Ph.D., George Peabody College for Teachers, 1973. x, 215 p.

This study sought to determine and record some individual educational needs of students in Punta Gorda, Belize, as perceived by parents or guardians and teachers, and to suggest curricular alternatives by which the schools might meet these needs. Data were gathered by interviews and personal observations from the parents/guardians and teachers of 58 randomly selected students. It was found that: 1) Punta Gorda students' occupational goals were limited to crafts and other tasks which could be performed individually or in small groups; 2) since science, agriculture, and vocational training were not emphasized in Punta Gorda's school, few had chosen those occupations; and 3) parents and guardians were favourably disposed towards education and amenable to social change. Curricular alternatives were recommended to meet students' educational needs.

072

Belize. Ministry of Education. Curriculum Development Unit

A situation appraisal of the primary curriculum as practiced. [Belmopan]: The Ministry, 1992. 32 p.

073

Clark, George G.; Moguel, Lynda

What should our children learn in school? Report on findings from a series of nationwide colloquia. [Belmopan]: Ministry of Education. Curriculum Development Unit, 1992. ix, 61 p.

074

Tillett, Kathleen Wilhelmina

The education of primary school teachers and its implications for national development: A case study of Belize. Ph.D., Cornell University, 1978. xvii, 395 p.

This study examined the preparation of primary school teachers in Belize, in order to identify possible discrepancies between a curriculum conducive to the effective preparation of primary school teachers for service in a country such as Belize, and the existing curriculum. Questionnaires and interviews were used to collect data from a representative sample of government and non-government officials, students in training at the Belize Teachers' College (BTC), in-service teachers, primary school leavers, and parents of primary school leavers. The results showed that in all groups, except trained teachers, the most important purpose of teacher education for primary schools was "contribution to national development." However, an examination of the curriculum of the BTC indicated that it was not compatible with fulfilling this goal. In the case of the politicians and government officials concerned with formal education, cultural development was seen as being next in importance to national development. However, all other groups saw professional expertise as being more important than cultural development. The findings showed the need for major revisions of the primary teacher education programme, and the study made recommendations for such revisions.

DISTANCE EDUCATION

075

Anderson, Lynette; Thomas, Elaine; McPherson, Patricia

Report on distance education production workshop: A Multigrade Teaching Project of the Caribbean Community Secretariat, the Commonwealth Secretariat and the Commonwealth of Learning. Belize City: [s.n.], 1998. 1 v (various pagings).

Distance Education Materials Production Workshop, Belize City, Belize, 1998.

076

Carty, Joan

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

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

This directory is arranged in alphabetical order by country within each of the two regions covered: Latin America (17 countries) and the Caribbean (22 countries, including Belize). 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.

077

Palma, Kamela

Distance education in small states with special reference to Belize. M.A., Institute of Education, University of London, 1995. 98 p.

078

Thompson, Cynthia; Crossley, Michael

Transforming teacher education in a small state: Potential for distance education in Belize, Central America. *Oxford Studies in Comparative Education*, vol. 10, no. 2, 2000, pp. 137-156.

EARLY CHILDHOOD CARE AND EDUCATION

079

Finney, Felicita Coreade

Infant level reading textbooks in Belize: The colonial legacy in curriculum policy. M.A., University of Alberta, 1982. 231 p.

This study suggests that reading texts designed for younger children in Belize fail to reflect Belizean culture and language diversity. The results of the study, which investigated the languages spoken in the country, textbooks as socializing agents, and reactions from teachers who use these texts in the teaching of reading, are provided.

080

Leppink, Karen G.; Morris, Patricia J.; Pihlaja, Kristen

Pre-school curriculum guide of Belize. Belize City: Pre-School Unit, Ministry of Education, 1989. [n.p.].

081

Thompson, Cynthia; Bennett, J. Alexander; Wade, Clement

Pre-school and primary education in Belize: An examination of the state of affairs and issues ensuing. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000* (pp. 29-54). Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

EDUCATION AND DEVELOPMENT

082

Gregory, James R.

Educational modernization in southern Belize. *Belizean Studies*, vol. 13, no. 2, Jun. 1985, pp. 17-43.

This article discusses the relationship between economic development and educational modernization as it relates to the Mopan Mayan Indians of the village of San Antonio in southern Belize. In the early stages of the modernization process, economic change is seen as the catalyst with educational modernization lagging behind. This article suggests that, at the education takeoff point, education becomes an active catalytic agent and begins to generate forces capable of impacting significantly upon other dimensions of the development and modernization process.

083

Reneau, Cecil E.

Vocational education's potential contribution to the future economic development of Belize: A Delphi study. Ed.D., Virginia Polytechnic Institute and State University, 1994. 193 p.

This study sought to determine vocational education's potential contribution to the future economic development of Belize. A panel of experts was chosen with four persons selected from each of four groups: (a) government (public service), (b) non-governmental organizations, (c) entrepreneurship and small business development, and (d) manufacturing and export-oriented production. Each of the experts was asked to identify statements that vocational education should emphasize in the future, so that it would contribute to future economic development in Belize. Panel members identified a list of 85 statements, of which 71 met the criterion for consensus. The 71 statements were rank ordered according to their means. The statements on which consensus was not achieved did not fall below the important category, however, the group ratings were widely dispersed. A content analysis of the ranked statements revealed that some statements clustered around common themes, which included planning, productivity, linkages, values and work ethics, and programme and institutional development.

084

Reneau, Cecil E.; Finch, Curtis R.

Vocational education's potential contribution to the future economic development of Belize. *International Journal of Vocational Education and Training*, vol. 4, no. 2, 1996, pp. 5-23.

085

Tillett, Kathleen Wilhelmina

The education of primary school teachers and its implications for national development: A case study of Belize. Ph.D., Cornell University, 1978. xvii, 395 p.

[See record **074** for abstract]

086

Wiley, Ed

Belize: Emphasizing education in the push for productivity. *Black Issues in Higher Education*, vol. 9, no. 16, Oct. 1992, pp. 22-23.

This article looks at Belize's attempts to revitalize its education system as it strives to recognize its economic potential and overcome a gamut of negative external influences.

087

Woods, L.; Perry, Jeff; Steagall, J.

Human resource development in a Third World country: The case of Belize. In Society for the Promotion of Education and Research, *Globalization and developments: Challenges and prospects for Belize: [Proceedings of the] 6th Annual Studies on Belize Conference* (pp. 100-114). Belize City: SPEAR, 1993.

EDUCATION AND EMPLOYMENT

088

Thompson, John Timothy

Secondary education and employment in Belize: A tracer study of recent graduates. Ph.D., Michigan State University, 1973. viii, 189, [1]p.

This study seeks to determine the contribution which can be made by one level of formal education toward the attainment of the developmental goal of full, productive, and freely chosen employment. It analyzes the youth employment situation in Belize in terms of the migration and economic activity of young secondary school graduates, and in terms of the aspirations and attitudes towards work of those about to enter the labour force. Over 1,200 recent graduates were traced for the study. The study found a high rate of emigration among both male and female graduates. Those who remained in the country, especially women, were faced with very limited employment opportunities, with most of the graduates being engaged in teaching or holding clerical positions. It was found that secondary schools did not prepare graduates for participation in the labour market. However, it is also shown that the lack of effective demand for employment in many sectors was an even greater obstacle to preventing education from making its contribution to the attainment of full, productive, and freely chosen employment. Suggestions are made for the provision of broadly based vocational guidance.

EDUCATIONAL ADMINISTRATION

089

Aubrey Armstrong Management Associates

Procedural manual for education managers of the government of Belize; final draft report - Tranche II. [S.l.]: Aubrey Armstrong Management Associates, 1993. 140 p.

090

Caribbean Network of Educational Innovation for Development

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.

091

Perdomo, Carlos T.

A survey of teachers and administrators of selected schools in Belize City on several aspects of school climate and school tasks. M.A., University of Calgary, 1979. xi, 92 p.

This study sought to determine: (a) how teachers and administrators in four primary and two junior secondary schools in Belize City assessed certain aspects of their schools' climate and tasks; and (b) their suggestions for school improvement. Data were collected through a questionnaire completed by 175 teachers and administrators (141 from the primary schools and 34 from the junior secondary schools). It was found that teachers and administrators apparently agreed more often with each other in their assessment of areas related to school climate, and to exhibit more instances of differences in areas related to school tasks. Study participants felt that in aspects of school climate, the areas of communication and interpersonal relationship apparently needed more attention for school improvement, while in aspects of school tasks, the areas of communication, planning, evaluating, and decision making needed more attention.

092

Samarusingh, John A. R.

A study of the growth of educational administration in British Honduras. M.A., University of London, 1961. [n.p.].

EDUCATIONAL DEVELOPMENT

093

Belize. Ministry of Education

Belize: A national report on the development of education 1994-1996. 39 p.

Paper prepared for the International Conference on Education, 45th, Geneva, Switzerland, 1996. Sponsored by: UNESCO. International Bureau of Education.

The first section of this report covers the development of education in Belize during the period 1994-1996. Section II examines the theme of enhancing the role of teachers in a changing world.

094

Belize. Ministry of Education

Belize: Its education system, the debt crisis and constraints. [13]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 was prepared in response to a request for a presentation on "The debt crisis and its impact on Belizean education." However, it was determined that Belize was not experiencing a debt crisis, so the paper provides: 1) information on socio-economic conditions in Belize; 2) a description of the organization, management, and functioning of education; 3) a comment on debt servicing and its implications for education; and 4) a brief discussion of four major constraints to educational development: education planning, teacher quality, textbooks, and school buildings and maintenance.

095

Belize. Ministry of Education

Education sector evaluation of past performance and recommendations for the future. Belmopan: The Ministry, 1989. [n.p.].

096

Bennett, J. Alexander

Some aspects of educational development in Belize, 1915-1965. *Journal of Belizean Affairs*, no. 1, Jun. 1973, pp. 14-30 ; no. 2, Dec. 1973, pp. 66-88.

This article reviews Belizean educational development from 1915-1965, discussing British colonial education policy and the implications of the transfer from colonial to national administration.

097

Cayetano, E. Roy

The state of education in post independence Belize. In Society for the Promotion of Education and Research, *Independence ten years after: Fifth Annual Studies on Belize Conference* (pp. 159-165). Belize City: Cubola Productions for SPEAR, 1992.

098

Country summaries: Belize. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 111-127). Santiago: UNESCO, 1996.

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

099

Green, Charles B.

Belize education sector assessment. [S.l.: s.n.], 1988. 1 v. (various pagings).

(Report produced under contract number CAC-0000-C-00-6074-00 between the Academy for Educational Development and USAID/Belize)

100

Hirani Ratcliffe Development Consultants

Primary Education Development Project, Belize: BTTC reorganisation [and] textbook programme. [S.l.]: Hirani Ratcliffe Development Consultants, 1992. 63 p.

101

Palm, Gunter; Atherley, Leslie G.; Mobarak, H.; Shchebrov, V.

Education sector survey: An analysis of the education system and recommendations for its development: Belize - (mission). Paris: UNESCO, 1983. [64 p.].

102

Regional education profile: Central America. New York: Institute of International Education, 1986. 172 p.

Profiles of the educational systems in the seven Central American countries are presented, along with an introductory essay by Rene Greenwald, "Higher Education in Central America: Trends and Developments: 1985-86." Country profiles are provided for Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, and Panama. For each country, an overview of the primary, secondary, and post-secondary system is presented, along with descriptions of specific colleges and universities and information on student placement in the US university system. Teacher training and sources of financial aid for overseas study are also briefly reviewed in the profiles. The essay identifies 18 trends developing in Central America and indicates how US institutions can begin to respond to regional development needs. Trends include: emphasis on the development of in-country, graduate-level programmes; continuing demand for university and

technical-level training; increased tuition fees at public universities, and the prospect that financial aid for study abroad will focus on fields that are not offered domestically, and that are a priority for national development, especially at the graduate level.

103

Sanchez, I. E.

The Easter and Dixon reports: An analysis and discussion of their impact on our educational development. Belize City: Belize Institute for Social Research and Action, 1977. 31 p. (Occasional publication; no. 7)

This publication examines the findings and recommendations of the Easter and Dixon reports on education in Belize: Chapter 1 summarizes the descriptions of existing conditions in the field of education contained in both reports; Chapter 2 outlines the recommendations of the reports; Chapter 3 examines how these recommendations influenced the future development of education in Belize; and Chapter 4 considers the importance of both reports in light of their historical context.

104

Shoman, Assad

Why a national symposium. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000*. Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

105

Shoman, Kiren, ed.

Education in Belize: Toward the year 2000. Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991. 264 p.

This book contains the proceedings of a symposium organized by the Society for the Promotion of Education and Research (SPEAR), held in Belize City, November 13-16, 1990, to evaluate the actual state of education in Belize. The 19 papers in the volume address the problems of Church-state liaison; rural education; teacher preparation; preschool, primary, secondary, vocational, and tertiary education; as well as literacy, the cost of education, and remedies for the improvement of the educational system.

106

UNESCO

Belize: A review of the education sector since Independence and UNESCO Country Programme for Education for UNDP Fifth Cycle. Kingston: UNESCO, 1992. iv, 157 p.

This report reviews the major educational preoccupations in Belize during the decade after Independence, and provides a background and a justification for new project. Section I attempts to summarize the findings of the UNESCO Education Sector Survey completed in 1983. It describes the education system as it existed at that time, and lists its recommendations as an indication of perceived priorities. Section II attempts to summarize the major projects in education undertaken in the period 1982-1986. The projects are outlined and the estimates of expenditure detailed. Section III reviews the statistics, surveys, reports, and analyses of the education sector that were prepared during the years 1988-1991. Section IV presents profiles of 15 projects proposed for the Fifth Cycle of the United Nations Development Programme (UNDP) Programme.

107

World Bank

Belize: Education sector review. Washington, DC: World Bank, 1989. [n.p.].

EDUCATIONAL FINANCE

108

Belize. Ministry of Education. Planning Unit

Country paper: Belize. [25]p. (Working Document IIEP/S.136/3)

Paper prepared for the International Seminar on Financing Education in the Caribbean Countries, Kingston, Jamaica, 27-28 Jan., 1994. Sponsored by: International Institute for Educational Planning; The University of the West Indies.

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

109

Potashnik, Michael; Adkins, Douglas

Cost analysis of information technology projects in education: Experiences from developing countries. Washington, DC: World Bank, 1996. (Report No. 17433; Education and Technology Series; Vol. 1, no. 3)

This study aimed to assist education policy makers and planners in annualizing the cost of programmes to introduce and maintain information technologies in schools. There are three main sections. In the first section, background information is provided on the instructional uses and inputs of information technology programmes in the primary and secondary schools of Belize, Jamaica, Chile, Costa Rica, and Mexico. In the second section, some of the key issues in cost analysis methodology used to calculate the costs and assess the financial feasibility of proposed investments in information technology are highlighted. This section also provides data, although incomplete, on the costs of selected information technology programmes. The final section contains the conclusion and recommendations of the study, which focus on how to reduce the costs and increase the benefits of proposed information technology programmes.

110

USAID's investment in Belizean education abroad: The re-integration process. In Society for the Promotion of Education and Research, *Globalization and Developments: Challenges and prospects for Belize: [Proceedings of the] 6th Annual Studies on Belize Conference* (pp. 115-120). Belize City: SPEAR, 1993.

EDUCATIONAL LEGISLATION

111

Belize. Laws, Statutes, etc.

Education ordinance no. 3 of 1962: An ordinance relating to education enacted by the Legislature of Belize. Belize: [Legislature of Belize], 1962. 16 p.

112

British Honduras. Ministry of Education

Statutory instrument, primary education rules, 1972. Belize City: Government Printer, 1972. [30] p.

EDUCATIONAL ORGANIZATION

113

Ashcraft, Norman; Grant, Cedric

The development and organization of the education system in British Honduras. *Comparative Education Review*, vol. 12, no. 2, Jun. 1968, pp. 171-179.

This article surveys the nature and history of education in Belize since the 1930s, showing the impact of the political, economic, and religious situation.

114

Belize. Ministry of Education

Belize: Its education system, the debt crisis and constraints. [13]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 **094** for abstract]

115

Belize. Ministry of Education

Education system of Belize. Ministry of Education: Belize City, 1984. 5 p.

116

Caribbean Network of Educational Innovation for Development

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.

117

Leslie, R. G.

