

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

**EDUCATION AND TRAINING IN THE BRITISH VIRGIN ISLANDS
A PARTIALLY ANNOTATED BIBLIOGRAPHY**

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LIST OF ACRONYMS AND ABBREVIATIONS

BVI	British Virgin Islands
CARICOM	Caribbean Community
CDB	Caribbean Development Bank
CEE	Common Entrance Examination
CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
CXC	Caribbean Examinations Council
EFA	Education for All
HLSCC	H. Lavity Stoutt Community College
ILO	International Labour Organization
OECS	Organization of Eastern Caribbean States
PAHO	Pan-American Health Organization
TRC	Teachers' Resource Centre
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USVI	United States Virgin Islands
UWI	The University of the West Indies

INTRODUCTION

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

Arrangement of Entries

The entries in the bibliography are arranged alphabetically by broad subject areas, then by author and title under each subject area. Each entry has a unique item number, and it will be observed that some entries occur under more than one subject heading. In the interest of space, the abstract is only printed under the first occurrence of an entry, with a reference made to the entry containing the abstract in subsequent occurrences. There are 146 entries in this bibliography, but because of the duplication of some entries, it should be noted that these represent a total of 118 records.

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

Abstracting

The items for which abstracts have not been supplied represent items that the compiler was not able to consult, either to verify the entries or to prepare an abstract. Unfortunately, there are about 37 such records in the bibliography, representing some 25% of the total entries. Therefore, it was decided to have the title reflect the fact that the bibliography is only partially annotated. Where a copy of the document was not obtained, an attempt was made to supply as much bibliographical information as possible.

Certain abbreviations have been used to indicate omissions in the bibliographical information supplied:

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

BIBLIOGRAPHIES

001

Moll, Verna Penn, comp.

Virgin Islands. Oxford, UK: Clio Press, 1991. xxviii, 210 p. (World Bibliographical Series; v. 138)

This bibliography is, in effect, two integrated bibliographies—one on the British Virgin Islands (BVI) and one on the United States Virgin Islands (USVI). Every effort was made to include the most significant and useful publications related to the BVI, ranging from scholarly works and histories to pamphlets and newsletters, covering a wide range of topics, including education. General Caribbean titles that have relevance to both groups of islands are cited first in each section, followed by the BVI entries, followed by those of the USVI. Each sequence in a section is arranged alphabetically as far as possible. There are separate indexes for each of the territories: an author/title index and a subject index.

002

Penn, Verna Ernestine, comp. & ed.

Government reports: A union catalogue of government reports held in the Public Library and government departments. [Road Town, Tortola]: Chief Minister's Office, 1975. 19 p.

For the purpose of this listing, the term "government reports" means reports (other than newspaper reports), studies, and similar publications published by or on behalf of the BVI government. It is arranged in three alphabetical sequences: 1) author index, 2) title index, and 3) subject index.

003

Penn, Verna Ernestine, comp. & ed.

Government reports: Supplement to union catalogue for the British Virgin Islands. [Road Town, Tortola]: Public Library, 1978. ix, 67 p.

This is a supplement to the union catalogue published in 1975. It is arranged in three alphabetical sequences: 1) author entry, 2) title index, and 3) subject index.

ACADEMIC ACHIEVEMENT

004

Dasrath, Drupatie

Secondary and primary educators' perception on the proposed year-round school year versus the traditional school year in the British Virgin Islands and its impact on students' academic achievement. M.A., University of the Virgin Islands, St. Thomas, 2003. vi, 75 p.

This study investigates the perceptions of secondary and primary school teachers on the year-round school and the traditional school schedules, in an effort to determine which schedule would result in the improvement of academic achievement in the BVI public schools.

005

Jordan, Cheryl P.

The effects of part-time employment on the academic performance of British Virgin Islands high school students. M.A., Wright State University, 1997. vii, 52 p.

006

Penn, Bryan Howard

An analysis of the academic performance levels of the British Virgin Islands' public primary schools and their class five students during the period 1994-1999. Ed.D., University of Miami, 2000. xi, 135 p.

This study sought to: 1) investigate whether the variables, teacher turnover and class size, predicted the BVI's public primary schools' academic performance levels, based on their Class 5 students' performance on the Primary Five Examination in English, mathematics, and social studies during school years 1994-1999 (except 1996); 2) summarize the collective perception of the system's principals and Class 5 teachers relative to the effectiveness level of their schools in the areas: leadership, teacher behaviour, student behaviour, school climate, and parental involvement, in school year 1998-1999; and 3) investigate whether the variables, attendance, mobility, gender, amount of daily television viewing, hours of video games played weekly, number of adults in the home, age of parents, educational status of parents, parental involvement in their child(ren)'s school, and the family's socioeconomic status, predicted the academic performance of the Class 5 students on the examinations in school year 1998-1999.

Results showed that class size was the only variable that significantly correlated with the schools' performance in all three subjects. The principals' and Class 5 teachers' joint opinion was that their schools were average to slightly above average in their collective level of effectiveness. Parents' educational status, parental involvement, and socioeconomic status significantly correlated with the students' performances in all subjects. However, the most significant finding of this study was a dramatic fluctuation of the regression results across the years 1994-1999. Since class size and teacher turnover were fairly constant in their means during this period, the likely cause of the fluctuation in the coefficients of determination was the examination. This suggests that the instrument's psychometric qualities are poor, and that all other findings of this study may be unreliable, since raw data from the examination underpinned this study.

007

Scatliffe, Germaine Veronica

A study on student discipline and student achievement: Including students' perception. M.A., University of the Virgin Islands, St. Thomas, 2003. vi, 76 p.

This study investigated whether: 1) a correlation exists between student discipline and student achievement, and 2) there is a significant mean gender and track difference in student discipline and students' perception of the effect of discipline on achievement.

ACCESS TO EDUCATION

008

British Virgin Islands. Department of Education and Culture

Unesco Education for All (EFA) in the Caribbean: Assessment 2000: The British Virgin Islands EFA Assessment report. Road Town, Tortola: The Ministry, 1999. [29] p. (EFA in the Caribbean: Assessment 2000. Country Reports)

The purpose of the Education for all (EFA) Assessment 2000 was to: 1) review achievements since Caribbean governments agreed to strive for EFA by the year 2000, and 2) to provide the necessary information for countries to assess their education systems and plan for ways to best meet their needs in the first decades of the new millennium. The International Consultative Forum on EFA provided General and Technical Guidelines for the collection of data, including identification of the indicators to be assessed. National coordinators were chosen by governments of each country. These coordinators were responsible for the completion of the country report, with assistance from representatives of the public, private, and nongovernmental sectors. This is the report from the BVI, which was presented to the Chairman of the Regional Technical Advisory Group on the EFA assessment.