Education systems of Belize. Belmopan: Ministry of Education, 1977. [n.p.].

118

Palm, Gunter; Atherley, Leslie G.; Mobarak, H.; Shchebrov, V.

Education sector survey: An analysis of the education system and recommendations for its development: Belize - (mission). Paris: UNESCO, 1983. [64 p.].

119

Regional education profile: Central America. New York: Institute of International Education, 1986. 172 p.

[See record **102** for abstract]

120

Slimp, Mickey Mantle

Ten years of educational technology and the Curriculum Development Unit of Belize, Central America, 1974-1984. Ed.D., East Texas State University, 1986. xvi, 283 p.

[See record **070** for abstract]

121

Wickremasinghe, Walter, ed.

Handbook of world education: A comparative guide to higher education and educational systems of the world. Houston, TX: American Collegiate Service, 1991. 898 p.

This handbook presents individual overviews of the major aspects of the educational systems of about 100 countries, including Belize, with an emphasis on higher education. The section on each country gives a descriptive, overall view of the country's education system, and organizes the information into four sections: background, primary and secondary education, higher education, and issues and trends.

122

Young, Colville N.

Language and education in Belize. 2nd rev. ed. Belize City: National Printers, 1995. iv, 79 p.

This is a collection of five essays: 1) Belize Creole: A national language, which marshals the various arguments advanced for and against the elevation of Belize Creole to the status of the country's official national language; 2) Cultural and lexical interaction in Belizean English, which presents findings from the work undertaken in Belize for the Caribbean Lexicography Project; 3) Examples of metathesis in Belize Creole, which provides some examples of the phenomenon of metathesis, whereby sounds are transposed within words, in Belizean Creole; 4) The educational system of Belize, which examines the provision of education at the preschool, primary, secondary, sixth form or junior college, and university levels; and 5) Language and educational development in Belize, which traces the history of education in Belize and considers some of the problems posed by the fact that the language of instruction differs markedly from the commonly spoken Creole.

EDUCATIONAL PLANNING

123

Ashcraft, Norman

Educational planning in a developing society: The case of British Honduras. *Caribbean Quarterly*, vol. 17, no. 1, Mar. 1971, pp. 23-33.

This study represents an investigation into the problems of coordinating educational methods and goals with the problems and goals of economic development policies. It puts forward a proposal for the type of educational system developing countries "ought" to adopt, with particular reference to Belize.

124

Belize. Ministry of Education, Sports, Culture, Broadcasting and Information

Development plan, 1990-1995. [Belmopan]: The Ministry, 1990. [n.p.].

125

Satterlee, Brian

International partnership in educational strategic planning and evaluation: The Muffles College Project. 16 p.

Paper prepared for the Annual Conference of the Community Colleges for International Development, 20th, Orlando, FL, USA, 2-4 Feb., 1997.

The Florida Association of Voluntary Agencies for Caribbean Action was formed by the state's Governor to increase cooperation with Caribbean nations, and to provide on-site technical assistance and training in health, agriculture, social services, and education. In 1996, the Association conducted a project with Muffles

College, a junior college in Belize, to develop a strategic planning workshop for the college's faculty, administration, and constituents, and to develop and implement an institutional evaluation process for the college. The project resulted in the following outcomes: 1) the strategic planning workshop helped staff identify the college's internal strengths, such as the discipline of the administration and bilingual constituents, and weaknesses, such as the lack of resources and of opportunities for faculty development; 2) the workshop also helped identify changing external conditions related to political, social, economic, educational, demographic, and cultural factors; 3) external opportunities identified included decreasing finances and a lack of employment opportunities for graduates; 4) an evaluation process was developed that would allow the college to demonstrate accountability and improve educational programmes; and 5) the steps of the process include establishing the purpose of review, developing a methodology, developing criteria, establishing guidelines, conducting the review, and implementing any resulting recommendations. Workshop findings and the review process are attached.

126

UNESCO

Report of the UNESCO Educational Planning Mission to British Honduras, June 22nd - August 14th, 1964. Paris: UNESCO, 1964. 56, 74 p.

127

Wilson, Josephine Vivian

Education and educational planning in Belize. M.A., University of Manitoba, 1980. x, 126 p.

This study provides a description of educational planning and the planning process in Belize. Areas examined include the historical, social, and economic context of Belize, and the cultural and linguistic divisions which influence educational planning in the country.

128

Young, Roy Alvin

Agricultural education in Belize: A strategic plan for its development. Ph.D., Cornell University, 1993. 243 p.

[See record **037** for abstract]

EDUCATIONAL POLICIES

129

Belize. Ministry of Education. Curriculum Development Unit

Secondary curriculum policy statement. Belize City: The Ministry, 1991. ii, 17 p.

[See record **59** for abstract]

130

Belize. Ministry of Education

An education policy for improving access, efficiency, and quality of education; draft. Belmopan: The Ministry, 1994. [n.p.].

131

Belize. Ministry of Education, Sports, Culture, Information and Broadcasting

National paper on education policy: Making Belizeans first. [Belmopan]: The Ministry, 1991. 26 p.

132

Belize. Ministry of Education, Youth, Sports and Culture

Policy statements on education. Belmopan: Curriculum Development Unit, The Ministry, 1987. 7 p.

133

Bennett, J. Alexander

The development of the present primary school policy in Belize. [Belmopan]: Ministry of Education, 1992. 12 p.

134

Bennett, J. Alexander

Goals, priorities, and the decolonization of education in Belize. *Belizean Studies*, vol. 7, no. 5, Sep. 1979, pp. 18-23.

This article discusses the decolonization of education in Belize. While recognizing the strength of the legacy of colonial educational policy on the current education system and the positive aspects of this policy, it underscores the need for Belizeans to make their own educational plans and to set their own goals and priorities.

135

Bennett, J. Alexander

A study of educational policy-making in British Honduras. M.A., University of London, 1972. [n.p.].

136

Bennett, J. Alexander

Towards a policy of examinations and assessment in the education system of Belize. 1991. [n.p.].

[See record 041 for abstract]

137

Bolland, O. Nigel

United States cultural influences on Belize: Television and education as "vehicles of import". *Caribbean Quarterly*, vol. 33, nos. 3 & 4, Sep/Dec. 1987, pp. 60-74.

This article presents a brief historical overview of US-Belize political and economic relations. It argues that Belize's cultural dependence on the US is on the rise due to the increasing broadcasts of US TV programmes and educational exchanges. The article criticizes the agreement between the government and Ferris State College of Michigan to establish a college in Belize.

138

Byrd, Herman

The role of managers (church-state) in shaping educational policy. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000.* [n.p.]. Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

139

Hanson-Smith, Elizabeth

Belize and Sri Lanka: Language planning in multilingual states. *Educational Research Quarterly*, vol. 12, no. 4, 1990, pp. 23-31.

This article discusses the means by which Sri Lanka and Belize--two former British colonies differing greatly in economic development and resources--implement a language planning policy. Attention is given to educational systems, materials development, teacher training, and student attitudes toward English.

140

Wilson, Martin Paul

Higher education for Belize: Postsecondary practice in a smaller developing nation. Ph.D., University of Michigan, 1978. xii, 149 p.

This study sought to determine and describe post-secondary educational problems, practices, and policies in Belize. Data were gathered through a review of the pertinent literature, inspection of post-secondary institutions in Belize, and interviews with Belizean educators. The results of the investigation suggested that the foremost need of the Belizean post-secondary system was for the establishment of a clear and overall national post-secondary policy in order that efforts at changing, improving, and maintaining the post-secondary system could be directed towards similar rather than conflicting ends. Three tactical configurations were suggested as options for implementing this policy: 1) local unification--uniting all the existing post-secondary programmes in Belize; 2) regional unification--uniting all the programmes under the auspices of UWI; and 3) an Institute for Higher Learning--uniting all post-secondary programmes to form a single institute.

EDUCATIONAL PROJECTS

141

Belize. Ministry of Education

A report on major projects in the field of education 1982-1986. Belmopan: The Ministry, [198?]. [n.p.].

142

Bennett, J. Alexander

Belize Primary Education Development Project. Kingston: Office of the UNESCO Representative in the Caribbean, 1999. xi, 37 p. (EFA in the Caribbean: Assessment 2000. Monograph Series; No. 9)

This monograph aimed to condense the main points of the arguments contained in the synthesis report of the Case Studies and Impact Evaluation (CSIE), and to interpret it in light of the message of the World Declaration on Education for All. The introduction serves to describe how the CSIE originated and the extent to which it was influenced by the Belize Primary Education Development Project (BPEDP). It also indicates the impact an international external lending agency may have on a borrower's endeavour to effect useful educational change in a country. Most importantly, the nature of a first, in the form of a collaborative qualitative research project is indicated. A brief introduction to the educational system in Belize is then presented in order to provide a reference point for an understanding of the process and output aspects of the CSIE. In the section on "Learning from the Case Studies," the findings of the CSIE are condensed, but highlighted, to elicit the process and output aspects of the research in relation to the evaluation of the impact of the various components of the BPEDP. The impact is shown to be modest at best. However, it is recognized that positive educational change often takes a good deal of time. Finally, the CSIE research is placed against the background of the stated ultimate goal of EFA.

143

Bennett, J. Alexander

Case studies and impact evaluation: Synthesis report: Executive summary. Belmopan: Ministry of Education, 1997. [n.p.].

144

Bennett, J. Alexander; Crossley, Michael

Case studies and impact evaluation - General preface to CSIE school reports: Synthesis report. Belmopan: Ministry of Education, 1997. [n.p.].

145

Bridges, David; Thompson, Cynthia

Proposals for the teacher training component of the World Bank Education Project. [Belmopan]: Ministry of Education, 1990. 40 p.

146

Campillo, Joaquin

British Honduras, primary education (UNESCO/UNICEF Joint Project): - (Mission) January 1969. Paris: UNESCO, 1969. 39 p.

This is the report of the mission presenting an evaluation of the UNESCO/UNICEF Joint Primary Education Project in Belize.

147

Chulin, Gilberto

The Belize Primary Education Development Project: Priorities for the training of primary school principals. M.Ed., University of Bristol, 1993. 78 p.

The BPEDP, which was launched in 1990, included, as one of its components, the training of all principals employed in the 237 government and government-aided primary schools. In this study, a training programme was developed in light of a critical review of the relevant international literature and experience. The programme was presented in an effort to assist the Ministry of Education in planning its own principals' training programme, which was expected to come into effect in Belize from September, 1994.

148

Elrington, Barbara

Case study report on Calvary Temple School. Belmopan: Ministry of Education, 1997. [n.p.].

149

Hirani Ratcliffe Development Consultants

Primary Education Development Project, Belize: BTTC reorganisation [and] textbook programme. [S.l.]: Hirani Ratcliffe Development Consultants, 1992. 63 p.

150

UNESCO

Belize: A review of the education sector since Independence and UNESCO Country Programme for Education for UNDP Fifth Cycle. Kingston: UNESCO. 1992. iv, 157 p.

[See record **106** for abstract]

151

Verbakel, H.

BPEDP school case studies and impact evaluation short term consultancy for Belize. Belmopan: Ministry of Education and British Development Division, 1997. [n.p.].

152

World Bank

Belize - Education Sector Improvement Project (BESIP) (Vol. 1). Washington, DC: World Bank, 2001. 6 p. (Project Information Document; PID8661)

The Government of Belize plans to implement a menu of education sector transformation measures, especially in secondary, and vocational and technical education through the Belize Education Sector Improvement Project (BESIP). The focus will be on improving quality, relevance, efficiency, and equity in education. The BESIP will support the first phase of the nine-year (2000-2009/10) Education Plan, which has three main components with subcomponents: 1) Increased equity of access and completion in primary and secondary education; 2) Improved quality, relevance, and effectiveness of teaching and learning; and 3) Equitable and cost efficient education delivery.

153

World Bank

Report on mid-term review of BPEDP. Washington, DC: World Bank, 1995. [n.p.].

EDUCATIONAL PSYCHOLOGY

154

Mertz, Ronald Elmer

The effect of father absence on the development of psychological differentiation among male black Carib students in Belize. Ph.D., The University of Arizona, 1976. x, 118 p.

This study sought to investigate the effect of father absence from the household on the development of psychological differentiation among male Black Carib children, in order to provide cross-cultural comparisons with earlier studies carried out in the United States. All male Black Carib boys enrolled in Standard 6 at three elementary schools in Dangriga, Belize were administered Form A of Witkin's Embedded Figures Test and the Block Design subtest from Wechsler Intelligence Scale for Children. From a total of 64 students, the 20 most field-dependent and 20 most field-independent were included in the final sample. Two additional tests for measuring psychological differentiation, Witkin's Human Figure Drawing Test and Picture Completion were administered to the 40 boys. Information concerning length of time in a father present/absent household and interaction between members of households was obtained from interviews with subjects. Relevant information was also obtained through participant observation and informal interviews with adults in the community.

Results of the data analysis revealed that there was no apparent relationship between length of time a father was in the household and level of differentiation. In addition, there appeared to be very little relationship between perceived interaction with a father and mother and degree of differentiation, or with the length of time a Carib boy spent in a father-absent household. There was some evidence that the father who was absent from the household might, nevertheless, serve as a male role model, and that non-adult males in the household might serve as important role models for the development of psychological differentiation.

155

Mertz, Ronald Elmer

Psychological differentiation among Garifuna male students. *Belizean Studies*, vol. 5, no. 4, Jul. 1977, pp. 17-22.

This study examined the effects of father absence on the development of psychological differentiation among Garifuna boys in Belize. A series of tests designed to measure differentiation were given to all Garifuna Standard 6 boys in Dangriga. From 64 boys tested, the 20 most differentiated and least differentiated were interviewed. The presence or absence of a father in the household did not appear to be significantly related to the development of psychological differentiation among the boys in the study. Examination of the data identified two possible factors which should be taken into account: 1) the nature of the relationship between an absent father and the boy, and 2) the nature of the relationship between a boy and non-adult older siblings.

156

Munroe, Ruth H. and others

Gender understanding and sex role preference in four cultures. *Developmental Psychology*, vol. 20, no. 4, Jul. 1984, pp. 673-682.

A scale of gender understanding and a measure of sex-role preference were administered to 3- to 9-year-old children from four traditional communities in Belize, Kenya, Nepal, and American Samoa. Overall, findings reflected the strong contribution of cognitive development to the growth of gender understanding.

157

Norales, Francisca Ofelia

Belizean secondary school teachers' judgments on discipline problems and Belizean secondary school students' attitudes toward education. Ed.D., Ball State University, 1980. vi, 129 p.

This study sought to determine Belizean secondary school teachers' judgments of the seriousness of discipline problems, and Belizean secondary school students' attitudes towards education. Data were collected from a Teacher Questionnaire administered to 272 secondary school teachers, and a Student Questionnaire administered to 974 secondary school students. Data relating to teachers' judgment of discipline problems in Belizean secondary schools indicated that the 10 most frequently occurring problems were: 1) students creating a disturbance in class (giggling, whispering, talking, etc.); 2) students responding slowly to calls for silence in a classroom; 3) students consistently day-dreaming or sleeping in class until it seriously reduces study time; 4) students consistently failing to come properly equipped to classes; 5) students regularly missing homework assignments; 6) students consistently being tardy for classes; 7) students completing classroom work of a quality that is less than the students' capability; 8) students making frequent complaints about assignments; 9) students withdrawing from classroom activities and being unresponsive to invitations to participate; and 10) students taking something such as a pen or exercise book from other students.

The 10 behaviours teachers judged as demanding immediate attention were also identified. Some of the findings showed that students agreed with the following statements: (a) getting an education is helping me to prepare for a good job in the future; (b) the rules in this school are for the good of the students; and (c) the best way to do well in school is to do exactly as you are told. It was concluded that the frequently occurring discipline problems as reported by teachers were those related to maintaining order in the classroom and those that interfered with the learning environment, and that students appeared to have positive attitudes towards school.

158

Norales, Francisca Ofelia

Belizean secondary teachers' judgements of disciplinary problems and students' attitudes toward education. *Education*, vol. 102, no. 4, Sum. 1982, pp. 348-353.

Two questionnaires surveyed Belizean secondary school teachers' (272) attitudes toward the seriousness of discipline problems and students' (974) attitudes toward education. The frequently occurring problems were related to maintaining order in the classroom and those that interfered with the learning atmosphere. Students had positive attitudes toward school.

EDUCATIONAL QUALITY

159

Bennett, J. Alexander

The quality of primary education in Belize; draft. Belmopan: Ministry of Education, 1991. 13 p.

160

Cathers, Cal

A possible cause of our educational problems in Belize. [S.l.: s.n.], 1990. [30]p.

161

Conference of Commonwealth Education Ministers (11th)

Agenda item 2: Improving the quality of basic education. Country papers: Belize. London: Commonwealth Secretariat, 1991. 14 p.

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

This paper discusses the government's policies and strategies, and identifies ways of improving educational quality.

162

Pastor, Clara

Education in Belize: History and current issues. M.A., McGill University, 1995. xii, 190 p.

[See record 011 for abstract]

EDUCATIONAL REFORM

163

Perriott-Marrith, Ruby Madline

Belizean administrators' posture toward the restructuring of institutions of higher education. Ph.D., Southern Illinois University at Carbondale, 1991. viii, 96 p.

Major similarities and crucial differences were cited relating to recent past and future issues for improving or reforming the higher education system of Belize. Administrators from both the Ministry of Education and the institutions of higher education felt that there was a need for changes at the higher education level, but that corresponding improvements were needed at all the levels of the education system. Establishment of new colleges during the 1980s through the 1990s, and initiation of some programmes more relevant to the entire society were viewed as beneficial past changes. Further improvements included a more collaborative

style of management; developing curricula that would be even more relevant to the individual and collective needs of the changing society; incorporating ethical issues into curriculum reform and review; improving quality of faculty, students, and methods of instruction; expanding access; improving the management of human and economic resources; implementing a more holistic approach which could integrate all levels of education; and designing ongoing evaluation systems to assess educational efforts at all levels.

Some changes were not seen as beneficial, for example, the dismantling of BELCAST in 1986, and the establishment of a new institution, the University College of Belize (UCB), which was tied to an American university, hindered the continuity needed for a national degree-granting institution. College administrators were concerned about the future proposals for this and other established institutions of higher education. A dominant concern was whether any of the institutions should offer a complete 4-year baccalaureate programme, and also what type of expansion efforts were most feasible at established institutions. Ministry of Education officials supported the establishment of new junior colleges and the consolidation of efforts at UCB. A major unresolved concern was related to the issues of improving the quality of teaching and increasing access. Implications for faculty and students, especially at a time when increased resources were limited, seemed formidable.

164

Thompson, Cynthia

Education reform in post-war, post-Independence Belize.

(Available: http://www.iacd.oas.org/Interamer/Interamerhtml/Millerhtml/mil_thomp.htm. An earlier version of this article can be found at <http://www.cidi.oas.org/educ40anivThomp.htm>)

This article examines some of the major reforms undertaken in the educational system of Belize during three periods of Belize's history: The Nationalist Movement, 1950-1963; Self-Government to Independence, 1964-1980; and Post-Independence Belize to 1998. It traces the major reforms that were attempted, from policies and plans to implementation, and presents the political, social, and economic factors that prevailed at the time that may have influenced their implementation.

165

Van der Eyken, Willem

Evaluating educational reform in a small state: A case study of Belize, Central America. *Evaluation*, vol. 1, no. 1, 1995, pp. 33-44.

EDUCATIONAL RESEARCH

166

Crossley, Michael

Cross-cultural issues, small states and research: Capacity building in Belize. *International Journal of Educational Development*, vol. 21, no. 3, May 2001, pp. 217-229.

167

Crossley, Michael; Bennett, J. Alexander

Planning for case-study evaluation in Belize, Central America. In Michael Crossley & Graham Vulliamy (eds.), *Qualitative educational research in developing countries: Current perspectives*. New York: Garland Publishing, 1997. (Reference Books in International Education; vol. 35; (Garland Reference Library of Social Science, vol. 927)

This is one of 11 essays that offer accounts of qualitative research in developing countries.

EDUCATIONAL STATISTICS

168

Belize. Ministry of Education

CXC results analyses 1991. Belize City: The Ministry, 1991. 47 p.

[See record **038** for abstract]

169

Belize. Ministry of Education. Planning Unit

Belize: Education statistical digest. Belmopan: The Ministry. (Annual)

This digest provides a broad overview of the education system in Belize, as well as more detailed information on schools, enrolment, human and financial resources, and examination statistics. The statistical information, which is based primarily on data collected annually from schools by the Education Management Information System, is presented in a series of tables and charts, each accompanied by a brief commentary. The emphasis is on provision in government and government-aided schools.

170

Ellison, Robin

Some figures relating to multi-grade teaching in Belize. [Belmopan]: Planning Unit, Ministry of Education, 1991. [9]p.

EDUCATIONAL TECHNOLOGY

171

Anzalone, Stephen

Assisting literacy with technology in Lesotho and Belize. In D. A. Wagner (ed.), *The future of literacy in a changing world* (pp. 323-340). Cresskill, NJ: Hampton Press, 1998.

172

Brandenburg, Maryanne; Dudt, Kurt P.

Technologies for learning and working: An assessment of the use of technology in schools of Belize, Central America. *International Education*, vol. 28, no. 1, Fall 1998, pp. 42-57.

This article presents a profile of the use of technology in Belizean schools. Data were collected through questionnaires completed by 36 primary and secondary school principals. The profile generated from the survey indicated three issues: 1) an urban-rural discrepancy of resource allocation; 2) the overwhelming use of Level 2 technologies (cassette players, filmstrips, records, and other technologies using electric current) and the near absence of Level 3 technologies (computer-based software and hardware); and 3) the desire to change and willingness to act on the part of educators, accompanied by disinterest and even apathy on the part of others (including national and international educators, businesses, and government) who might play significant roles in the achievement of desired educational goals.

173

Lewis, Gilda

A national approach to touch keyboarding instruction on computers in primary schools in Belize. Ph.D., Nova Southeastern University, 1998. xi, 207 p.

This study sought to provide suggestions for informed pedagogical decisions regarding the way in which learning should be structured for a national approach to touch keyboarding instructions at primary school level in Belize. A cluster sample of 29 students in an intact class, divided into four sub-groups, was drawn from a typical, coeducational, inner-city primary school in Belize City. Two sub-groups--the experimental group--used the Herzog System of Keyboarding, that is, Herzog Fast-Track text and Hub-Key Sensors, and presentation of the keys in the alphabetic sequence. The other two sub-groups--the control group--received keyboarding instruction by traditional methods, that is, keyboarding text, and home keys followed by random letters. Subjects were taught the alphabet keys, period, comma, shift lock, and shift keys in about 11 1/2 hours spread over an 8-week period, divided into 4-week sessions for each treatment. Towards the end of the period of instruction, the subjects were involved in using their keyboarding capability to compose language arts material at the keyboard. At the end of the period of instruction, two 3-minute straight copy timings were administered as the post-test. It was found that subjects who were taught touch keyboarding by the Herzog system did not achieve higher speeds and were not more accurate than students taught by traditional methods. However, they were more adept at composing at the keyboard.

174

Potashnik, Michael; Adkins, Douglas

Cost analysis of information technology projects in education: Experiences from developing countries. Washington, DC: World Bank, 1996. (Report No. 17433; Education and Technology Series; Vol. 1, no. 3)

[See record **109** for abstract]

175

Slimp, Mickey Mantle

Ten years of educational technology and the Curriculum Development Unit of Belize, Central America, 1974-1984. Ed.D., East Texas State University, 1986. xvi, 283 p.

[See record **070** for abstract]

ENVIRONMENTAL EDUCATION

176

Belize Zoo

A wetlands education program at the Belize Zoo and Tropical Education Center. [Belize City]: Belize Zoo, 1993. 16 p.

177

Cayetano, Evan S.; Palacio, Vincent

Environmental impact assessment: Training manual. Belize City: Belize Center for Environmental Studies, 1996. ix, 114 p.

178

Emmons, Katherine M.

Perceptions of the environment while exploring the outdoors: A case study in Belize. *Environmental Education Research*, vol. 3, no. 3, Oct. 1997, pp. 327-344.

This study explored how nonformal field experiences might contribute to the formation of environmental sensitivity, attitudes, and concerns in a small group of Belizean secondary school students. Two small groups of students (a total of 10) were invited to the Cockscomb Basin Wildlife Sanctuary in Southern Belize for five days each. All were female students in the second or third form, and ranged in age from 15 to 20. Varied educational activities were designed to provide the students with positive experiences, and many opportunities were planned for students to explore the rainforest environment. The qualitative data were analyzed for their relationship with three overlapping themes: 1) sensitivity to the natural environment in general; 2) attitudes towards specific animals; and 3) concern and empathy. In several cases, a positive change in students' perceptions could be linked to their participation in certain activities and events in the environmental education programme.

179

Emmons, Katherine M.

Perspectives on environmental action: Reflection and revision through practical experience. *Journal of Environmental Education*, vol. 29, Fall 1997, pp. 34-44.

Environmental participation was examined within the context of a nonformal, field programme for two small groups of secondary school students. A model of positive environmental action was developed and revised. An examination of the model revealed that positive environmental action could not be explained easily by a focus on predictors of individual behaviours nor the manipulation of these behaviours. The results indicated that the relationships between learning and environmental action are interactive, dynamic, and greatly influenced by the participants and the social situations within which they operate.

180

Emmons, Katherine M.

Toward positive environmental action: A case study in Belize. Ph.D., University of California, Santa Barbara, 1994. 406 p.

This study tested a proposed model of environmental education to explore the interrelationships of five environmental education areas (grasp of concepts, sensitivity and attitudes, action skills and procedures, empowerment and ownership, and recreation) and their combined effect on Positive Environmental Action. A need was identified for programmes to integrate participation with affective and cognitive learning. An approach to environmental education was sought that recognized students as thinking-feeling-acting human beings. A nonformal, field environmental education programme in Belize was developed, implemented, and evaluated to test two forms of the model. One form of the model emphasized a "tacit," or less intense instruction, and the other form emphasized an "explicit," or more intense instruction. In each case, participant observation data were collected to determine students' opportunities for learning in each area. The programmes for both groups achieved positive results. They were more consistently positive with the explicit programme, apparently due to both the learning objectives and instructional methods, and to a more thorough integration of affective and cognitive learning areas. Both programmes benefited from a concentration on positive environmental action in the form of an action project, and from an emphasis on outdoor experiences. Both programmes also effectively combined elements of recreation into the activities, which helped to make the experience a positive one for students.

181

Emmons, Katherine M.

Using protected areas for rainforest education--A case study in Belize. In Rick Mrazek (ed.), *Pathways to partnership: Coalitions for environmental education: Selected papers from the twenty-second annual conference of the North American Association for Environmental Education* (pp. 373-375). Troy, OH: North American Association for Environmental Education, 1994.

182

Golembeski, Leicia W.

Implementing environmental education for a sustainable society: A case study of a Belizean village. M.S., Baylor University, 1996. xv, 165 p.

183

Jacobson, Susan K.

Evaluation model for developing, implementing, and assessing conservation education programs: Examples from Belize and Costa Rica. *Environmental Management*, vol. 15, Mar-Apr. 1991, pp. 143-150.

184

Niblock, Debbie Ann

Evaluating environmental education provision in developing countries: A case study approach in Belize and Cameroon. Ph.D., University of Birmingham, 1999. [n.p.].

185

Rome, Abigail; Romero, Bart

Enhancing conservation education opportunities in nature reserves in tropical countries: A case study in Belize. *Journal of Environmental Education*, vol. 30, no. 1, Fall 1998, pp. 34-37.

This article describes and evaluates a programme initiated by a group of North American conservation educators for which they identified a site in Belize that would meet two complementary challenges: to teach North American college students about tropical forests, and to increase resources and capabilities for providing conservation education at a nature reserve.

HEALTH AND FAMILY LIFE EDUCATION

186

Belize Catholic Institute for Human Life

Youth and chastity: Essays on the subject of sex-education in schools. [Belize City]: Belize Catholic Institute for Human Life, 1995. 31 p.

187

Belize. Ministry of Education. Planning Unit

School health and family life education needs assessment survey. Belize report. Belmopan: The Ministry, 1997. [n.p.]. (CARICOM Health and Family Life Education Project)

188

Evensen, S.

An inventory of nutrition education activities in Belize. New Orleans: Tulane University. Department of Nutrition, 1981. [n.p.].

This inventory presents findings of health and nutrition surveys; identifies institutions that deal with nutrition education, indicating a contact person at each, and describes nutrition education activities and the purpose of institutions listed.

189

Ippolito-Shepherd, J.; Hollander, R. B.; Umutia, J. J.

Findings from formative evaluations. The health education components of the control of diarrhoeal disease programmes in five American countries. *Hygie*, vol. 10, no. 2, Jun. 1991, pp. 21-27.

190

Magana, Roman

Classroom health in Belize. *World Health*, vol. 49, no. 4, Jul/Aug. 1996, p. 18.

This article discusses how the Holy Redeemer Upper School in Belize fights to keep children healthy and safe from widespread diseases. It shows how their determination, education, and cooperation have helped them to make progress in their struggle, and how the school children acquired knowledge about sickness and good health.

191

Martiniuk, Alexandra Lynda Conboy

A cluster randomized trial to evaluate the Responsible Sexuality Education Program in Belize, Central America. M.Sc., Queen's University, 2000. 114 p.

This study sought to evaluate the effect of a sex education programme, the Responsible Sexuality Education Program, on knowledge, as well as to evaluate attitudes and behavioural intent. Nineteen classrooms in Belize were randomized to either the intervention (197 students) or control arm (271 students). A pre- and post-test questionnaire collected information on knowledge, attitudes, and behavioural intent, and on gender, age, and previous sexual experience. Results of the data analysis showed that there was significantly greater gain in knowledge in the intervention than control group. No significant changes were observed in attitudes or behavioural intent.

192

Nagendran, Kanagasabai

Oral health education program development, Belize C.A. M.P.H., University of Texas Health Science Center at Houston. School of Public Health, 1983. viii, 130 p.

193

Rankine, M.

In Belize. Establishment of a health education and community participation bureau. *Hygie*, vol. 4, no. 1, Mar. 1985, pp. 13-15.

HIGHER EDUCATION

194

Belize. Ministry of Education

Directory of secondary and post-secondary institutions in Belize: School year 1995-1996. Belmopan: The Ministry, 1995. [4]p.

This directory is arranged by administrative area. For each institution, the following information is provided, where available: name of institution, address, principal, telephone and fax number.

195

Bennett, J. Alexander

Higher education in Belize: Aspirations, frustrations and directions. In Society for the Promotion of Education and Research, *[Proceedings of the] Third Annual Studies on Belize Conference* (pp. 6-16). Benque Viejo del Carmen, Belize: Cubola Productions, 1990.

196

Bohley, Katherine Anne

Marketing higher educational institutions in Argentina, Belize, Bolivia, Mexico, Paraguay, Peru, Uruguay and Venezuela. D.B.A., United States International University, 1998. 179 p.

This study focused on the relationship between marketing practices of higher educational institutions in various countries and economic development. Data were collected through the use of a questionnaire which was distributed to every higher educational institution in Argentina, Belize, Bolivia, Mexico, Paraguay, Peru, Uruguay, and Venezuela. Three economic variables were included: GNP per capita, fertility rate, and child mortality rate (United Nations, 1995). The results of the data analysis indicated that: 1) the level of marketing in higher educational institutions increased as institutional age and size increased; 2) an increase in the level of marketing occurred when the primary focus of research, administrative coordinator, research scope, and key marketing practices increased; 3) GNP per capita, child mortality rate, and total fertility rate significantly differed between the economic development stages considered in the study; 4) marketing practices increased in higher educational institutions as the GNP per capita increased; 5) the level of marketing also increased as the total fertility rate and the child mortality rate decreased; and 6) a combination of the economic and institutional variables predicted, with 86.601% accuracy, the marketing stage of an institution.

197

Cal, Angel; Aird, Chris; Card, Vernon

Tertiary level education in Belize. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000* (pp. 114-137). Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

198

Cuellar, Martin Marvin

An assessment of student support services and needs at the University College of Belize. Ph.D., Colorado State University, 1999. 256 p.