ADULT EDUCATION

009

Kaye, Freddy S.

Principles of participatory research applied in the British Virgin Islands. Ph.D., Florida State University, 1981. 149 p.

This study constructed an analog model of participatory research from the descriptions, explanations, and claims revealed in the literature, and used the model to plan, implement, and observe activities of a community development nature on the island of Virgin Gorda. A systematic record of the observations made over a period of 10 weeks allowed the investigator to construct an alternative, yet similar, model. When the two models were compared, a modified system paradigm resulted.

010

Turnbull, Patricia

Hustling to host: Everyday practice, pedagogy and participation in British Virgin Islands tourism. Ph.D., University of Toronto, 2002. 317 p.

By reconceptualizing tourism in the BVI as a site of political and pedagogical struggle, this qualitative study explores the complex and contradictory structures and practices embodied in tourism formation. In approaching tourism from a host perspective, it intervenes in the dominant economic benefits and paradise promotion discourses to focus on critical questions about the entanglements of power, knowledge, desire, representation, and identification. The study notes that it has become normal for local enactment of tourism to be framed from the guest perspective, often

to the exclusion or avoidance of a focused reading of what it takes, or what it means, to construct the leisure product represented globally as "Nature's Little Secrets." It is argued that the hegemonic discourse and pedagogy of tourism production has not adequately considered the usefulness of historical contingencies, multiple subjectivities, and ordinary agency in its appeal for participation. For an alternative rendering, the study includes the perspectives of 12 participants who operate within and on the edge of the tourism terrain. Their stories, like their practices, refute any simple or singular notion of them as happy natives, cultural dupes, or unknowing subjects. The study theorizes how local participants in the small, informal, marginalized, or little explored sectors of the industry strive to make meaning of their sense of place, belonging, and value in the whole tourism dynamic.

ASSESSMENT AND EXAMINATIONS

011

British Virgin Islands. Department of Education and Culture

British Virgin Islands country report: Examination procedures. [5] p.

Paper prepared for the Inaugural Conference of Caribbean Examination Bodies: Global Trends in Educational Assessment: Challenges and Opportunities for the Caribbean, Barbados, 22-24 Mar., 2000. Sponsored by: Caribbean Examinations Council.

This paper presents an overview of the education system and briefly describes the administration of examinations in the BVI.

012

British Virgin Islands. Department of Education and Culture

British Virgin Islands salutes Caribbean Examinations Council. Road Town, Tortola: Ministry of Health, Education and Welfare, 1988. 32 p.

This publication commemorates the 15th anniversary of the Caribbean Examinations Council (CXC). It highlights specific achievements in curriculum development, teaching and training programmes, and the general strengthening of educational systems during the years in review in articles, messages, and poetry. It lists BVI candidates and subjects for the period 1979-1988.

013

Rose, Gerald St. C.

Minus eleven-plus. In Edwin Philip Brandon & Phillip N. Nissen (comps.), *Proceedings of the 1990 Cross-Campus Conference on Education* (pp. 117-122). Mona, Jamaica: Faculty of Education, UWI, 1991.

Biennial Cross-Campus Conference on Education, 1st, Kingston, Jamaica, 3-6 Apr., 1990. Sponsored by: The University of the West Indies. Faculty of Education.

This paper discusses the steps taken in the BVI and Montserrat to remove the Common Entrance Examination (CEE) from their systems, and the consequences of this action.

014

Scott, K. Marguerite

The secondary school leaving examinations in the British Virgin Islands: The need for curriculum change. M.Ed., University of Bristol, 1988. xi, 148 p.

CURRICULUM DEVELOPMENT

015

British Virgin Islands. Education Department

Curriculum development workshop: Report, March 1st to 3rd 1973. Road Town, Tortola: Unesco; UWI, 1973. [n.p.].

016

Clough, G. H. R.

Educational development in the past year in the British Virgin Islands with particular reference to teacher education and curriculum development projects. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 205-206). Mona, Jamaica: Institute of Education, UWI, 1971.

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

This paper reports on developments at the British Virgin Islands High School, as well as in adult education, primary education, and teacher education.

017

Farrington-Hepburn, Doris

Setting up a family life education program for the British Virgin Islands High School. M.A., University of Phoenix, 1984. 140 p.

This study provides an analysis of the reasons for setting up a Family Life Education Programme for the British Virgin Islands High School. It sought to determine (a) whether students of the school were receiving adequate information in family life education; (b) the sources from which they were receiving information; (c) how this was affecting their overall attitude to their own sexuality, peers, work, and responsibility; and (d) the overall attitude of students, teachers, and parents to having family life education as part of the school's curriculum.

018

Lettsome, Quincy Filmore Vanico

The development of secondary and tertiary education for microstates, with special reference to Anguilla, Montserrat and the British Virgin Islands. Ph.D., University of Hull, 1990. 555 p.

The impetus for this study arose from a concern for the problem of curricular correspondence, whereby the curriculum inherited from Britain had not been reformed to accommodate the need to solve problems in the local context. The study suggests that curricular innovations would be more successful if there were more relevant associations with such vital contextual aspects as ecology,

economy, and culture. Against this background, it examines the situation in the three small island states of Anguilla, Montserrat, and the British Virgin Islands, and proposes a curriculum model for implementation in such small states.

019

Lettsome, Quincy Filmore Vanico

Innovation in the high school curriculum on a micro-scale. M.Ed., University of Manchester, 1977. 105, 26 p.

This study sought to illustrate how political, economic, social, and cultural trends and projections could be utilized in the innovation of the high school curriculum of the BVI. This island community is used as a case study from which generalizations and inferences are made to similar island communities, as well as to mini-states, where the same environmental trends are discernible. More specifically, the study sought to provide basic and fundamental criteria for curriculum innovation and development that were most appropriate for the political aspirations, cultural and national traditions, social habits and customs, and economic trends, which were evident in island communities and mini-states during the latter half of the 20th century.

020

Lettsome-tye, Brenda Miranda

A framework for developing a music curriculum in the British Virgin Islands. M.Ed., University of Victoria (B.C.), 1994. [n.p.].

021

Potter, Marcia Eloine Rosa

Development and evaluation of a history curriculum for the lower secondary level in the British Virgin Islands. M.A., The University of the West Indies, Cave Hill, 1996. x, 242 p.