This study sought to determine students' opinions of current and proposed student services at UCB. Data were collected through a questionnaire completed by 135 students. The survey results indicated that, with the exception of orientation programmes and the use of computer labs on campus, students are not aware of and do not use most of the current support services at UCB. Similarly, a majority of students reported that most of these services do not assist in their development. The students expressed dissatisfaction with several aspects of the university's culture, including issues of trust. They also suggested new programmes and services designed to make the campus culture more inclusive, welcoming, and supportive of their affective and physical development. Students also gave strong support to a wide range of proposed services designed to foster their national pride, analytical thinking, multiculturalism, mental health, and physical health. Over two thirds of students expressed a willingness to help fund their prioritized programmes.

199

Perriott-Marrith, Ruby Madline

Belizean administrators' posture toward the restructuring of institutions of higher education. Ph.D., Southern Illinois University at Carbondale, 1991. viii, 96 p.

[See record **163** for abstract]

200

Perriott-Marrith, Ruby Madline

The origin and development of higher education in Belize. M.S.(Ed.), Southern Illinois University at Carbondale, 1989. vii, 126 p.

201

Satterlee, Brian

International partnership in educational strategic planning and evaluation: The Muffles College Project. 16 p.

Paper prepared for the Annual Conference of the Community Colleges for International Development, 20th, Orlando, FL, USA, 2-4 Feb., 1997.

[See record **125** for abstract]

202

Smith, G. Pritchey; Flinchum, Betty M.; Mahung, Santos; Stone, Carolyn

A model for US institutions offering graduate programs in Central America and the Caribbean. *Journal of Studies in International Education*, vol. 1, no. 2, Fall 1997, pp. 93-112.

This article describes the partnership model for the University of Florida's master's programme in education offered in Belize, suggesting that the model holds promise for the development of international programmes by other institutions. Topics discussed include the university's history of involvement in education in Belize, the Belize context for education, anticipated programme outcomes, and lessons learned about programme design and implementation.

203

Vega, Jose Antonio

A qualitative analysis of the effectiveness of Jesuit education in Belize (St. John's College). Ph.D., Saint Louis University, 1998. 317 p.

This study sought to investigate the perceptions, views, and interpretations of those most closely connected to St. John's College on the effectiveness of Jesuit education in Belize. Data were gathered through interviews, classroom observations, and documentary research. It was determined that Jesuit education was effective in Belize, and that teachers and administrators were carrying out the mission of the school. The evidence suggested that Jesuit education had affected Belizean culture from a very early stage, and had made an immense impact by influencing the lives of the men and women who had graduated from the school.

204

Wickremasinghe, Walter, ed.

Handbook of world education: A comparative guide to higher education and educational systems of the world. Houston, TX: American Collegiate Service, 1991. 898 p.

[See record **121** for abstract]

205

Wilson, Martin Paul

Higher education for Belize: Postsecondary practice in a smaller developing nation. Ph.D., University of Michigan, 1978. xii, 149 p.

[See record **140** for abstract]

HISTORY OF EDUCATION

206

Ashcraft, Norman; Grant, Cedric

The development and organization of the education system in British Honduras. *Comparative Education Review*, vol. 12, no. 2, Jun. 1968, pp. 171-179.

[See record **113** for abstract]

207

Belize. Ministry of Education

Historical development of education in Belize, 1816-1945. Belize City: The Ministry, 1970. [n.p.].

208

Belize. Ministry of Education. Curriculum Development Unit

Notes on the history of the primary school curriculum in Belize. Belize City: The Ministry, 1975. [n.p.].

209

Bennett, J. Alexander

Some aspects of educational development in Belize, 1915-1965. *Journal of Belizean Affairs*, no. 1, Jun. 1973, pp. 14-30; no. 2, Dec. 1973, pp. 66-88.

[See record **096** for abstract]

210

Bennett, J. Alexander

A study of educational policy-making in British Honduras. M.A., University of London, 1972. [n.p.].

211

Braun, Charles A.

An historical study of the development of technical education in British Honduras (Belize). Ph.D., Wayne State University, 1970. vi, 153 p.

This study sought to examine the relationship between a programme of technical education and political realities in Belize. It describes the organization and functioning of the Belize Technical College, against the background of a discussion of the country's geography, history, and ethnic characteristics, with particular attention being given to the reasons for the form it took. It also evaluates the accomplishments of the College and assesses its role in Belize' economic life.

212

British Honduras. Education Department

Report on elementary education. . . 1920-1923. Belize: [s.n.], 1924. 4 v.

213

Dillon, A. Barrow

System of education in British Honduras. Belize: H.M. Prison, 1913. 21 p.

214

Dixon, J. C.

Report on the initiation of Jeanes supervision in British Honduras, 1936. British Honduras: Education Department, 1936. 11 p.

215

Easter, B. H.

Report of an Enquiry into the Educational System of British Honduras 1933-34. Kingston, Jamaica: Government Printer, 1934. [n.p.].

216

Herrmann, Eleanor Krohn

Belizean nursing education in the 19th century. *Belizean Studies*, vol. 7, no. 4, Jul. 1979, pp. 16-24.

This article traces the genesis of nursing education in Belize, beginning with the establishment of a formal course to train national nurses in 1894, just 21 years after the first nursing schools were established in the US. The course was modelled after the English pattern, and was conceived of and supported by the colonial government. It offered women in the colony an opportunity for a secular career, and it was recognized and had the encouragement of the medical profession. The article details the events that led to the establishment of this course, popular reactions, and the trials and tribulations experienced by the school's staff.

217

Herrmann, Eleanor Krohn

The development of nursing education in Belize, British Honduras, Central America, 1920 to 1970. Ed.D., Teachers College, Columbia University, 1979. 188 p.

This study traces the development of nursing education in Belize from 1893 to 1970, with emphasis on the period 1920 to 1970. It sought to: (a) describe those social, economic, political, and environmental factors which influenced the development of nursing education in Belize; (b) identify the persons, organizations, and events integral to nursing education in Belize; and (c) provide a body of historical knowledge which could assist Belizean nurses in planning for the future of nursing education. Primary and secondary written sources from Belize, Great Britain, the United States, and Jamaica were studied. Oral history from prominent national nurses was an additional essential source. The undulating development of nursing education in Belize is evident. No single category of causes was sufficient to explain all phases of the development, but the effects of British domination, and of economic and environmental factors, are clearly demonstrated. Influential personalities and results of group effort are identified. The sustained growth of nursing education since 1970, and its implications are discussed.

218

Herrmann, Eleanor Krohn

Origins of tomorrow: A history of Belizean nursing education. Belize City: Ministry of Health, 1985. 164 p.

This is an account of the origin and development of nursing education in Belize from its inception up to 1970. It describes the social, political, economic, and environmental factors that influenced the educational movement.

219

Hunter, Charles T.

From mono-cultural myopia to multi-cultural vision: The role of Jesuit secondary education in maintaining cultural pluralism in Belize. *Belizean Studies*, vol. 19, no. 1, Jun. 1991, pp. 5-17.

(The Second Annual Signa L. Yorke Memorial Lecture, delivered on May 10, 1991 at the Bliss Institute in Belize)

This speech traces the chronological development of Jesuit secondary education in Belize from the foundation of St. John's College in 1887 to its current location at Landivar. The following periods are covered: The Select School: 1887-1896; Greater St. John's: 1896-1917; St. John's College, Loyola Park: 1917-1931; St. John's College, Holy Redeemer: 1931-1952; and St. John's College, Landivar: 1952-1991. Individuals responsible for cultural change are discussed in connection with the changes they brought to the curriculum and to the student body.

220

Leonardis, Sr. Mary

Pallotti High School. *Belizean Studies*, vol. 10, no. 2, 1982, pp. 9-17.

This paper traces the development of the Pallotti High School from its opening on June 24, 1957 up to the year 1982, and describes the triumphs and struggles of its 25 years of growth.

221

Lewis, Karla

Colonial education: A history of education in Belize. 2000. 29 p.

Paper prepared for the Annual Meeting of the American Educational Research Association, New Orleans, USA, 24-28 Apr., 2000.

This paper discusses education in Belize during the colonial era, and the lasting impact of the country's educational foundation. It examines the influence the British colonial educational system continues to have in Belize, 20 years after independence.

222

Murphy, James

St. John's College. *Jesuit Bulletin*, vol. 67, no. 3, Fall 1988, pp. 15-17.

This article traces the development of St. John's College from its founding in 1888. It covers two major crises suffered by the school: yellow fever in 1921 and the 1931 hurricane which claimed the lives of 11 Jesuits. It continues with the 1952 success story of building a new college on dredged-up sand.

223

Pastor, Clara

Education in Belize: History and current issues. M.A., McGill University, 1995. xii, 190 p.

[See record **011** for abstract]

224

Perriott-Marrith, Ruby Madline

The origin and development of higher education in Belize. M.S.(Ed.), Southern Illinois University at Carbondale, 1989. vii, 126 p.

225

Samarusingh, John A. R.

A study of the growth of educational administration in British Honduras. M.A., University of London, 1961. [n.p.].

226

Sanchez, I. E.

The Easter and Dixon reports: An analysis and discussion of their impact on our educational development. Belize City: Belize Institute for Social Research and Action, 1977. 31 p. (Occasional publication; no. 7)

[See record **103** for abstract]

227

Sanchez, I. E.

Historical development of education, 1816-1962. [S.l.: s.n.], 1963. 18 p.

228

Thompson, Cynthia

Education reform in post-war, post-Independence Belize.

(Available: http://www.iacd.oas.org/Interamer/Interamerhtml/Millerhtml/mil_thomp.htm. An earlier version of this article can be found at <http://www.cidi.oas.org/educ40anivThomp.htm>)

[See record **164** for abstract]

229

UNESCO

Report of the UNESCO Educational Planning Mission to British Honduras, June 22nd - August 14th, 1964. Paris: UNESCO, 1964, 56, 74 p.

230

Young, Colville N.

Language and education in Belize. 2nd rev. ed. Belize City: National Printers, 1995. iv, 79 p.

[See record **122** for abstract]

LANGUAGE EDUCATION

231

Belize. Ministry of Education. Curriculum Development Unit

English Language Arts schemes of work: Year Two, Form [i.e. Term] One. Belize City: The Ministry, 1990. [ii], 37 p.

[See record **055** for abstract]

232

Belize. Ministry of Education. Curriculum Development Unit

English Language Arts schemes of work: Year Two, Terms 2 and 3. Belize City: The Ministry, 1991. [i], 31 p.

[See record **56** for abstract]

233

Belize. Ministry of Education. Curriculum Development Unit

Guidelines to strengthen the teaching of Spanish using methods to reinforce ethical, cultural and human values. Belmopan: The Ministry, 1992. 1 v. (various pagings).

234

Castillo, Carlos O.

High school English in Belize City. M.A., University of Calgary, 1974. xi, 140 p.

235

Gordon, Minita Elmira

Attitudes and motivation in second-language achievement: A study of primary school students learning English in Belize, Central America. Ph.D., University of Toronto, 1980. xiii, 216 p.

[See record **009** for abstract]

236

Jones, Allen J.

Report on English language teaching with some notes on Spanish teaching in British Honduras. Mona: Department of Education, UWI, 1962. [n.p.].

237

Richards, Verolyn

Multiple-choice tests in English language for Belize. London: Macmillan Caribbean, 2000. viii, 64 p.

238

Sosa, Corina

The development of reading (with particular reference to primary schools in Belize). Dip.Ed., University of Exeter, 1977. 65 p.

239

Wagner, Marie Elizabeth

Possible innovations in the teaching of English in Belize. Dip.Ed., University of Exeter, 1976. 58 p.

240

Young, Colville N.

Language and education in Belize. 2nd rev. ed. Belize City: National Printers, 1995. iv, 79 p.

[See record **122** for abstract]

LITERACY

241

Anzalone, Stephen

Assisting literacy with technology in Lesotho and Belize. In D.A. Wagner (ed.), *The future of literacy in a changing world* (pp. 323-340). Cresskill, NJ: Hampton Press, 1998.

242

Duke, Jane H.

The political influence on literacy in Belize since 1946. Ph.D., University of South Florida, 1995. 161 p.

This study sought to examine the political influences on literacy in Belize since 1946, with a focus on the existing state of literacy; the definition and determination of literacy in 1946, and whether these variables had changed over time; the political forces and events influencing the spread of literacy; and the influence of educational, socio-cultural, and economic factors on the political promotion of literacy. A multi-media research design that utilized fieldwork and non-reactive measures was employed. Data collection techniques included analysis of documents, records, and relics; interviews; and unobtrusive and participant observation. Models suggested by Harmon (1970, 1987) and Freire (1985) were combined as a framework for analysis.

Since 1946, literacy rates had been derived from self-assessment, completion of primary school, or a combination of both. Until about 1990, Belize boasted one of the highest literacy rates in the region; by 1992, however, the Minister of Education had labelled the 90% rate a myth, and the general perception, although unsubstantiated, was that Belize was experiencing a literacy crisis. Simultaneous with the government's boast of high literacy rates over several decades, politicians had been making sweeping promises to combat persistent problems in the education system that, in 1990, were being blamed for the decline in literacy. The findings also suggest that the government had been overly broad in formulating policies and programmes intended to rectify the recurrent problems, and had not considered the specific cultural situations in which they occurred. On the surface, it appeared as though the major role of politics in the spread of literacy had been rhetorical.

243

Haylock, Diane C.

Shattering the 90 percent myth: Literacy in Belize from a perspective. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000* (pp. 146-156). Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

244

Micklos, John, Jr.

Promoting literacy through literature in Belize. *Reading Today*, vol. 13, no. 2, Oct/Nov. 1995, pp. 6-7.

This article reports on the three-year project launched by the International Reading Association to promote literacy in Belize.

MATHEMATICS EDUCATION

245

Arunyakanon, Pornjit

The effects of hand-held electronic learning aids and cognitive style on mathematics achievement of primary school students in Belize. Ph.D., University of Pittsburgh, 1991. 139 p.

[See record **006** for abstract]

246

Conners, Donald

An investigation into the problems confronting secondary school mathematics in Belize City as a result of the change in syllabi from GCE to CXC. Mona: UWI, 1979. [n.p.]. (Unpublished manuscript)

247

Mathematics Curriculum Development Workshop - Belize

Report and output of mathematics workshop for teachers in junior secondary schools: Curriculum development, Belize, February 1975. [St. Augustine: School of Education, UWI], 1975. 1 v. (various pagings).

[See record **067** for abstract]

248

Mullens, John E.; Murnane, R. J.; Willett, J. B.

The contribution of training and subject matter knowledge to teaching effectiveness: A multilevel analysis of longitudinal evidence from Belize. *Comparative Education Review*, vol. 40, no. 2, May 1996, pp. 139-157.

Measures of mathematics achievement were administered to 1,043 Belizean students at the beginning and end of third grade. Student learning of advanced mathematics concepts during the year was related to teacher knowledge of mathematics and mathematical ability, but not to teacher pedagogical training. Student learning of basic concepts was not related to any indicator of teaching effectiveness.

NUTRITION AND HEALTH

249

Anderson, Eileen P.

Self-reported eating attitudes among high school girls in Belize: A quantitative survey. Cambridge, MA: Harvard Graduate School of Education, 2000. 64 p. (Qualifying paper)

250

Belize. Ministry of Education

Closing the gap: National Height Census of School Children in Belize, 1996. Belize: Institute of Nutrition of Central America and Panama, 1996. 66 p.

The physical growth of school children 6-9 years of age is mainly the result of environmental factors that can be influenced by individual or collective action. The Government of Belize used a height census of school children as one method of identifying socio-economic and environmentally deprived communities. The height census was designed, planned, executed, and analyzed under the coordination of the Ministry of Education, with the financial assistance of the United Nations Children's Fund (UNICEF) and the United

Nations Development Programme (UNDP), and the technical assistance of the Pan-American Health Organization (PAHO), through its technical centre, The Institute of Nutrition of Central America and Panama (INCAP/PAHO). The necessary training and actual height measuring of children involved the participation of more than 600 persons, comprising principals, teachers, and other personnel, together with more than 22,400 school children nationwide.

The results showed that, at the national level, 15.4% of school children was growth retarded, either moderately or severely. The most affected district was Toledo, where 39% of children was growth retarded, followed by the district of Cayo with 17.8%, Orange Walk with 16.8%, Corozal with 15.8%, and Stann Creek with 13.5%. Belize District showed the lowest growth retardation, with 4.1% of children affected. High prevalence of growth retardation was observed in population groups such as those in rural areas, those enrolled in grade levels Infant 1 and 2, and Standard 1, Maya and Hispanic children, schoolboys, and children attending schools under Assemblies of God management. Growth retardation differences were observed for the same ethnic groups across districts, reflecting different environmental/cultural conditions. No differences of growth retardation were observed among different age groups of the 6 to 9-year-olds. A total of 48 communities were identified as high level growth retardation areas for interventions; most of them (81%) were located in Toledo and Stann Creek districts. Most medium level growth retardation communities were located in Cayo, Orange Walk, and Corozal districts. Three types of social and economic interventions are recommended according to the level of growth retardation (high, medium, and low).