This study sought to: 1) develop a curriculum for the lower secondary school for the teaching of history, featuring the development of social skills using cooperative learning groups, the promotion of integration, teachers as facilitators, the use of a variety of teaching and assessment methods, and the provision of a balance between knowledge, skills, and attitudes; 2) evaluate the curriculum using a variety of methodologies; and 3) identify modifications in light of the field testing of materials. The materials were pilot- and field-tested in the classrooms of the first and second forms of the British Virgin Islands High School, where 28 first-year students and 25 second-year students were exposed to some themes of the curriculum under the guidance of one teacher. Data were collected from questionnaires administered to both teachers and students, interviews of teachers and students, and observation of the actual lessons taught.

Results of the data analysis confirmed that the objectives of the study were achieved. Cooperative learning and integration were observed in the classroom, as well as the use of a variety of methodologies for instruction and evaluation. The pre-test/post-test results showed some increase in knowledge in some areas. Enhanced personal and social skills were also evident as teacher and students engaged in the teaching/learning transaction. The main obstacle experienced was the whole-school climate and resistance to change. However, the response was generally positive, suggesting a high level of acceptance for the curriculum guide.

022

Turnbull, Inez V.

Teacher education and curriculum development in the BVI. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 231-234). Mona, Jamaica: Institute of Education, UWI, 1972.

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

This paper describes existing arrangements for teacher education in the BVI, and puts forward plans for curriculum development at the primary level, and for educational development projects.

CURRICULUM EVALUATION

023

Potter, Marcia Eloine Rosa

Development and evaluation of a history curriculum for the lower secondary level in the British Virgin Islands. M.A., The University of the West Indies, Cave Hill, 1996. x, 242 p.

[See Record **021** for abstract]

DISTANCE EDUCATION

024

O'Neal, Michael; Davies, Haldane

Distributive education: The British Virgin Islands experience. In Eastern Caribbean Center. *Distance education in the Caribbean* (pp. 7-10). St. Thomas, VI: Eastern Caribbean Center, University of the Virgin Islands, 2000.

This article discusses the concept of distributive education—the new terminology for distance education—and identifies new approaches, facilitated by the information technology revolution, which are available for higher education in the BVI, with particular reference to the H. Lavity Stoutt Community College (HLSCC). It shows how the concept of distributive education within the region has changed in recent years, and outlines the objectives and benefits of the HLSCC's distributive learning technology.

EDUCATION AND DEVELOPMENT

025

Forbes, Glenroy A.

Human capital investment - A strategy for development: The case of the British Virgin Islands. M.A., Morgan State University, 1985. 58, vii p.

026

Hill, Clement Edwardo, II

The role of small business training and development in an emerging economy. Ph.D., Union Institute, 1999. 309 p.

This study examines the relationship between training and development in the BVI. It is argued that there is a link between entrepreneurship training, financing, and development within the context of sustainable development. The study examines the historical transformation of the BVI under elements of closed and open market systems in order to clarify the processes by which the BVI changed from a jurisdiction that exported agricultural products via small businesses to a tourist attraction and tax haven, to the exclusion of small business developmental planning. Data were collected through a demographic lifestyle survey, participant observation, and individual interviews. The findings of the study suggest new ways of facilitating mentoring small business development, skills development, and financing initiatives.

EDUCATIONAL ADMINISTRATION

027

British Virgin Islands: Quincy F. V. Lettsome. *Educational Innovation and Information*, No. 98, Mar. 1999, p. 6.

This is a brief tribute to Dr. Quincy Lettsome, Deputy Chief Education Officer with responsibility for curriculum development at the Department of Education and Culture, BVI.

028

British Virgin Islands. Education Department

Education report for the year. Road Town, Tortola: The Department. [Annual].

This publication describes the general education system, outstanding developments, weaknesses, and resolutions. There are also useful comparative statistics on enrolment, staff, local and Caribbean examinations, and on expenditures.

029

Jordan, R.

Report on the administration of education in the British Virgin Islands. [Road Town, Tortola]: BVI Government, 1973. [n.p.].

030

Scott, Fentey Berkeley

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

This article describes and analyzes a collaborative venture involving the Canadian International Development Agency (CIDA), the Commonwealth of Learning (COL), The University of the West Indies (UWI), and Lakehead University, Ontario, to provide training for headteachers in Anguilla,

Antigua and Barbuda, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. It particularly focuses on the collaboration, teamwork, and planning aspects of the project, and demonstrates how such a process can be used to meet crucial needs in small states.

031

Smith, Angel

Education management in the British Virgin Islands. M.A., University of Reading. Institute of Education, 2002. [n.p.].

032

Yamraj, Jasmattie

Leadership styles and teacher job satisfaction: The case of BVI High School. M.A., University of the Virgin Islands, St. Thomas, 2003. viii, 91 p.

This study investigates the relationship between leadership styles of principals and assistant principals and teacher job satisfaction in the BVI.

EDUCATIONAL DEVELOPMENT

033

Christopher, Alfred

Education in the British Virgin Islands. Road Town, Tortola: Education Department, 1974. 10 p.

034

Clough, G. H. R.

Educational development in the past year in the British Virgin Islands with particular reference to teacher education and curriculum development projects. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 205-206). Mona, Jamaica: Institute of Education, UWI, 1971.

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

[See Record **016** for abstract]

035

Clough, G. H. R.

Projects proposed in educational development for the next year or two; with suggestions as to the kind of help that might be required of the Institute of Education with particular reference to teacher education and curriculum development projects. In The University of the West Indies. Institute of Education, *Report of Conference on Teacher Education in the Eastern Caribbean, held at Montserrat, April 6-9, 1970* (pp. 165-167). Mona, Jamaica: Institute of Education, UWI, 1970.

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

This paper outlines the government plans and programmes for educational development in the BVI. It also identifies areas in which the assistance of the Institute of Education would be required.

036

Country summaries: British Virgin Islands. In *The state of education in Latin America and the Caribbean, 1980-1994* (pp. 165-181). Santiago, Chile: Unesco, 1996.

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

037

Smawfield, Charles Robert David

Education in the British Virgin Islands: Case study of a Caribbean micro state. In Colin Brock & Donald Clarkson (eds.), *Education in Central America and the Caribbean* (pp. 138-173). London: Routledge, 1990.

This article traces the development of education in the BVI, highlighting significant characteristics and patterns of provision. It is divided into three sections: background, primary education, and secondary education.

038

United Nations Development Programme

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

039

Wheatley, C.

Overview of education in the BVIs. In *Discover*. [n.p.]. Road Town, Tortola: Chief Minister's Office, 1987.

EDUCATIONAL FINANCE

040

British Virgin Islands. Development Planning Unit. Population and Social Statistics Division

The British Virgin Islands. In Maureen Woodhall, *Financing education in the Caribbean countries: Report of an IIEP Educational Forum* (pp. 110-146). Paris: International Institute for Educational Planning, 1996.