251

Belize. Ministry of Education

First height census of school children in Belize, 1996: Manual for primary school principals. Belize City: Institute of Nutrition of Central America and Panama, 1996. [30]p.

252

Chamberlin, J.; Bryan, Joe P.; Jones, D.L.; Reyes, L.; Hakre, Shilpa

Seroprevalence of hepatitis B virus among school-age children in the Stann Creek District of Belize, Central America. *American Journal of Tropical Medicine and Hygiene*, vol. 55, no. 4, Oct. 1996, pp. 452-455.

Adults in the Stann Creek district of Belize have a high prevalence of hepatitis B virus (HBV) infection, but the age of onset of these infections is unclear. A seroprevalence study of hepatitis B markers was conducted among Stann Creek school-age children to provide information for planning a hepatitis B vaccine programme. The overall prevalence in 587 students was high for antibody to hepatitis B core antigen (anti-HBc – 43%) and hepatitis B surface antigen (HBsAg - 7.7%). There was marked variation of anti-HBc by school and by the predominant ethnic groups attending those schools. Maya had the highest prevalence (76%), followed by Mestizo (50%), Garifuna (37%), and Creole (25%). Anti-HBc was found in 42% and 36% of students at the two high schools. Of the five schools tested, only at the urban primary school did anti-HBc positively increase with age. Based on an analysis of the cost of serologic screening before immunization compared with mass vaccination, pre-immunization serologic screening resulted in vaccine programme cost savings in four of the five schools. Because most children in the rural areas contract hepatitis B before entering school, immunization against HBV should be integrated into the routine infant immunization programme.

253

Crooks, Deborah L.

Growth status of school-age Mayan children in Belize, Central America. *American Journal of Physical Anthropology*, vol. 93, no. 2, Feb. 1994, pp. 217-227.

This article reports on the growth status of a sample of Mopan Maya school children in Belize. The Belize Maya children are compared to other Amerindian groups, and the contribution of genetics to childhood growth and environmental well-being is discussed.

254

Crooks, Deborah L.

"Make they find it easier": A biocultural study of growth and achievement for Mayan children in Belize. Ph.D., State University of New York at Buffalo, 1992. 287 p.

[See record **008** for abstract]

255

Hegamin, Nanette

Primary school teachers' nutrition knowledge and attitudes: A study in Belize. Ed.D., University of Massachusetts, 1987. xiii, 155 p.

[See record **025** for abstract]

PRIMARY EDUCATION

256

Belize. Ministry of Education

Report of a national consultation on primary education: Belize City, Belize, 11-12 November 1991. Georgetown: Caribbean Community Secretariat, 1991. 1 v. (various pagings).

(A project of the CARICOM Advisory Task Force on Education in collaboration with UNESCO and the Ministry of Education, Belize)

257

Belize. Ministry of Education. Central Planning Unit

Study of primary school services in Belize. Belmopan: Ministry of Education, 1979. [n.p.].

258

Bennett, J. Alexander

Belize Primary Education Development Project. Kingston: Office of the UNESCO Representative in the Caribbean, 1999. xi, 37 p. (EFA in the Caribbean: Assessment 2000. Monograph Series; No. 9)

[See record **142** for abstract]

259

Bennett, J. Alexander

Case studies and impact evaluation: Synthesis report: Executive summary. Belmopan: Ministry of Education, 1997. [n.p.].

260

Bennett, J. Alexander

The development of the present primary school policy in Belize. [Belmopan]: Ministry of Education, 1992. 12 p.

261

Bennett, J. Alexander

The quality of primary education in Belize; draft. Belmopan: Ministry of Education, 1991. 13 p.

262

Bennett, J. Alexander; Crossley, Michael

Case studies and impact evaluation - General preface to CSIE school reports: Synthesis report. Belmopan: Ministry of Education, 1997. [n.p.].

263

British Honduras. Education Department

Report on elementary education. . . 1920-1923. Belize: [s.n.], 1924. 4 v.

264

British Honduras. Ministry of Education

Statutory instrument, primary education rules, 1972. Belize City: Government Printer, 1972. [30]p.

265

Campillo, Joaquin

British Honduras, primary education (UNESCO/UNICEF Joint Project): - (Mission) January 1969. Paris: UNESCO, 1969. 39 p.

[See record **146** for abstract]

266

Chulin, Gilberto

The Belize Primary Education Development Project: Priorities for the training of primary school principals. M.Ed., University of Bristol, 1993. 78 p.

[See record **147** for abstract]

267

Elrington, Barbara

Case study report on Calvary Temple School. Belmopan: Ministry of Education, 1997. [n.p.].

268

Harrity, Sara

Ranfurly Library Service EC Primary Textbook Project: Belize. London: Ranfurly Library Service, 1992. [17]p.

269

Hirani Ratcliffe Development Consultants

Primary Education Development Project, Belize: BTTC reorganisastion [and] textbook programme. [S.l.]: Hirani Ratcliffe Development Consultants, 1992. 63 p.

270

Sanchez, I. E.

Irregular attendance in Belizean schools. *Belizean Studies*, vol. 5, no. 3, May 1977, pp. 27-32. (Originally, a lecture delivered to Belizean Education Officers)

This paper examines the economic and educational causes of absenteeism in Belizean primary schools, and suggests possible solutions.

271

Schellstede, William

Rural primary education in British Honduras. Belize City: CARE, 1977. [n.p.].

272

Thompson, Cynthia; Bennett, J. Alexander; Wade, Clement

Pre-school and primary education in Belize: An examination of the state of affairs and issues ensuing. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000* (pp. 29-54). Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

273

Van der Eyken, Willem

Final evaluation report, Belize-Bristol Primary Education Link Programme, January 1992 - September 1994. Bristol: Centre for International Studies in Education, School of Education, University of Bristol, 1994. 102 p.

274

Verbakel, H.

BPEDP school case studies and impact evaluation short term consultancy for Belize. Belmopan: Ministry of Education and British Development Division, 1997. [n.p.].

275

World Bank

Report on mid-term review of BPEDP. Washington, DC: World Bank, 1995. [n.p.].

PROFESSIONAL TRAINING

276

Chavarria, Elizabeth Hilda M.

Developing a results-oriented training program for middle managers in the Belize public service. M.A., University of Windsor, 1995. 147 p.

This study examined the framework of management training in four Caribbean islands: Jamaica, Bahamas, Barbados, and Trinidad and as a concept. Training was seen as an intervention strategy to facilitate the induction, acceptance, and implementation of government policies. Specifically, training was a planned, continuous effort to improve employee competency levels and ultimately to increase organizational productivity. The targeted areas of efficiency included upgrading of knowledge, skills, and attitudes of public officials, especially those at the middle management. The Government of Belize had recognized the performance deficiency of officers at the middle management level, and top level administrators were in the process of identifying new ways of improving the training system to address this deficiency. The model proposed for middle management training in this study identified competencies required of middle managers, and suggested programmes which would provide the targeted skills.

277

Sibley, Lynn M.

Traditional birth attendants, their training, and maternal health in Belize. Ph.D., University of Colorado at Boulder, 1993. 408 p.

A prospective case-series design and methodological approach, which combined emic perspectives of ethnomedicine with etic measures of biomedicine, were used to describe the obstetric concepts and practices of traditionally and biomedically trained traditional birth attendants (TBAs), and to determine if, and how, these TBAs differentially affected maternal health during parturition. Participants included one traditionally trained and one biomedically trained TBA (Case-Series TBAs) and 30 women living in Cayo and Orange Walk districts in Belize. Health histories and physical examination of each woman were performed before and after parturition. A survey of concepts and practices of 26 TBAs (Survey TBAs) from these districts was also conducted. Results showed that the Case-Series TBAs made significant contributions to maternal health during parturition through evaluation, support, and referral; however, certain interventions probably contributed to some impairment. The Case-Series TBAs shared most concepts and practices, and had no differential effect on maternal health. Concepts appeared to be empirically derived but differed substantially from biomedical understandings; practices were viewed as efficacious in terms of concepts and assessments of maternal health; both were generally widespread among the Survey TBAs. It was inferred that TBAs in Cayo and Orange Walk districts had made significant contributions to maternal health, yet might have contributed to impairments; that exposure to biomedical obstetrics had had limited influence. Results suggested that this was due to the stability of the existing ethno-obstetric system. Traditional theory and therapy were reinforced because they were internally consistent, empirically derived, and perceived as efficacious by TBAs and women they attended.

RELIGIOUS EDUCATION

278

Flores, Barbara Anne Therese

A Belizean contextualization of theology and theological education. M.T.S., Garrett-Evangelical Theological Seminary, 1996. 63 p.

279

Flores, Barbara Anne Therese

Religious education and theological praxis in a context of colonization: Garifuna spirituality as a means of resistance. Ph.D., Northwestern University/Garrett-Evangelical Theological Seminary, 2001. xiii, 208 p.

SECONDARY EDUCATION

280

Belize. Ministry of Education

Consultation on secondary education; a draft report. Belmopan: The Ministry, 1993. 23 p.

281

Belize. Ministry of Education

Directory of secondary and post-secondary institutions in Belize: School year 1995-1996. Belmopan: The Ministry, 1995. [4]p.

[See record **194** for abstract]

282

Bradley-Aird, C. Eve

Secondary education in Belize: Problems and possible solutions. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000* (pp. 55-65). Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

283

Horn, Gary

Belize, Central America: Role of academic debate in an emerging democracy. 8 p.

Paper prepared for the Annual Meeting of the Speech Communication Association, 75th, San Francisco, United States, 18-21 Nov. 1989.

Many secondary school principals in Belize had expressed a desire and a strong need to start developing in their students the many and varied skills to be gained from participating in debate. The principals felt that the educational system of Belize is their greatest asset and that adding debate to their curriculum would make it even stronger. To help implement debate in Belize, the Director of Forensics at Ferris State University (Michigan) took a debate team to Belize to demonstrate forensics for the secondary school teachers and students. Before leaving for Belize, in addition to learning about the country for the 10-day trip, the team collected all of the debate and communications textbooks available for the students and teachers to use as reference material. The group travelled to many parts of Belize to lecture and demonstrate. In Corozal, the Belizean students were so eager that they participated in a debate with the Ferris team. It was obvious that Ferris State's efforts had been appreciated and would be a foundation for the Belizeans to build on for their future.

284

Humphreys, Francis

The implementation of Belizean studies programmes in secondary schools, 1964-1987. *Belizean Studies*, vol. 17, no. 2, 1989, pp. 3-15.

[See record **064** for abstract]

285

Hunter, Charles T.

From mono-cultural myopia to multi-cultural vision: The role of Jesuit secondary education in maintaining cultural pluralism in Belize. *Belizean Studies*, vol. 19, no. 1, Jun. 1991, pp. 5-17.

(The Second Annual Signa L. Yorke Memorial Lecture, delivered on May 10, 1991 at the Bliss Institute in Belize)

[See record **219** for abstract]

286

Leonardis, Sr. Mary

Pallotti High School. *Belizean Studies*, vol. 10, no. 2, 1982, pp. 9-17.

[See record 220 for abstract]

287

Murphy, James

St. John's College. *Jesuit Bulletin*, vol. 67, no. 3, Fall 1988, pp. 15-17.[See record **222** for abstract]**288**

Thompson, John Timothy

The distribution and growth of the secondary school population in Belize. *National Studies*, vol. 1, no. 2, Mar. 1973, pp. 15-20.

This article statistically examines the distribution and growth of the secondary schools population in Belize during the period 1960-1964. It raises questions about the future of Belizean secondary education.

289

World Bank

Belize - Education Sector Improvement Project (BESIP) (Vol. 1). Washington, DC: World Bank, 2001. 6 p. (Project Information Document; PID8661)

[See record **152** for abstract]

SOCIAL STUDIES EDUCATION

290

Belize. Ministry of Education. Curriculum Development Unit

Social studies scheme of work: Year two, terms two and three. Belize City: The Ministry, 1991. 41 p.

[See record **060** for abstract]**291**

Cardenas, Elizabeth Joan

East Indian folk culture in Belize: A guide for the study of Belizean ethnic groups in upper primary and lower secondary. Belize: BRC Printing, 1993. 65 p.

292

Haug, Sarah Woodbury

Ethnicity and ethnically "mixed" identity in Belize: A study of primary school-age children. *Anthropology and Education Quarterly*, vol. 29, no. 1, Mar. 1998, pp. 44-67.

This study examined the ethnic identity of children in Belize. Data were collected over the course of two school years (1993-1995) from primary school students between the ages of 7 to 11-years-old and their teachers in the three schools in Punta Gorda. Results revealed that the Belizean government's programme of nationalism, with its emphasis on teaching about ethnic groups and its denial that ethnic mixing occurs, has paradoxically meant that many children exhibit a lack of identification with ethnic groups, and that children of both mixed and non-mixed ethnicity find that what is taught in school has little application to their lives. These children know that the cultural markers that reportedly belong to only one ethnic group belong to many. They know that they are supposed to have a firm ethnic identity, but when questioned about this identity, many seemed unsure or troubled by what it means. In many instances, students have little say over the ethnic group into which they are placed in the classroom. The outcome of this overall situation is that children often totally ignore ethnicity in the practice of their daily lives.

293

Haug, Sarah Woodbury

"From many cultures, one nation": Ethnic and nationalist identity in Belizean children. Ph.D., University of Washington, 1995. 352 p.

This study, which was based on research conducted in the southern Belizean community of Punta Gorda, focused on ethnic and nationalist identity in children, with a special emphasis on children of mixed ethnic heritage. It dealt directly with schools and children in an attempt to understand how ethnic and nationalist identities were taught and then incorporated by children in practice. The Belizean government seeks to promote a national Belizean identity by recognizing the cultures of its multiple ethnic groups, and including all these groups in its social studies curriculum. Children are required to synthesize what they learn from school, peers, parents, and community into an acceptable public identity. Through the process of developing a sense of ethnic and nationalist identity, children and young people have created a national identity for themselves that is not the same as what the government intended, yet unites and binds them as Belizeans.

SOCIOLOGY OF EDUCATION

294

Babcock, Elizabeth C.; Wilk, Richard R.

International travel and consumer preferences among secondary school students in Belize, Central America. *Caribbean Geography*, vol. 8, no. 1, Mar. 1997, pp. 32-45.

This paper provides data on the international travel experiences of Belizean teenagers, based on a survey of 1,100 secondary school students. The influences of ethnicity, socio-economic level, and gender are explored in relationship to international mobility. In addition, the article examines the relationship between international travel and consumer preferences for food and music. It was found that Belizean youth from all ethnic groups travel abroad in large numbers. Primary destinations include Mexico, Guatemala, and the United States. There was a wide distribution of tastes in food and music among students who travelled.

295

Bennett, J. Alexander

Charles Rutheiser's patterns of American influence in Belizean schooling: A commentary. *Belizean Studies*, vol. 19, no. 1, Jun. 1991, pp. 31-33.

This commentary discusses Rutheiser's analysis of the growing presence of agencies of US origin in Belize and their influence on formal education in the country. It agrees with Rutheiser's conclusion that "American influence in education has increased at a number of levels," but suggests that this has been brought about, not solely because of any deliberate mission, religious or secular, by the USA, but also because of an ongoing process of acculturation towards the American way of life over generations, through in-migration and out-migration between the USA and Belize.

296

Campbell, Mark David

Beyond the Succotz tree: Ethnolinguistic identity in a Maya village and school in Belize. Ph.D., University of Toronto, 1996. 467 p.