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 the BVI, 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.

041

British Virgin Islands. Laws, Statutes, etc.

British Virgin Islands College Fund Act 1991, No. (Cap. 113), 1991 Revised Edition. (Amendment 1998). [Tortola, BVI: Government Printer], 1991. [n.p.]

042

British Virgin Islands. Laws, Statutes, etc.

Scholarship Trust Fund Ordinance 1991 Rev (Cap 118). (Sec. 16 Scholarship Trust Fund Regulations; (Caribbean Development Bank Sub-Loan) Regulations 1983 (6/431); (Caribbean Development Bank Sub-Loan) Regulations 1987 (6/443))

043

Caribbean Development Bank

Appraisal report on student loans for higher education: British Virgin Islands. Wildey, Barbados: CDB, 1973. 6 p. (Prepared for the Board of Directors Meeting, 19th, Wildey, Barbados, 1973)

This document appraises a loan application from the Government of the British Virgin Islands for funds to be re-lent to students for higher education.

044

Caribbean Development Bank

Loan agreement between Caribbean Development Bank and British Virgin Islands and Scholarship Trust Fund Board of British Virgin Islands (student loans for higher education). Wildey, Barbados: CDB, 1974. 22 p.

This loan was granted for the provision of funds for making loans to students for the purpose of pursuing approved courses of higher or technical education.

045

Caribbean Development Bank

Loan agreement (student loan scheme) (second loan) between Caribbean Development Bank and British Virgin Islands and Scholarship Trust Fund Board. Wildey, Barbados: CDB, 1982. 41 p.

This loan was granted for the purpose of placing funds at the disposal of the Government of the British Virgin Islands for on-lending to students desirous of pursuing programmes of study for higher, technical, and vocational education.

046

Longden, J. R.; British Virgin Islands. Government

Educational grant ordinance. [Tortola: s.n.], 1863. 1 p.

(At head of title: Virgin Islands. Educational grant ordinance, in the year 1863. No. 2. J. R. Longden. Passed by the Legislative Council this 25th day of February 1863. By Command, Geo. H. A. Porter, Clerk Council. Dated: Tortola, April 6, 1863. Published April 7, 1863. Reproduced on Microfilm, University of California, Library Photographic Service, [197?])

EDUCATIONAL INFRASTRUCTURE

047

British Virgin Islands. Survey Team on Secondary Education in the British Virgin Islands

Report. Road Town, Tortola: Ministry of Education, 1976. 88 p. (Chairman: M. K. Bacchus)

This mission surveyed existing provision for secondary education in the BVI, taking into account: 1) population projections; 2) the realities of teacher supply; 3) the likely strictures upon the availability of extra funds, both capital and recurrent; 4) the current mode of timetabling and usage of accommodation at the British Virgin Islands High School, and the possibility of effecting economies; 5) the position as regards post O'Level education; 6) the desirability of providing first-cycle secondary education in centres other than Road Town; 7) facilities afforded to nonformal, pre-vocational, and vocational education at the secondary level, including evening classes; and 8) the Lavender/Saunders Report of August 1969, the Elkan/Morley Report of 1970, and other reports.

048

Brown, Gerald R.; Halliday, Joseph Jacob

Feasibility study on the development of Teachers Resource Centres: Consultants Report. Organization of Eastern Caribbean States Education Reform Strategy Project 5. Manitoba, Canada: [s.n.], 1995. 145 p.

This report is based on the Organisation of Eastern Caribbean States (OECS) Educational Reform Strategy Project No. 5, which found that a Teachers Resource Centre (TRC) can be a vehicle to provide essential equipment and materials to schools organized in clusters, and to serve as meeting places for officials, principals, and teachers. Data were collected from interviews held with about 80 educators at various levels—from classroom to senior administration—as well as from site visits and document analysis. To develop the educational framework, four basic service areas were identified for a TRC: professional development, instructional and curriculum development, teachers' resources, and technical support services. Based on the data analysis, the following are provided: suggested strategies for organizing TRCs; ways that the vision can be translated into action; and implications for each of the following territories: Antigua and Barbuda, British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. The 14 recommendations presented are designed to assist decision-makers in moving to the next stage according to their local educational needs and priorities, funding availability, access to facilities, and trained staffing.

049

Frett, Isilda

B.V.I. student, teacher and parent opinions about school conditions. M.A., Wright State University, 2000. iv, 36 p.

050

Smawfield, Charles Robert David

Education in the British Virgin Islands: A small country case study. Ph.D., University of Hull, 1988. 402 p.

This study provides an analysis of educational provision in the BVI, by means of a detailed case study. It is organized into three main parts: Part A provides a general background and overview of educational provision—historical and contemporary. Part B examines four themes and issues: 1) changing providers and sectors of education; 2) the teaching force and its training, with particular reference to the period 1950-1985; 3) the 1986-1989 Hull University teacher education programmes in the BVI; and 4) questions of the provision of vocational and tertiary education. Part C examines arguments that small countries exhibit a high degree of comparability, and applies such a conceptual framework to the BVI context, both to enhance understanding of its educational system and the forces that have helped to shape and maintain it, as well as to allow some appraisal of the utility of the conceptual framework itself.

EDUCATIONAL LEGISLATION

051

British Virgin Islands. Laws, Statutes, etc.

British Virgin Islands College Fund Act 1991 (Cap. 113), 1991 Revised Edition. (Amendment 1998). [Road Town, Tortola: Government Printer], 1991. [n.p.]

052

British Virgin Islands. Laws, Statutes, etc.

Education (Amendment) Act, 1986. [Road Town, Tortola,: Government Printer], 1986. 3 p.

053

British Virgin Islands. Laws, Statutes, etc.

Education Ordinance, Cap. 116 Part V. Revised Edition 1991. [Road Town, Tortola: Government Printer], 1991. [n.p.]

054

British Virgin Islands. Laws, Statutes, etc.

H. Lavity Stoutt Community College Act 1991. [Road Town, Tortola: Government Printer], 1991. (Formerly entitled British Virgin Islands Community College Act 1990. Renamed 1993 (w.e.f. 21.12.1990))

055

British Virgin Islands. Laws, Statutes, etc.

Scholarship Trust Fund Ordinance 1991 Rev (Cap 118). (Sec. 16 Scholarship Trust Fund Regulations; (Caribbean Development Bank Sub-Loan) Regulations 1983 (6/431); (Caribbean Development Bank Sub-Loan) Regulations 1987 (6/443))

056

Longden, J. R.; British Virgin Islands

Educational grant ordinance. [Tortola: s.n.], 1863. 1 p.

(At head of title: Virgin Islands. Educational grant ordinance, in the year 1863. No. 2. J. R. Longden. Passed by the Legislative Council this 25th day of February 1863. By Command, Geo. H. A. Porter, Clerk Council. Dated: Tortola, April 6, 1863. Published April 7, 1863. Reproduced on Microfilm, University of California, Library Photographic Service, [197?])

EDUCATIONAL ORGANIZATION

057

British Virgin Islands. Education Committee

Report on the review of the education system of the British Virgin Islands. Road Town, Tortola: BVI Government, 1957. [n.p.].

058

Brock, Colin; Clarkson, Donald, eds.

Education in Central America and the Caribbean. London: Routledge, 1990. x, 322 p.

The countries surveyed include the BVI and Jamaica.

059

The education sector. In Lenore Harney, Phyllis Roett, & Wendell A. Samuel, *Situation analysis of children and women in the British Virgin Islands; [draft]* (pp. 40-47). Bridgetown, Barbados: UNICEF Caribbean Area Office, 1992.

This section of the report discusses educational policy and describes each level of the education system in the BVI. It also discusses the Literacy and Skills Programme, the Education Development Plan 1990, and issues and concerns in the education sector.

060

Taylor, W. L.; Atherley, Leslie G.; Johnstone, Leslie G.

The British Virgin Islands: Education sector survey; An analysis of the education and training system and recommendations for its development. Paris: Unesco, 1984. vi, 35, [50] p.

EDUCATIONAL PLANNING

061

Bergeron, Chris

School plan: 'self-sufficiency.' *British Virgin Islands Beacon*, vol. 7, no. 38, 14 Mar. 1991, pp. 1, 9.

The BVI's first five-year development plan is announced in this report. It promises to enhance "the learning environment by providing school buildings and equipment appropriate for learning in the 21st century... and secure training for teachers ... in order that they may deliver required services." The plan emphasizes "participatory approaches and programmes," and it recognizes the importance of incorporating elements of traditional culture in the educational process. Another fundamental aim of the plan is to "broaden the scope of basic education" for remedial students, slow learners, and the handicapped. The report includes comment from government ministers and the Chief Education Officer.

062

British Virgin Islands. Town and Country Planning Department

Master plan for Road Town Primary and British Virgin Islands High School (preliminary studies). [Road Town, Tortola: The Department], 1972. [n.p.].

063

Cambridge Education Consultants; British Virgin Islands. Government

The first five year development plan for education. London: Overseas Development Administration, 1990. [n.p.].

064

Report on the educational planning 1965-1971. [S.l.: s.n., 19??]. [n.p.].

EDUCATIONAL POLICIES

065

The education sector. In Lenore Harney, Phyllis Roett, & Wendell A. Samuel, *Situation analysis of children and women in the British Virgin Islands; [draft]* (pp. 40-47). Bridgetown, Barbados: UNICEF Caribbean Area Office, 1992.

[See Record **059** for abstract]

EDUCATIONAL PROJECTS

066

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

This document contains a summary, results, and recommendations of an International Labour Organization (ILO) regional project for the Eastern Caribbean concerning employment creation—full- or part-time—in a workshop or in the home, for young school leavers.

067

Shorey, Leonard L.

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

This article describes the four-year project (1980-1984) for the Eastern Caribbean and Jamaica, which was funded by the United States Agency for International Development (USAID). The objective of the project was to enhance primary school education, and the quality of administration and educational planning, by concentrating on five schools in each territory in three of the following subject areas: language, arts, maths, science, and social studies. Countries involved in the project were: Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines.

EDUCATIONAL PSYCHOLOGY

068

Carter, Alexis Alethea

The affective profile of male and female mathematics students in the British Virgin Islands high schools. M.A., University of the Virgin Islands, St. Thomas, 2003. vi, 73 p.

This study investigates whether there is a difference between the affective profile of male and female in mathematics with regards to confidence level, attitude towards success, perception of mathematics as a male domain, and students' perception on the usefulness of mathematics.

069

Lewis, Euvilla M.

A comparative study of British Virgin Islands High School students' self-esteem by gender, age and academic achievement. M.A., Wright State University, 1997. vi, 39 p.

070

Richardson, Arthur G.

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

(A version of this paper was presented at the Annual Meeting of the American Educational Research Association, Chicago, IL, 24-28 Mar., 1997)

The goal of this study was to discover the sources of stress in primary school teachers in the Caribbean. It sought to answer three questions that focused on teachers' perceptions of: 1) the most stressful classroom activity/condition, 2) differences in sources of stress between male and female teachers, and 3) differences in sources of stress among teachers across eight Caribbean countries. The subjects were 645 primary school teachers (310 males and 335 females) from eight Caribbean

territories—Antigua and Barbuda (63), Barbados (103), British Virgin Islands (40), Dominica (113), Grenada (67), Montserrat (65), St. Kitts-Nevis (93), and St. Vincent and the Grenadines (101). Data were collected using a Teacher Stress Inventory, which contained seven scales: role ambiguity, role stress, organizational management, job satisfaction, task stress, and supervisory support. Task stress emerged as the major source of stress for teachers. Male teachers showed higher levels of stress on role stress and life satisfaction. Differences emerged among territorial sub-samples on two of the seven measures: organizational management and supervisory support. On the organizational management measure, teachers from St. Vincent and Barbados scored higher than their counterparts in Montserrat and Dominica; Vincentian teachers achieved a higher score on this measure than peers in the BVI and Grenada. With respect to supervisory support, teachers from Antigua, Barbados, St. Vincent, and St. Kitts indicated the highest levels of stress.

071

Richardson, Arthur G.

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

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

[See Record **070** for abstract]

072

Scatliffe, Gladys

The applicability of conflict resolution strategies to elementary schools in the British Virgin Islands. M.A., University of the Virgin Islands, St. Thomas, 2003. ix, 140 p.

This study sought to determine how teachers, students, and parents in the BVI responded to the training of students in the use of peer conflict resolution strategies.

EDUCATIONAL QUALITY

073

British Virgin Islands. Department of Education and Culture

Education week. [Road Town, Tortola]: The Department. [Annual]. (Each issue has a separate theme and subtitle)

This is an annual publication for Education Week, containing poetry, feature articles, biographical essays, puzzles, and other educational news from primary and secondary schools in the BVI.

074

Frett-Potter, Susan E.

Perceptions of the quality of public primary schools in relation to teachers' level of training and the performance of students in the British Virgin Islands. M.A., University of the Virgin Islands, St. Thomas, 2003. viii, 157 p.