This study argues that contemporary identity in the Yucatec Maya village of Succotz, Belize operates along a Maya-Mestizo continuum that accommodates a variety of "old time" and "modern" lifestyles and lifeways. Ethnolinguistic identities of children are highly variable and incomplete. The village school, a state church-

run institution, is seen as an important place to study the formation of ethnolinguistic identity, since both the state and church define what forms of knowledge they believe are important for a child to know. The state teaches Belizean nationalism and the church teaches American Catholicism. In school, children are assessed on their abilities to present valued and credible cultural and linguistic performances. This, in turn, permits students to pursue different political-economic pathways. Children are faced with a variety of Mestizo, Creole, and American cultural and linguistic forms of knowledge which are differentially valued and credentialized in school. Maya cultural and linguistic forms are neither present nor valued, and children are taught to embrace the cultural and linguistic forms of Belize and the United States.

297

Haug, Sarah Woodbury

Ethnicity and ethnically "mixed" identity in Belize: A study of primary school-age children. *Anthropology and Education Quarterly*, vol. 29, no. 1, Mar. 1998, pp. 44-67.

[See record 292 for abstract]

298

Haug, Sarah Woodbury

"From many cultures, one nation": Ethnic and nationalist identity in Belizean children. Ph.D., University of Washington, 1995. 352 p.

[See record 293 for abstract]

299

Lewis, Karla

Influences on Garifuna youth's education. 1999. 24 p.

Paper prepared for the Annual Meeting of the American Educational Research Association, Montreal, Canada, 19-23 Apr., 1999.

This paper examines the cultural and political influences on Garifuna youth education through the voices of Garifuna educators and youths. Data were collected through observations, face-to-face interviews, and secondary analysis. The findings suggest that there have been changes in the educational focus of the Garifuna youth of Dangriga, and that the attitudes of these youths pervade the whole country. Participants in the research saw the decline of interest in school as caused by: 1) emigration of parents to the United States; 2) influences from American culture; and 3) lack of employment opportunities.

300

Lopez, Lloyd Joseph

The implications of the study by the Ministry of Education and Central Planning Unit of the School Services in Belize for a national program of education for self-reliance. Ed.D., Saint Louis University, 1984. 98 p.

This study presents education in Belize for self-reliance--man and land schooling. Education for self-reliance means that schools provide the skills the students must acquire, and the values they must cherish to live in a predominantly rural area and contribute to the improvement of life there. It means the understanding in school of the interaction of soil, climate, micro-organisms, plant, animals, and time, with man simultaneously part of, dependent on, and a manipulator of action.

301

Ricketts, Heather

Poverty and education: The Caribbean experience. [S.l.: s.n.], 1999. 98 p.

(Project supported by the Caribbean Development Bank, in collaboration with the Institute of Social and Economic Research, UWI, Mona)

This study sought to explore the relationship between poverty and the educational status of six Caribbean countries--Barbados, Belize, Guyana, Jamaica, St. Lucia, and St. Vincent and the Grenadines, in order to present a comparative analysis of the factors and relationships identified. Human capital, or the lack thereof, was found to be significantly associated with poverty; years of schooling, level of education, or level of qualifications were found to affect poverty status. Barbados, which possessed the highest levels of human capital endowments, had the lowest poverty levels and the most stable economy. Some forms of social capital were also found to be associated with poverty status. In Guyana and Jamaica, particularly at the secondary level, the type of school attended was found to be significantly associated with poverty. For Guyana and Belize, ethnicity was also found to be significantly associated with poverty.

302

Rutheiser, Charles C.

Cultural colonization and educational underdevelopment: Changing patterns of American influence in Belizean schooling. *Belizean Studies*, vol. 19, no. 1, Jun. 1991, pp. 18-30.

This paper looks at some of the changing ways in which the United States has exerted its influence on the formation and realization of Belizean educational policy and practice. Although education in its widest sense encompasses more than schooling, and American influence pervades almost all aspects of Belizean life, the paper limits itself to an analysis of the system of formal education. The evolution of American influence in Belizean education can be divided into three phases, each marked by an increasing intensity of involvement: The first, lasting from 1883-1962, can be equated for the most part with the activities of the Roman Catholic Mission; the second, stretching from the beginnings of internal self-rule to shortly after independence in 1981, involves the closer working relationship between the Catholic Church and the Ministry of Education, and the introduction of official United States assistance through the Peace Corps, quasi-governmental groups, and private organizations; and the third phase, beginning with Belize's independence, which is marked by the Ministry of Education's efforts to extend its authority over all areas of the school system.

303

Rutheiser, Charles C.

Culture, schooling and neocolonialism in Belize. Ph.D., Johns Hopkins University, 1991. 428 p.

This study examined some of the relationships among culture, schooling, and neo-colonialism in Belize. The primary unit of analysis was the formal and informal educational institutions that bound and divided urban Belizean society. At the centre of the study was the secondary school system: its historical development and hierarchical differentiation, the dialectical interplay of authority and resistance which structured social relations within schools, and the ways in which schools reproduced existing patterns of social stratification and cultural difference. Emphasis was also placed on examining other contexts which oriented the beliefs, behaviours, and experiences of Belizean youths: the home, workplace, peer group, and mass media. The methodology employed was diachronic, inter-disciplinary, and involved fieldwork in multiple locales. The investigation consisted of two distinct phases. The first eight months were spent comparing secondary schools in four communities with different socio-cultural orientations and levels of development. The second eight months were spent working intensively in two Belize City schools--St. John's College and Excelsior High School--that anchored the range of contrasts among Belizean educational institutions.

It was established that: 1) the growth of formal education had played a contradictory role in the emergence of an autonomous Belizean society, serving as both the principal conduit for metropolitan cultural influences and the assertion of distinctly Belizean national culture; 2) although possibilities for individual mobility existed, the hierarchical nature of the school system tended to reinforce and even accentuate social inequality and cultural domination; and 3) Belizean schools were arenas in which different cultural orientations, social configurations, and relations of power and dependency were constantly reconstituted.

304

Sanchez, I. E.

Opinion: The high cost of graduating. *Belizean Studies*, vol. 4, no. 4, Jul. 1976, pp. 33-35.

This article examines the cost of high school graduations in Belize and the economic strain put on families of the graduating students. In addition, it considers the psychological effects of the lavish graduation ceremonies and celebrations on the graduates. It concludes that teachers, parents, and students need to reflect on the true purpose of graduation and attempt to make it truly compatible with life and reality. A critical examination of graduation rituals is seen as a necessity.

305

Smith, Shirlene Denise Ann

Effects of parental presence/absence on children in extended families. Ph.D., Indiana State University, 1995. 76 p.

This study sought to determine if children in parent-present and parent-absent extended homes could be differentially described by a subset of the following variables: self-esteem, school performance (grade, absences, conduct), and psycho-social adjustment (relationship, personal growth, system maintenance). The sample comprised Standard 6 students from 10 parochial schools in Belize City, of whom 55 were identified as living in parent-present extended homes; 42 in parent-absent extended homes; and 58 in single-parent extended homes. Results of the data analysis showed that the criterion groups were significantly differentiated by three of the seven predictor variables. The children in parent-absent extended families were found to have lower levels of self-esteem and higher number of absences. These children also perceived higher levels of system maintenance within their home. The variables that did not contribute to group differences were measures of school performance (grade and conduct) and measures of psycho-social adjustment (relationship and personal growth).

306

Tidwell, Monte G.

Formal education in southern Belize. M.A., University of Houston Central Campus, 1982. 97, [6] p.

SPECIAL EDUCATION

307

Martinez, Dativa E.

A proposed course outline in special educational needs for the Belize Teachers' College. M.Ed., University of Bristol, 1995. [n.p.].

308

Robson, A.

In-service training for mainstream primary teachers in Belize in support of pupils with special educational needs. *Teacher Development*, vol. 1, no. 2, 1997, pp. 231-242.

This article describes and assesses in-service training seminars that were set up in 1995 in the Orange Walk District of Belize, with the aim of improving educational opportunities for special needs students in mainstream schools. The background of the project is briefly described, including an outline of existing forms for teacher training. Reference is made to the particular difficulties of training delivered by expatriates. Materials were drawn from the UNESCO Special Needs in the Classroom Project, supplemented by two other training packs. Comments on the advantages and disadvantages to the use of the materials in the Belize context are given. The overall ethos of the UNESCO project was found to be useful. Whole-staff training, through an active learning approach, reduced some of the distracting effects of expatriate-led training, and resulted in stronger local ownership of the changes in practice advocated.

TEACHER EDUCATION

309

Belize Teachers' College: Rationalization for the introduction of a new teacher training certificate programme to be introduced in September 1992. [S.l.: s.n.], 1992. 9, 3 p.

310

Bridges, David; Thompson, Cynthia

Proposals for the teacher training component of the World Bank Education Project. [Belmopan]: Ministry of Education, 1990. 40 p.

311

Clarke, Raul A.

A proposed inservice teacher education program for Seventh-day Adventist elementary school teachers in Belize. M.A., University of Nebraska-Lincoln, 1982. 84 p.

312

Denham, Charles Edward

A critical analysis of international trends in teacher education with special reference to contemporary developments in Belize, Central America and Republic of Maldives, Indian Ocean. M.Ed., University of Bristol, 1998. 131 p.

313

Evans, Hyacinth L.

Teacher education in Jamaica, Bahamas and Belize. [n.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.

314

Evans, Hyacinth L.

Teachers and their preparation in the Western Caribbean and in the Bahamas. 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.

315

Giles, T. E.; Palacio, Theodore Joseph

Problems in teacher education in Belize. *Caribbean Studies*, vol. 16, nos. 3 & 4, Oct. 1976/Jan. 1977, pp. 207-216.

This article reports on a study to identify teacher education problems in Belize and to suggest strategies to deal with those problems. The study was largely based on questionnaire responses from faculty, staff, and students of the Belize Teachers' College.

316

Martinez, Dativa E.

A proposed course outline in special educational needs for the Belize Teachers' College. M.Ed., University of Bristol, 1995. 1 v.

317

Palacio, Theodore Joseph

Teacher preparation in Belize with suggestions for improvement. M.A., University of Calgary, 1973. xi, 148 p.

318

Riehl, Harriet

Toledo Rural Education Project (TREP) evaluation: Peace Corps/Belize. Washington, DC: Peace Corps/Belize, 1991. [30] p.

In an effort to improve the quality of education in the Toledo District, the Belize government enlisted the help of qualified Peace Corps volunteers to work as teacher trainers. This document assesses the educational standards in Belize in general and in the Toledo District in particular, as well as teacher training programmes. It also addresses the practical use of utilizing Peace Corps volunteers in the training of teachers. It is concluded that the government's interest is high, the volunteers are qualified and eager, but teacher motivation is lacking. The recommendations address the need for better living conditions, higher salaries, and instructional materials for teachers.

319

Robson, A.

In-service training for mainstream primary teachers in Belize in support of pupils with special educational needs. *Teacher Development*, vol. 1, no. 2, 1997, pp. 231-242.

[See record **308** for abstract]

320

Rog, Lori

Language to Literacy in Belize. *Query*, vol. 27, no. 3, Spr. 1998, pp. 6-7.

321

Rosado, Alvaro Jaime

A survey of the perceptions of selected elementary school teachers who were trained in Belize between 1976 and 1987 as to the adequacy and utility of the teacher training they received. Ph.D., Boston College, 1990. 165 p.

This study surveyed the perceptions of teachers trained in Belize during two selected time periods: (a) Group 1 - 1976 to 1981, and (b) Group 2 - 1982 to 1987, as to the extent to which their respective training

programmes had prepared them for classroom situations which they had encountered. Data collected through a questionnaire included information concerning: 1) demographics; 2) perceptions of the adequacy and utility of four aspects of the teacher preparation programme: (i) intramural coursework, (ii) intramural practice teaching, (iii) the internship or third year, and (iv) the overall teacher preparation programme; and 3) comments and recommendations for improving the teacher preparation programme. The findings indicated statistically significant differences between the perceptions of the two groups of teachers regarding the intramural (coursework) and the practice teaching aspects of their respective training programmes. However, both groups of teachers perceived their teacher training as having been adequate and useful. The Group 1 teachers perceived their training to have prepared them better for teaching in Belizean primary schools than the Group 2 teachers perceived their training to have prepared them.

322

Rosado, Alvaro Jaime; Bennett, Pat; Frazer, George; Clarke, George

Teacher education in Belize. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000* (pp. 90-113). Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

323

Thompson, Cynthia; Crossley, Michael

Transforming teacher education in a small state: Potential for distance education in Belize, Central America. *Oxford Studies in Comparative Education*, vol. 10, no. 2, 2000, pp. 137-156.

324

Tillett, Kathleen Wilhelmina

The education of primary school teachers and its implications for national development: A case study of Belize. Ph.D., Cornell University, 1978. xvii, 395 p.

[See record **074** for abstract]

325

Winsor, Pamela J. T.; Hansen, Jane

Coming to know as teachers: Learning together in Belize. *Reading Teacher*, vol. 52, no. 8, May 1999, pp. 810-818.

In this article, two participants in the Language to Literacy Programme in Belize share journal entries and their reflections on participating in the programme. Language to Literacy is a programme of teacher education, which began as a joint project of the International Reading Association (IRA), the Belize Teacher Training College (BTTC), and the Belize Ministry of Education. The initial phase of the project was funded by the IRA, and it continued as part of the BTTC programme. The programme became a means of helping students grow conceptually and linguistically, and also boosted teachers' confidence.

TEACHER EFFECTIVENESS

326

Mullens, John E.

The relationship between teacher qualification and student learning: A study of Standard One classrooms in Belize, Central America. Ed.D., Harvard University, 1993. 219 p.

This study used hierarchical linear modeling to analyze longitudinal data from 1,043 students in 72 randomly selected third grade classrooms in Belize to evaluate learning. It was concluded that: 1) a teacher's level of subject matter competence is the prime predictor of student learning; and 2) a teacher's academic

background is important under certain conditions. This means that it is not simply the completion of schooling that contributes to a teacher's effectiveness in the classroom, but the actual achievement and subject matter learning accomplished while there that matter later to the students in the classroom. Results also suggested that the specific teacher characteristics that contribute to student learning of advanced mathematics concepts were different from those related to learning basic concepts. The study does not confirm a link between teacher training and student learning.

327

Mullens, John E.; Murnane, R. J.; Willett, J. B.

The contribution of training and subject matter knowledge to teaching effectiveness: A multilevel analysis of longitudinal evidence from Belize. *Comparative Education Review*, vol. 40, no. 2, May 1996, pp. 139-157.

[See record 248 for abstract]

TEACHER MOTIVATION

328

Yorke, S. L.

A preliminary comparative study of the teaching profession in British Honduras with an assessment of the extent to which job satisfaction tends to be pre-determined by the motives which induce teachers to enter the profession. M.Ed., University of Newcastle upon Tyne, 1970. 139 p.

This study sought to examine teacher education in developing countries, with specific reference to British Honduras, in order to determine whether students' reasons for choosing teaching as a career constituted important factors in determining "job satisfaction." Data were collected through questionnaires administered to 56 fourth and sixth form secondary school students and 69 student teachers from Belize Teachers' College. Results of the data analysis showed that: 1) 4% of the secondary school students indicated that they would not teach, 16% had already decided to teach, and 75% were uncertain or had doubts, but claimed that their decision would be influenced strongly by the opportunity to render service to the country; 2) 81% of the student teachers regarded teaching as a satisfactory life career; and 3) almost all student teachers regarded teaching as an important form of social service, and denied that only those who could not make a living otherwise chose teaching as a career. It was concluded that those who entered the profession mainly because of reasons like "the country's need," or because of "genuine interest in children and young people" were much more likely to find satisfaction in their work than those who joined mainly for personal or career reasons.

TEACHING MATERIALS

329

Anderson, Lynette; Thomas, Elaine; McPherson, Patricia

Report on distance education production workshop: A Multigrade Teaching Project of the Caribbean Community Secretariat, the Commonwealth Secretariat and the Commonwealth of Learning. Belize City: [s.n.], 1998. 1 v (various pagings).

Distance Education Materials Production Workshop, Belize City, Belize, 1998.

330

Coates, Martha J.

Indigenous and imported primary school textbooks in Belize: A comparative study. M.A., University of Ottawa, 1997. 217 p.

This study examined the differences in indigenous content between imported and indigenously published "BRC textbooks" used in Belize. BRC language textbooks presented more Belizean culture than Nelson's New West Indian readers. BRC mathematics textbooks presented more practice exercises and fewer new concepts per lesson than CPM textbooks. The BRC textbooks are both a statement of a particular ideological perspective in a political debate over legitimate knowledge, as well as the material expression of a different educational approach and content from that of the Ministry of Education. Notably, the BRC struggle is symbolic of the debate over education as a system of reproduction or contestation of legitimate school knowledge.