This study sought to determine the extent to which teachers and principals perceive that school climate, leadership, teacher behaviour, the curriculum, monitoring and assessment of student progress, discipline and behaviour, staff development, and parent involvement are evident in the public primary schools in the BVI. In addition, it sought to determine how these factors relate to teachers' level of training and the results of the Primary Five Examination for June 2002.

EDUCATIONAL REFORM

075

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS).
La Educacion, vol. 34, no. 107, 1990, pp. 1-18.

This article presents a broad outline of what is considered necessary for the reform of primary education in the Eastern Caribbean, through a study of current offerings in primary education in the following states: Antigua, the British Virgin Islands, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent. It proposes seven major areas for reform and reconsideration: 1) educational resources, especially instructional material related to reading and writing; 2) an improved classroom learning environment, including adequate space and appropriate teaching materials and supplies; 3) a reduction in class size; 4) improved classroom management and organization; 5) improved and streamlined curriculum offerings for the lower levels of primary education; 6) improved teacher training; and 7) improved training for primary school principals.

EDUCATIONAL STATISTICS

076

British Virgin Islands. Department of Education and Culture

Report for the calendar year. [Annual].

This annual report records activities in the field of education in the BVI. It covers the various levels and types of education as well as curriculum development and cultural activities. It also presents enrolment data for all types of schools, by age, sex, and grade, and data on teacher employment and CXC examination results.

077

British Virgin Islands. Development Planning Unit

Education statistics. [Annual].

This report covers the entire education sector, both public and private, and includes expenditure, human resources, and degree/certificates awarded. It also covers the educational activities of BVI Islanders studying abroad.

078

British Virgin Islands. Education Department
Education report for the year. [Annual].

[See Record **028** for abstract]

079

Callwood, Josephine

Education indicators: The British Virgin Islands perspective. 15 p.

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

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

EDUCATIONAL TECHNOLOGY

080

New media in education in the Commonwealth: A study conducted by the Centre for Educational Development Overseas and the Commonwealth Secretariat. London: Commonwealth Secretariat, 1974. xiv, 292 p.

This survey was undertaken in order to provide a comprehensive factual survey of projects using the new media throughout the Commonwealth, and to carry out more detailed studies of selected projects. The new media were taken to mean: 1) the use of television for educational purposes, 2) the use of radio for educational purposes, 3) the use of correspondence education, and 4) the use of any combination of audio-visual media designed for teaching or learning. Part I contains a digest of information obtained from a questionnaire survey of relevant projects, supported by country-based educational fact sheets. The following Caribbean countries are included in this section: Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts-Nevis-Anguilla, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago. Part II contains reports of 19 case studies selected from the projects listed in Part I, including two from the Caribbean.

081

O'Neal, Michael; Davies, Haldane

Distributive education: The British Virgin Islands experience. In Eastern Caribbean Center, *Distance education in the Caribbean* (pp. 7-10). St. Thomas, VI: Eastern Caribbean Center, University of the Virgin Islands, 2000.

[See Record **024** for abstract]

ENVIRONMENTAL EDUCATION

082

Clark, Nicholas

Environmental education in schools. In British Virgin Islands Tourist Board, *Tourism management, environmental and developmental issues* [n.p.]. Road Town, Tortola: Chief Minister's Office, 1987.

083

Clark, Nicholas; Lettsome, Bertrand

Natural resources of the British Virgin Islands. Road Town, Tortola: Laurel, 1989. 44 p.

This collection of essays on various aspects of the environment of the BVI was prepared for the Environmental Science Programme, which was organized with the Department of Education and Culture.

084

Learning from the environment. Road Town, Tortola: Department of Education and Culture, 1988. 54 p.

This souvenir booklet contains descriptive articles about the land, the sea, and the natural wonders of the islands. It was written by students and teachers throughout the territory for Education Week, 13-20 March 1988.

085

Potter, Louis

Tourism and environmental education in schools. In British Virgin Islands Tourist Board, *Tourism management, environmental and developmental issues* [n.p.]. Road Town, Tortola: Chief Minister's Office, 1987.

086

Townsend, Claudia

Marine ecotourism through education: A case study of divers in the British Virgin Islands. In Brian Garrod & Julie C. Wilson (eds.), *Marine ecotourism: Issues and experiences* (pp. 138-154). Cleveland, OH: Channel View Publications, 2003.

GUIDANCE AND COUNSELLING

087

Adams, Rosalie

Developing guidance and counselling in the primary schools of the British Virgin Islands. M.Ed., University of Bristol, 1994. vi, 85 p.

HEALTH AND FAMILY LIFE EDUCATION

088

Bergeron, Chris

Teachers learn more about deadly syndrome. *Island Sun*, no. 1610, 13 Apr. 1991, pp. 1-2.

This article presents a report on a three-day workshop on "AIDS education in schools," in which 20 teachers were oriented into the teaching of the HIV infection and AIDS curriculum. They also discussed social and public health issues raised by AIDS and HIV infection. The workshop was sponsored by the Pan American Health Organization (PAHO) and the Ministry of Health, Education and Welfare in May 1991.

089

British Virgin Islands. Health Education Committee

Report on a health education seminar held in Tortola, British Virgin Islands, 1st to 2nd May, 1974. [S.l.: s.n.], 1974. 58 p.

090

Farrington-Hepburn, Doris

Setting up a family life education program for the British Virgin Islands High School. M.A., University of Phoenix, 1984. 140 p.

[See Record **017** for abstract]

HIGHER EDUCATION

091

B.V.I. College: Development for the future. Road Town, Tortola: British Virgin Islands Government, [198?]. 15 p.

092

British Virgin Islands. Government

List of British Virgin Islanders studying abroad as at 1st Jan. 1971. [S.l.: s.n.], 1971. 5 p.

093

British Virgin Islands. Laws, Statutes, etc.

British Virgin Islands College Fund Act 1991 (Cap. 113), 1991 Revised Edition. (Amendment 1998). [Road Town, Tortola: Government Printer], 1991. [n.p.]

094

British Virgin Islands. Laws, Statutes, etc.

H. Lavity Stoutt Community College Act 1991. [Road Town, Tortola: Government Printer], 1991. (Formerly entitled British Virgin Islands Community College Act 1990. Renamed 1993 (w.e.f. 21.12.1990))

095

Caribbean Development Bank

Appraisal report on student loans for higher education: British Virgin Islands. Wildey, Barbados: CDB, 1973. 6 p.

Prepared for the Board of Directors Meeting, 19th, Wildey, Barbados, 1973. Sponsored by: Caribbean Development Bank.

[See Record **043** for abstract]

096

Caribbean Development Bank

Loan agreement between Caribbean Development Bank and British Virgin Islands and Scholarship Trust Fund Board of British Virgin Islands (student loans for higher education). Wildey, Barbados: CDB, 1974. 22 p.

[See Record **044** for abstract]

097

Caribbean Development Bank

Loan agreement (student loan scheme) (second loan) between Caribbean Development Bank and British Virgin Islands and Scholarship Trust Fund Board. Wildey, Barbados: CDB, 1982. 41 p.

[See Record **045** for abstract]

098

Harrigan, Norwell E.

Higher education in a microstate: A theory of the Raran society. Ph.D., Pittsburgh University, 1972. 189 p.

This study (a) traces the socioeconomic development of the Virgin Islands in historic terms, (b) contrasts the main characteristics of developed and developing countries and attempts to build a model of Raran society, and (c) draws a profile of an institution of higher education appropriate to the particular needs of Raran society. It also examines critical issues of higher education in current world situations and the place of higher education in Raran society.

099

Lewis, B.

A college for the BVIs. In *Discover*. [n.p.]. Road Town, Tortola: Chief Minister's Office, 1987.

100

O'Neal, Michael; Davies, Haldane

Distributive education: The British Virgin Islands experience. In Eastern Caribbean Center, *Distance education in the Caribbean* (pp. 7-10). St. Thomas, VI: Eastern Caribbean Center, University of the Virgin Islands, 2000.

[See Record **024** for abstract]

HISTORY OF EDUCATION

101

Fergus, Howard A.

History of education in the British Leeward Islands 1838-1945. Mona, Jamaica: Faculty of Law, UWI; Oklahoma: University of Oklahoma Press, 2004. 248 p.

This book examines the social and economic forces that have shaped and constrained the development of education in the British Leeward Islands following emancipation. It offers a critique of British colonial education and highlights several noteworthy achievements despite financial and ideological problems. The dialectical nature of education in helping to shape, as well as be shaped by, the culture becomes evident. Dealing with four island groups—Antigua and Barbuda, the British Virgin Islands, Montserrat, and St. Kitts-Nevis-Anguilla—this work offers insights into regional cooperation in education. In addition to the primary and secondary levels of education, it also considers teacher education, technical-vocational education, and adult education.

102

Harrigan, Norwell Elton

Education in the British Virgin Islands. In John Brown, *Leeward Islands: Writings, past and present about the Leeward Islands* (pp. 18-23). [Basseterre, St. Kitts?]: Department of Extra-Mural Studies, UWI; Advocate Co. Ltd, 1961.

This paper reviews the historical development of education in the BVI, and notes the strengths and weaknesses inherited from various influences.

103

Lettsome, Quincy Filmore Vanico

A century of BVI education 1900-1999: A legacy for all time. *Education Week Magazine*, Mar. 2000, pp. 39-42.

104

Migliavacca, Giorgio

B.V.I. educators honored on new stamps. *Stamps*, vol. 246, no. 6, 5 Feb. 1994, pp. 163-164.

This article reports on the tribute paid to two local educators, Norwell Elton Harrigan and Stanley Nibbs, by the Postal Authorities of the BVI, who were featured on local stamps.

105

Official renaming of the Long Look Primary School, Wednesday 2 November, 1988. Road Town, Tortola: Department of Education and Culture, 1988. 11 p.

This booklet records the history of Long Look School and its former principals. It includes a chronology, a biographical sketch of Francis Lettsome—one of the benefactors—and the programme of items for the day of the renaming ceremony.

106

Scott's Educational Institute, 25th anniversary, 1972-1997. Tortola, BVI: The Institute, 1997. 111 p.

107

Turnbull, Dorothy, ed.

Virgin Islands Secondary School: Silver Jubilee, 1943-1968. Road Town, Tortola: Jubilee Committee, 1969. 144 p.

This publication was planned to portray, in words and pictures, the entire 25 years of the secondary school. It includes lists of staff and students, reminiscences, and photographs.

LANGUAGE EDUCATION

108

O'Neal, Almein E.

Narrative structure in the writing of primary school children in the British Virgin Islands. Ph.D., Nottingham University, 1994. 2 v.

This study investigated narrative structure in the written stories of primary school students in the BVI, where a "nativized" version of Standard English is used alongside another dialect of English. The study sought to answer four major research questions that evolved from teachers' questions about the teaching of the narrative: 1) Why teachers rate one story as more successful than another? 2) Is there any agreement among teachers in their preferences? 3) Is there "correlation" between teachers' preferences and the presence of certain linguistic factors? and 4) Is it possible to find any theoretical framework(s) that might be suitable for helping teachers towards describing first, what is a story, then what is a more or less successful story? The data consisted of 18 stories written by final-year primary school children (11-13 years), with six of the texts (two from each of three categories—high, average, weak) being the main sources. Using questionnaires, 20 informants (practising teachers) rated, commented on, and marked the six stories under certain conventional categories. It was expected that the success of a text as a story could be described in terms of the presence, and the degree of the presence of certain elements of narrative structure.

LITERACY

109

Literacy for all: Our focus for the decade. Road Town, Tortola: Department of Education and Culture, 1990. 68 p.

This illustrated booklet, commemorating Education Week, 11-18 March 1990, contains messages and articles from officials, educators, local writers, and students on this important theme.

110

Turnbull, Patricia, ed.

Reading: Our goal for all. Road Town, Tortola: Education Department, 1987. 79 p.

This souvenir magazine, commemorating Education Week, 8-15 March 1987, contains articles by professionals and specialists on the progress and future of reading and educational development in the territory, such as: "Setting up a reading programme," by Medita Malone (pp. 11-15); "Teaching remedial reading," by Kirilin Lettsome (pp. 22-23); "The university and the community," by Colin Brock (pp. 24-25); "Libraries for all," by Peter Moll (pp. 28-29); and "Reading: The need in our prison," by Calvin Hodge. Messages from government ministers and examples of creative writing and drawings by young students are also included.

LITERATURE EDUCATION

111

Turnbull, Patricia

The role of the English teacher in the development of moral values. *English Journal*, vol. 74, Dec. 1985, pp. 15-?

MATHEMATICS EDUCATION

112

Carter, Alexis Alethea

The affective profile of male and female mathematics students in the British Virgin Islands high schools. M.A., University of the Virgin Islands, St. Thomas, 2003. vi, 73 p.

[See Record **068** for abstract]

NUTRITION AND HEALTH

113

Frazer, Ruth Ermine

Factors influencing food habits of high school students in the British Virgin Islands. M.S., Florida State University, 1995. x, 80 p.