331

Finney, Felicita Coreade

Infant level reading textbooks in Belize: The colonial legacy in curriculum policy. M.A., University of Alberta, 1982. 231 p.

[See record **079** for abstract]

332

Gender analysis of Belizean textbooks. Belize City: UNICEF; United Nations Development Fund for Women, 1991. 72 p.

333

Hanson-Smith, Elizabeth

TESOL reader and teachers' guide. Belmopan: Curriculum Development Unit, Ministry of Education, 1986. 326 p.

This combined reader and teachers' guide for English second language instruction was developed from teacher workshops conducted in Belize. The reader consists of stories, poems, and drama from the indigenous people of the country, accompanied by supporting English language learning experiences and activities. Texts represent aspects of indigenous culture and are grouped according to the following categories: folk tales, holidays, school and home life, life in the country, river and sea, town and city, and the nation of Belize. The components of most lessons are: 1) a preview section for students, 2) the story, and 3) exercises and vocabulary building activities. Some illustrations are included. The text of the reader and the text of the teachers' guide are presented in a parallel format. An introduction to the guide offers suggestions for instructional techniques, grouping, and supplementary activities.

334

Harrity, Sara

Ranfurly Library Service EC Primary Textbook Project: Belize. London: Ranfurly Library Service, 1992. [17]p.

335

Nicholas, L. J.

Textbooks in Belize: A report on the publishing of books for the Belize schools system. Plymouth: University of Plymouth Press, 1992. 19 p.

TEACHING TECHNIQUES

336

Arunyakanon, Pornjit

The effects of hand-held electronic learning aids and cognitive style on mathematics achievement of primary school students in Belize. Ph.D., University of Pittsburgh, 1991. 139 p.

[See record **006** for abstract]

337

Belize. Ministry of Education. Curriculum Development Unit

Guidelines to strengthen the teaching of Spanish using methods to reinforce ethical, cultural and human values. Belmopan: The Ministry, 1992. 1 v. (various pagings).

338

Lewis, Gilda

A national approach to touch keyboarding instruction on computers in primary schools in Belize. Ph.D., Nova Southeastern University, 1998. xi, 207 p.

[See record **173** for abstract]

339

Minert, Jay Alexander

Engaging Creole in the classroom: A Belize case study. M.S., University of California, Santa Cruz, 1999. xi, 93 p.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

340

Bennett, J. Alexander

Nature and quality of the provisions made for technical education programmes in Belize. [S.l.: s.n., n.d.]. [n.p.].

This paper provides an overview of the courses offered at the Belize Technical College and at BELCAST. Secondary schools in which technical education is offered are also highlighted. The quality of the programmes at BELCAST is considered high, but the secondary schools are plagued with such difficulties as inadequate finance to equip them properly, scarcity of qualified instructors, as well as a curriculum content which is generally divorced from the world of work.

341

Braun, Charles A.

An historical study of the development of technical education in British Honduras (Belize). Ph.D., Wayne State University, 1970. vi, 153 p.

[See record **211** for abstract]

342

Ellis, Kenroy

Vocational/technical education in Belize. In Kiren Shoman (ed.), *Education in Belize: Toward the year 2000* (pp. 81-89). Benque Viejo del Carmen, Belize: Cubola Productions for SPEAR, 1991.

343

Enriquez, Charles

Belize-Nova Scotia-V.A.D.A. fishery training program education plan: May 1983 - April 1984: Midway evaluation, January 1984. Antigonish, NS: Coady International Institute, St. Francis Xavier University, 1984. 4, [3]p.

344

Harrower, George

National vocational training in Belize. Belize City: Ministry of Labour, 1977. [n.p.]. (Unpublished manuscript)

345

Herrmann, Eleanor Krohn

Belizean nursing education in the 19th century. *Belizean Studies*, vol. 7, no. 4, Jul. 1979, pp. 16-24.

[See record **216** for abstract]

346

Herrmann, Eleanor Krohn

The development of nursing education in Belize, British Honduras, Central America, 1920 to 1970. Ed.D., Teachers College, Columbia University, 1979. 188 p.

[See record **217** for abstract]

347

Herrmann, Eleanor Krohn

Origins of tomorrow: A history of Belizean nursing education. Belize City: Ministry of Health, 1985. 164 p.

[See record **218** for abstract]

348

International Labour Organization

Report to the Government of British Honduras on the development of vocational training. Geneva: ILO, 1962. 22 p.

349

Laryea, M.; Sen, P.; Glen, L.; Kozma, A.; Palaclo, T.

Using focus groups to evaluate an education program. *International Journal of Psychiatric Nursing Research*, vol. 4, no. 3, Jan. 1999, pp. 482-488.

Two evaluation studies were carried out in 1995 and 1997: the first to assess the effectiveness of the Psychiatric Nurse Practitioner's (PNP) education programme and its impact on mental health and psychiatry in Belize, and the second to determine if the mental health services were sustained in the country. Interviews and focus groups were used for data collection. This paper focuses on the findings from the focus groups,

which show that the PNP's role performance was adequate; they have made an impact on the mental health services and the services are sustained.

350

Reneau, Cecil E.

Recommendations concerning workforce preparation policies: A common national focus for the Belize technical/vocational education and training (TVET) sector (Phase One report). Vancouver, BC: Commonwealth of Learning, 1999. 78, [11]p.

351

Reneau, Cecil E.

Vocational education's potential contribution to the future economic development of Belize: A Delphi study. Ed.D., Virginia Polytechnic Institute and State University, 1994. 193 p.

[See record **083** for abstract]

352

Reneau, Cecil E.; Finch, Curtis R.

Vocational education's potential contribution to the future economic development of Belize. *International Journal of Vocational Education and Training*, vol. 4, no. 2, 1996, pp. 5-23.

353

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. (various pagings).

SELECTED WEBSITES

Belize Development Trust

The Trust is a charitable, non-profit, development organization which includes educational projects and programmes among its areas of work.

URL: <http://belizeone.com/BzLibrary/trust.html>

Belize.Net

This is a search engine and portal site for business, education, government, news, and arts and culture information about Belize.

URL: <http://www.belize.net>

BelizeWeb

Directory-style website which includes categories such as education and science.

URL: <http://www.belizeweb.com>

Belize Zoo

This site features the Zoo and the Tropical Education Center. The Tropical Education Center is geared towards promoting environmental education and scientific research. The Zoo's on-site education programmes allow teachers and students to use the Zoo and the Tropical Education Center as both a teaching tool and an outdoor classroom. It is estimated that 10,000 students and over 600 teachers visit the Belize Zoo annually and participate in its programmes.

URL: <http://www.belizezoo.org/>

BFREE

This is a private research and educational facility located on a reserve in the Toledo District of southern Belize. It includes the provision of top-quality environmental education to foreign visitors and Belizean nationals among its goals.

URL: <http://www.bfreebelize.org/>

Electronic Resource Library for Belize Development: Education

This digital library, which is sponsored by the Belize Development Trust, is a member of the UNESCO Network of Associated Libraries (UNAL). It focuses on development through research, using technical, educational, and sustainable methods to instigate and reform social development. The site includes links from hundreds of websites all over Belize, and the education page has over 100 links to education-related sites.

URL: <http://ambergriscaye.com/BzLibrary/education.html>

Joint Board of Teacher Education

This is a regional partnership in teacher education involving Ministries of Education, teacher training colleges, teachers' unions and associations, and UWI. It is the body that certifies teachers trained at the undergraduate level in colleges in the Bahamas, Belize, and Jamaica

URL: <http://www.jbte.edu.jm1104/>

Ministry of Education & Sports

This website provides an overview of the Ministry with responsibility for all aspects of the education system in Belize.

URL: http://www.belize.gov.bz/cabinet/c_hyde/welcome.shtml

Society for the Promotion of Education and Research

This is one of Belize's leading civil society organizations, which was formed in 1969. One of the ways in which it seeks to accomplish its mission of "empowering people to struggle for justice, democracy, and sustainable development: is through a programme of Public Information and Education.

URL: <http://www.spear.org.bz/>

Teachers for a Better Belize

This is a partnership of volunteer educators from the United States and Belize who coordinate annual teacher training workshops and distribute school supplies in the district of Toledo.

URL: <http://www.twc.org/belize>

University of Belize

This site, which has to be accessed with a password, provides information about the University of Belize.

URL: <http://www.ub.edu.bz/>

INDEX OF PERSONAL NAMES

- | | |
|--|-------------------------------|
| Adkins, Douglas | Braun, Charles A. |
| 109, 174 | 211, 341 |
| Aird, Chris | Bridges, David |
| 197 | 145, 310 |
| Alderman, Ralph H. | Bryan, Joe P. |
| 003 | 252 |
| Amit, Eric | Byrd, Herman |
| 012 | 138 |
| Anderson, Eileen P. | |
| 249 | Cal, Angel |
| Anderson, Lynette | 197 |
| 075, 329 | Campbell, Mark David |
| Anzalone, Stephen | 296 |
| 171, 241 | Campillo, Joaquin |
| Aragon, E. | 146, 265 |
| 132 | Card, Vernon |
| Arunyakanon, Pornjit | 197 |
| 006, 245, 336 | Cardenas, Elizabeth Joan |
| Ashcraft, Norman | 291 |
| 113, 123, 206 | Carty, Joan |
| Atherley, Leslie G. | 076 |
| 101, 118 | Castillo, Carlos O. |
| Avellani, Joseph | 234 |
| 052 | Cathers, Cal |
| | 160 |
| Babcock, Elizabeth C. | Cayetano, E. Roy |
| 294 | 097 |
| Barry, Jessica | Cayetano, Evan S. |
| 015 | 177 |
| Beals, Paul Wiley | Chamberlin, J. |
| 071 | 252 |
| Bennett, J. Alexander | Chavarria, Elizabeth Hilda M. |
| 041, 081, 096, 133, 134, 135, 136, 142, 143, 144, | 276 |
| 159, 167, 195, 209, 210, 258, 259, 260, 261, 262, 272, | Chulin, Gilberto |
| 295, 340 | 147, 266 |
| Bennett, Pat | Clark, George G. |
| 322 | 073 |
| Bennett, Patricia Y. | Clarke, George |
| 062 | 063, 322 |
| Bethell, George | Clarke, Raul A. |
| 042 | 311 |
| Bohley, Katherine Anne | Coates, Martha J. |
| 196 | 330 |
| Bolland, O. Nigel | Connors, Donald |
| 137 | 043, 246 |
| Bradley, Leo Humberto | Coutts, Brian E. |
| 002 | 005 |
| Bradley-Aird, C. Eve | Crooks, Deborah L. |
| 282 | 007, 008, 051, 253, 254 |
| Brandenburg, Maryanne | Crossley, Michael |
| 172 | 078, 144, 166, 167, 262, 323 |

- Cruikshank, Halsey
052
- Cuellar, Martin Marvin
198
- Denham, Charles Edward
312
- Dillon, A. Barrow
213
- Dixon, J. C.
214
- Dudt, Kurt P.
172
- Duke, Jane H.
242
- Easter B. H.
215
- Eck, David H.
017, 018
- Edmond, Daniel A. H.
019, 027
- Ellis, Kenroy
342
- Ellison, Robin
010, 170
- Elrington, Barbara
148, 267
- Emmons, Katherine M.
178, 179, 180, 181
- Enriquez, Charles
012, 020, 021, 022, 023, 024, 343
- Evans, Hyacinth L.
313, 314
- Evensen, S.
188
- Finch, Curtis R.
084, 352
- Finney, Felicita Coreade
079, 331
- Flinchum, Betty M.
202
- Flores, Barbara Anne Therese
278, 279
- Fraser-Abder, Pamela
018
- Frazer, George
322
- Gielen, Uwe P.
052
- Giles, T. E.
315
- Glen, L.
349
- Golembeski, Leicia W.
182
- Gordon, Minita Elmira
009, 235
- Grant, Cedric
113, 206
- Green, Charles B.
099
- Gregory, James R.
082
- Hakre, Shilpa
252
- Hansen, Jane
325
- Hanson-Smith, Elizabeth
139, 333
- Harrity, Sara
268, 334
- Harrower, George
344
- Haug, Sarah Woodbury
292, 293, 297, 298
- Haylock, Diane C.
243
- Hegamin, Nanette
025, 255
- Herrmann, Eleanor Krohn
216, 217, 218, 345, 346, 347
- Hollander, R. B.
189
- Horn, Gary
283
- Humphreys, Francis
064, 284
- Hunter, Charles T.
219, 285
- Ippolito-Shepherd, J.
189
- Jacobson, Susan K.
183
- Jennings, Zellynne D.
026, 027, 036
- Johnston, Alberto F.
052
- Jones, Allen J.
236
- Jones, D. L.
252
- King, Winston
034, 069
- Kozma, A.
349

- Lancaster, Colin M.
034, 069
- Landry, J. Hugh
028
- Laryea, M.
349
- Leonardis, Sr. Mary
220, 286
- Leppink, Karen G.
080
- Leslie, R. G.
117
- Lewis, Gilda
173, 338
- Lewis, Karla
221, 299
- Lopez, Lloyd Joseph
300
- McPherson, Patricia
075, 329
- Magana, Roman
190
- Mahung, Santos
065, 202
- Martinez, Dativa E.
066, 307, 316
- Martiniuk, Alexandra Lynda Conboy
191
- Massey, Romeo M.
029, 030, 031, 032
- Mertz, Ronald Elmer
154, 155
- Micklos, John, Jr.
244
- Minert, Jay Alexander
047, 339
- Minkel, Clarence W.
003
- Mobarak, H.
101, 118
- Moguel, Lynda
073
- Morris, Patricia J.
080
- Mrazek, Rick
181
- Mullens, John E.
248, 326, 327
- Munroe, Ruth H.
156
- Murnane, R. J.
248, 327
- Murphy, James
222, 287
- Nagendran, Kanagasabai
192
- Niblock, Debbie Ann
184
- Nicholas, L. J.
335
- Norales, Francisca Ofelia
157, 158
- Noyce, John Leonard
004
- Palacio, Theodore Joseph
014, 315, 317
- Palacio, Vincent
177
- Palacio, T.
349
- Palm, Gunter
101, 118
- Palma, Kamela
077
- Pastor, Clara
011, 162, 223
- Perdomo, Carlos T.
091
- Perriott-Marrith, Ruby Madline
163, 199, 200, 224
- Perry, Jeff
087
- Pihlaja, Kristen
080
- Potashnik, Michael
109, 174
- Rankine, M.
193
- Raymond, Ernest W.
033, 034, 035, 068, 069
- Reneau, Cecil E.
083, 084, 350, 351, 352
- Reyes, L.
252
- Richards, Verolyn
046, 237
- Ricketts, Heather
301
- Riehl, Harriet
318
- Robson, A.
308, 319
- Rog, Lori
320
- Rome, Abigail
185
- Romero, Bart
185

- Rosado, Alvaro Jaime
321, 322
- Rubinstein, Robert Arthur
048, 049, 053, 054
- Rutheiser, Charles C.
302, 303
- Samarusingh, John A. R.
092, 225
- Sanchez, I. E.
103, 226, 227, 270, 304
- Satterlee, Brian
125, 201
- Schellstede, William
271
- Sen, P.
349
- Shchebrov, V.
101, 118
- Shoman, Assad
104
- Shoman, Kiren
081, 104, 105, 138, 197, 243, 272, 282, 322, 342
- Sibley, Lynn M.
277
- Slimp, Mickey Mantle
070, 120, 175
- Smith, G. Pritchey
202
- Smith, Shirlene Denise Ann
305
- Sosa, Corina
238
- Steagall, J.
087
- Stone, Carolyn
202
- Swanzey, Barbara
052
- Thomas, Elaine
075, 329
- Thomas, Mary E.
050
- Thompson, Cynthia
078, 081, 145, 164, 228, 272, 310, 323
- Thompson, John Timothy
088, 288
- Tidwell, Monte G.
306
- Tillett, Kathleen Wilhelmina
074, 085, 324
- Umutia, J. J.
189
- Van der Eyken, Willem
165, 273
- Vega, Jose Antonio
203
- Verbakel, H.
151, 274
- Vulliamy, Graham
167
- Wade, Clement
081, 272
- Wagner, D. A.
171, 241
- Wagner, Marie Elizabeth
239
- Wickremasinghe, Walter
121, 204
- Wiley, Ed
086
- Wilk, Richard R.
294
- Willett, J. B.
248, 327
- Wilson, Josephine Vivian
127
- Wilson, Martin Paul
140, 205
- Winsor, Pamela J. T.
325
- Woods, L.
087
- Wright, Peggy
005
- Yorke, S. L.
328
- Young, Colville N.
122, 230, 240
- Young, Roy Alvin
037, 128

INDEX OF CORPORATE NAMES/SPONSORS

- Aubrey Armstrong Management Associates
089
- Belize. Central Library
001
- Belize. Education and Rehabilitation Task Force
013
- Belize. Laws, Statutes, etc.
111
- Belize. Ministry of Education
038, 042, 093, 094, 095, 114, 115, 130, 141, 168,
194, 207, 250, 251, 256, 280, 281
- Belize. Ministry of Education. Assessment and
Evaluation Unit
039
- Belize. Ministry of Education. Central Planning Unit
257
- Belize. Ministry of Education. Curriculum
Development Unit
040, 055, 056, 057, 058, 059, 060, 072, 129, 208,
231, 232, 233, 290, 337
- Belize. Ministry of Education. Education Development
Center
061
- Belize. Ministry of Education. Planning Unit
108, 169, 187
- Belize. Ministry of Education, Sports and Culture
016
- Belize. Ministry of Education, Sports, Culture,
Broadcasting and Information
124
- Belize. Ministry of Education, Sports, Culture,
Information and Broadcasting
131
- Belize. Ministry of Education, Youth, Sports and
Culture
132
- Belize Catholic Institute for Human Life
186
- Belize Zoo
176
- British Honduras. Education Department
212, 263
- British Honduras. Ministry of Education
112, 264
- Caribbean Community Secretariat
075, 329
- Caribbean Consultation Meeting for the World
Conference on Education for All
094, 114, 313, 314
- Caribbean Network of Educational Innovation for
Development
090, 116
- CARICOM Advisory Task Force on Education
256
- Coady International Institute
012
- Commonwealth of Learning
075, 329
- Commonwealth Secretariat
075, 161, 329
- Conference of Commonwealth Education Ministers
(11th)
161
- Great Britain. Foreign and Commonwealth Office.
Overseas Development Administration
273
- Hirani Ratcliffe Development Consultants
100, 149, 269
- Institute of International Education
102, 119
- Institute of Nutrition of Central America and Panama
250
- International Institute for Educational Planning
108
- International Labour Organization
348
- Mathematics Curriculum Development Workshop -
Belize
067, 247
- Society for the Promotion of Education and Research
087, 097, 110, 195
- UNESCO
094, 106, 114, 126, 146, 150, 229, 256, 265, 308,
313, 314, 319
- UNESCO. International Bureau of Education
093
- UNICEF
146, 265

University of Bristol. School of Education. Centre for
International Studies in Education
273
The University of the West Indies
108

World Bank
107, 152, 153, 275, 289

SUPPLEMENTARY SUBJECT INDEX

- Administrator attitudes
 017, 091, 163, 199
 Administrators *See* Educational administrators
 Agricultural cooperatives
 020, 021, 022, 023, 024, 028
 American influence
 137, 295, 302
 Anthropology *See* Educational anthropology
 Attendance *See* Student attendance
 Attitudes
 See
 Administrator attitudes
 Student attitudes
 Teacher attitudes
- BELCAST *See* Belize College of Arts, Science and Technology
 Belize. Ministry of Education
 325
 Belize College of Arts, Science and Technology
 025, 163, 199, 255, 340
 Belize National Selection Examination
 039
 Belize Primary Education Development Project
 142, 143, 144, 147, 148, 151, 153, 258, 259, 262, 266, 267, 274, 275
 Belize Teachers' College
 066, 307, 309, 315, 316, 325
 Belize Technical College
 211, 340, 341
 Belize Zoo
 176
 Belize-Bristol Primary Education Link Programme
 273
 Belizean studies
 064, 284
 BNSE *See* Belize National Selection Examination
 Body height
 250, 251
 BPEDP *See* Belize Primary Education Development Project
 BTC *See* Belize Teachers' College
 BTTC *See* Belize Teachers Training College
- Calvary Temple School
 148, 267
 Cambridge GCE O Level examinations
 043, 246
- Capacity building
 166
 Career choice
 328
 CARICOM Health and Family Life Education Project
 187
 Case studies
 143, 144, 148, 151, 167, 181, 182, 184, 185, 259, 262, 267, 274
 Cayo District
 277
 Child care centres *See* Preschool centres
 Child parent relationship *See* Parent child relationship
 Church and education
 203
 See also
 Denominational schools
 Civil servants
 276
 Cockscomb Basin Wildlife Sanctuary
 178
 Cognitive development
 048, 049, 053, 054
 College students
 198
 Colleges and universities *See* Universities and colleges
 Community development
 012
 Community participation
 073, 193
 Community services
 353
 Computer keyboards
 173, 338
 Conferences
 256, 280, 353
 Continuing education *See* Lifelong education
 Cooperatives
 012, 343
 See also
 Agricultural cooperatives
 Corozal Town
 053
 Cost analysis
 109, 174
 Counselling
 058
 Course evaluation
 340

- Creoles
 - 047, 050, 122, 230, 240, 339
- Cultural factors
 - 299, 303
- Cultural identity
 - 014, 296
- Cultural relations
 - 137, 295, 302
- Culture
 - 291
 - See also*
 - Folklore
- Culture and education *See* Education and culture
- Curriculum Development Unit
 - 070, 120, 175
- Curriculum guides
 - 062, 080
- CXC examinations
 - 038, 043, 168, 246
- Dangriga
 - 154, 155
- Data analysis
 - 038, 168
- Debates
 - 283
- Decision making
 - 065
- Denominational schools
 - 203, 219, 220, 222, 285, 286, 287
 - See also*
 - Seventh-day Adventist schools
- Dental health
 - 192
- Development plans
 - 124
- Directories
 - 076, 188, 194, 281
- Discipline problems
 - 157, 158
- Diseases *See* Infectious diseases
- East Indians
 - 291
- Economic behaviour
 - 294
- Economic factors
 - 304
- Economics of education
 - 094, 114, 301
- Education and church *See* Church and education
- Education and culture
 - 219, 285
- Educational administrators
 - 017, 138, 163, 199
- Educational anthropology
 - 296, 306
- Educational efficiency
 - 203
- Educational environment
 - 091
- Educational expectations
 - 071
- Educational experience
 - 299
- Educational missions
 - 101, 118, 126, 146, 229, 265
- Educational models
 - 179, 180, 183, 202
- Educational objectives
 - 073
- Educational priorities
 - 134
- Educational problems
 - 108, 160, 282, 315
- Educational resources
 - 169
- Educational strategies
 - 161
- English
 - 009, 046, 048, 049, 050, 056, 057, 122, 230, 231, 232, 234, 235, 236, 237, 239, 240, 333
- Enrolment
 - 169
- Entrance examinations
 - 039, 044, 045
- Environmental impact assessment
 - 177
- Ethnic groups
 - 292, 293, 297, 298
 - See also*
 - East Indians
 - Garifuna
 - Mayas
- Evaluation
 - 095, 099, 151, 165, 167, 274, 318
 - See also*
 - Formative evaluation
 - Programme evaluation
 - Project evaluation
 - Student evaluation
 - Summative evaluation
- Evaluation methods
 - 125, 201
- Examination results
 - 038, 044, 045, 168, 169
- Examinations
 - See also*
 - Cambridge O Level examinations
 - CXC examinations

- Entrance examinations
 - Multiple choice tests
- Family background
 - 305
- Fathers
 - 154, 155
- Females
 - 249
- Ferris State University
 - 283
- Field work
 - 178
- Fisheries
 - 343
- Florida Association of Voluntary Agencies for Caribbean Action
 - 125, 201
- Focus groups
 - 349
- Folklore
 - 291
- Followup studies
 - 016, 088
- Foreign aid
 - 110
- Foreign materials
 - 330
- Formative evaluation
 - 023, 024, 029, 032, 153, 189, 275, 343
- Garifuna
 - 014, 154, 155, 279, 299
- Gender analysis
 - 332
- Graduations
 - 304
- Graduate study *See* Postgraduate study
- Growth patterns
 - 008, 051, 250, 251, 253, 254
- Guides
 - 121, 204
 - See also*
 - Curriculum guides
 - Study guides
 - Teaching guides
- Health personnel
 - 277, 353
- Health programmes
 - 189, 193
- Holy Redeemer School
 - 190
- Home environment
 - 305
- Human resources development
 - 087
- Identity *See* Cultural identity
- Infectious diseases
 - 189, 252
- Information technology
 - 109, 174
- Inservice teacher education
 - 308, 311, 319
- International programmes
 - 125, 201, 202
- International Reading Association
 - 244, 325
- Jesuits
 - 203, 219, 285
- Job satisfaction
 - 328
- Junior secondary school teachers
 - 067, 247
- Junior secondary schools
 - 091
- Knowledge level
 - 025, 255
- Language arts
 - 046, 237
 - See also*
 - Reading
- Language of instruction
 - 047, 048, 049, 050, 339
- Language policy
 - 122, 139, 230, 240
- Language to Literacy Programme
 - 320, 325
- Lifelong education
 - 014
- Linguistics
 - 296
- Local materials
 - 330
- Lower secondary schools
 - 063
- Males
 - 154, 155
- Management education
 - 276
- Manpower policy
 - 350
- Manuals
 - 089, 177, 251

- Marketing
 - 196
- Materials preparation
 - 075, 329
- Maternal health
 - 277
- Mathematics
 - See*
 - Primary school mathematics
 - Secondary school mathematics
- Mathematics teachers
 - 067, 247
- Mayas
 - 007, 008, 051, 082, 253, 254, 296
- Ministry of Education
 - 017
- Modernization
 - 082
- Moral values
 - 052
- Motivation *See* Student motivation
- Muffles College
 - 125, 201
- Multigrade schools *See* One teacher schools
- Multiple choice tests
 - 046, 237
- National surveys
 - 250, 251
- Nationalism
 - 292, 293, 297, 298
- Needs assessment
 - 187
- Nonformal education
 - 179, 180
- Nursing education
 - 216, 217, 218, 345, 346, 347, 349
- Obstetrics
 - 277
- One teacher schools
 - 170
- Orange Walk
 - 277, 308, 319
- Pallotti High School
 - 220, 286
- Parent child relationship
 - 154, 155
- Peace Corps
 - 318
- Performance factors
 - 007, 008, 051, 254
- Physical education
 - 062
- Political factors
 - 242, 299
- Population distribution
 - 288
- Postgraduate study
 - 202
- Poverty
 - 301
- Preprimary education
 - 080, 081, 272
- Preschool centres
 - 080, 081, 272
- Primary education
 - 029
- Primary Education Development Project
 - 100, 149, 269
- Primary school curriculum
 - 046, 058, 062, 072, 208, 237, 291
- Primary school mathematics
 - 006, 245, 248, 327, 336
- Primary school students
 - 006, 009, 044, 045, 071, 154, 155, 173, 235, 238, 245, 250, 251, 252, 253, 270, 292, 293, 297, 298, 305, 336, 338
- Primary school teachers
 - 025, 074, 085, 255, 311, 321, 324, 326
- Primary schools
 - 010, 015, 016, 017, 018, 019, 026, 027, 030, 031, 032, 033, 034, 035, 036, 068, 069, 091, 147, 172, 266, 330
 - See also*
 - Calvary Temple School
- Primary teacher education
 - 320
- Principals
 - 147, 266
- Prison education
 - 013
- Programme design
 - 311
- Programme evaluation
 - 106, 143, 144, 150, 183, 184, 185, 191, 259, 262, 308, 319, 321, 349
- Programme planning
 - 192, 309
- Project evaluation
 - 146, 265
- Psychiatric nurse practitioners
 - 349
- Psychological characteristics
 - 154, 155
- Punta Gorda
 - 071, 292, 293, 297, 298
- Qualifications *See* Teacher qualifications

Qualitative research
167

Ranfurly Library Service EC Primary Textbook
Project
268, 334

Rating scales
040

Reading
079, 331

Reading development
238

Reading programmes
320, 325

Rehabilitation programmes
013

Relevant Education for Agriculture and Production *See*
Rural Education and Agriculture Program

Religious belief
279

Religious factors
186

Responsible Sexuality Education Program
191

Role perception
156

Rural areas
182, 271, 300

Rural education
029, 318

Rural Education and Agriculture Program
015, 016, 018, 019, 025, 026, 027, 029, 030, 031,
032, 033, 034, 035, 036, 065, 068, 069, 255

Rural schools
015, 016, 018, 019, 026, 027, 030, 031, 032, 033,
034, 035, 036, 068, 069

San Antonio
007, 008, 051, 082, 254

School age population
010

School leavers
016

See also

Secondary school leavers

School of Continuing Studies, UWI
014

School registration
010

Schools

See

Primary schools

Rural schools

Secondary schools

Second language instruction
333

Second languages
009, 235

Secondary school curriculum
043, 055, 056, 057, 059, 060, 061, 062, 063, 064,
129, 231, 232, 234, 246, 284, 290, 291

Secondary school leavers
088

Secondary school mathematics
043, 067, 246, 247

Secondary school students
038, 052, 071, 157, 158, 168, 178, 179, 180, 190,
249, 252, 288, 294, 304

Secondary school teachers
157, 158

See also

Junior secondary school teachers

Secondary schools
010, 172, 194, 281, 283, 303

See also

Holy Redeemer School

Junior secondary schools

Lower secondary schools

Pallotti High School

St. John's College

Self concept
292, 293, 297, 298

Self esteem
See Self concept

Self instructional aids
006, 245, 336

Self reliance
300

Seminars
012

Seventh-day Adventist schools
311

Sex education
186, 191

Sex roles
156

Small states
077, 078, 166, 323

Spanish
048, 049, 233, 236, 337

Special needs students
308, 319

Speeches
219, 285

St. John's College
203, 219, 222, 285, 287

Strategic planning
125, 201

- Student attendance
 - 270
- Student attitudes
 - 009, 019, 157, 158, 235, 249
- Student evaluation
 - 040, 041, 136
- Student motivation
 - 009, 235
- Student personnel services
 - 198
- Students
 - 169
 - See also*
 - College students
 - Primary school students
 - Secondary school students
- Study abroad
 - 110
- Study guides
 - 046, 237
- Summative evaluation
 - 028, 031, 273
- Surveys *See* National surveys
- Teacher attitudes
 - 019, 025, 091, 157, 158, 255
- Teacher education curriculum
 - 066, 074, 085, 307, 314, 316, 324
- Teacher qualifications
 - 248, 326, 327
- Teacher role
 - 093
- Teachers
 - 169
 - See also*
 - Mathematics teachers
 - Primary school teachers
 - Secondary school teachers
- Teaching guides
 - 233, 291, 333, 337
- Teaching machines
 - 006, 245, 336
- Television programmes
 - 137
- Textbook content
 - 079, 330, 331, 332
- Textbook production
 - 335
- Textbooks
 - 268, 334
- Theological education
 - 278
- Theology
 - 278
- Toledo Rural Education Project
 - 318
- Tracer studies *See* Followup studies
- Traditional birth attendants
 - 277
- Training programmes
 - 147, 266, 276, 308, 319
- Travel
 - 294
- Tropical Education Center
 - 176
- UNDP *See* United Nations Development Programme
- UNESCO
 - 308, 319
- United Nations Development Programme
 - 106, 150
- United States Agency for International Development
 - 099, 110
- Universities and colleges
 - 194, 281
 - See also*
 - Ferris State College
 - Muffles College
 - University College of Belize
 - University of Florida
 - School of Continuing Studies, UWI
- University College of Belize
 - 163, 198, 199
- University cooperation
 - 202
- University of Florida
 - 202
- The University of the West Indies
 - See* School of Continuing Studies, UWI
- USAID *See* United States Agency for International Development
- UWI *See* School of Continuing Studies, UWI
- Values
 - 233, 337
 - See also*
 - Moral values
- Vocational interests
 - 071
- Womens education
 - 220, 286
- Work experience programmes
 - 015, 016, 018, 026, 027, 029, 030, 031, 032, 033, 034, 035, 036, 068, 069
- Workshops
 - 014, 020, 021, 022, 067, 075, 247, 329
- World Bank Education Project
 - 145, 310