PRIMARY EDUCATION

114

Official renaming of the Long Look Primary School, Wednesday 2 November, 1988. Road Town, Tortola: Department of Education and Culture, 1988. 11 p.

[See Record **105** for abstract]

115

Richardson, Arthur G.

Future directions of primary education in the Organization of Eastern Caribbean States (OECS). *La Educacion*, vol. 34, no. 107, 1990, pp. 1-18.

[See Record **075** for abstract]

116

Scott's Educational Institute

Scott's Educational Institute, 25th anniversary, 1972-1997. Tortola, BVI: The Institute, 1997. 111 p.

117

Shorey, Leonard L.

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

[See Record **067** for abstract]

PROFESSIONAL TRAINING

118

Bergeron, Chris

Teachers learn more about deadly syndrome. *Island Sun*, no. 1610, 13 Apr. 1991, pp. 1-2.

[See Record **088** for abstract]

RELIGIOUS EDUCATION

119

Shotwell, Theresa A.

Mandatory prayer in public schools: The British Virgin Islands school system. *Negro Educational Review*, vol. 55, no. 4, Oct. 2004, pp. 197-208.

This study explores the views and opinions of staff, students, and parents in the BVI on the impact of religious instruction in government-funded schools. A questionnaire was used to collect data from 500 staff, parents, and students in primary and secondary schools. Results showed that: 1) 92% of parents, 91% of staff, and 81% of students surveyed agreed that they were pleased that they pray and worship in school; 2) 97% of parents, 82% of staff, and 57% of students agreed that they were pleased there was daily worship in school; 3) 92% of parents, 76% of staff, and 57% of students agreed that prayer is needed in schools; 4) 91% of parents, 73% of staff, and 57% of students agreed that prayer in school helps students to focus on academics and good behaviour; 5) 54% of staff, 51% of students, and 39% of parents agreed that students who do not wish to

participate in worship do not have to; and 6) 62% of students, 61% of staff, and 54% of parents agreed that students who were not Christians were respected and treated fairly by students and staff.

SCIENCE EDUCATION

120

Brathwaite, B.

Science education in primary schools in the British Virgin Islands. Road Town, Tortola: Department of Education and Culture, 1992. [n.p.].

121

Dominica. Ministry of Education

Report on primary science subregional workshop. Roseau, Dominica: Ministry of Education, 1988. 66 p.

Primary Science Subregional Workshop, Roseau, Dominica, 23-27 Feb., 1988. Sponsored by: Dominica National Commission for Unesco.

This report covers the status of primary science in Anguilla, the British Virgin Islands, Grenada, and Montserrat, outlining innovations from the 1950s to the present. Other topics covered include: communication in the classroom, teacher training, instructional strategies and approaches in teaching primary science, and equipment and materials. Recommendations include: the establishment of Curriculum Development Units, provision of facilities for regular inservice training, and teacher centres.

SECONDARY EDUCATION

122

Brissett, Vincent L. N.

British Virgin Islands Secondary School: A report to the Government. Kingston, Jamaica: Ministry of Education, 1963. [n.p.].

123

British Virgin Islands. Education Department

The British Virgin Islands' High School: A report and recommendations. [S.l.: s.n.], 1969. [n.p.]. (Lavender Report)

124

British Virgin Islands. Survey Team on Secondary Education in the British Virgin Islands

Report. Road Town, Tortola: Ministry of Education, 1976. 88 p. (Chairman: M. K. Bacchus)

[See Record **047** for abstract]

125

Potter, Herbert E.

Program choice and sex-role orientation: A study of fourth form students in the British Virgin Islands. M.A., University of the Virgin Islands, St. Thomas, 2003. vii, 81 p.

This study compares the traditional senior programme choices of students at the British Virgin Islands High School in 1984 with those in 2002. It also investigates whether the sex role orientations of the 2002 students had any influence on the choices made.

126

Turnbull, Dorothy, ed.

Virgin Islands Secondary School: Silver Jubilee, 1943-1968. Road Town, Tortola: Jubilee Committee, 1969. 144 p.

[See Record **107** for abstract]

SOCIOLOGY OF EDUCATION

127

British Virgin Islands. Development Planning Unit

Youth. Road Town, Tortola: The Unit, [19??]. 5 p.

(Available: <http://dpu.gov.vg/Plans/NIDS/pdf/YOUTHNIDS.pdf>)

This paper defines youth and identifies the characteristics of youth at risk. It suggests the establishment of youth development centres geared towards absorbing young people into training programmes. The paper also discusses education and socialization.

128

The preservation of culture through education. Road Town, Tortola: Department of Education and Culture, 1983. 64 p.

This is a collection of articles by teachers and a wide range of creative work by students, produced for Education Week, 13-18 March 1983.

129

Warrican, S. Joel

Adolescent leisure reading interest and practices: The case of Tortola. *Journal of Eastern Caribbean Studies*, vol. 29, no. 1, 2004, pp. 23-41.

This paper reports the first of two related studies on a project aimed at finding ways to promote leisure reading among Caribbean secondary school students. The study investigated the leisure reading interests and practices of 114 Year 2 secondary school students (aged 14) and 110 Year 4 students (aged 16) in Tortola, BVI, by gender age/year group, and stream. It also explored the relationship between reading and other leisure activities. Data were collected by means of a questionnaire and focus group interviews. It was found that 64% of the adolescents read for more than one hour daily, and can be seen as avid or average readers. It was also found that girls read

more than boys. In addition, it was found that "upper" stream students read more than "lower" stream students. There was no relation between age/year groups and reading time, but it was noted that the interests of older adolescents were wider. Results also showed that engagement in other activities did not encroach on the leisure reading time. Recommendations are made for encouraging those Tortolan adolescents who are less interested in reading to read, and for increasing the availability of reading materials to maintain and increase the interest in reading.

130

Wheatley, Charles H.

Multicultural education with special reference to the British Virgin Islands. Ph.D., Union Institute, 1997. 273 p.

During the latter half of the 20th century, the society in the BVI was transformed from its monolithic, monocultural characteristics of the first half of the century into a pluralistic, multicultural society. This transformation came about through immigration, which provided labour for the tourist and financial industries, and ushered in unprecedented racial, ethnic, cultural, national, political, economic, social, and religious interpersonal group and individual relations. These relations developed into multifaceted discourses on minority issues, and the changes forced the inhabitants to make critical adjustments in all aspects of their lives. During the first half of the century, the education of adolescents did not integrate the cultural realities of the everyday activities. These developments in the latter half of the century eroded some of the traditional and cultural characteristics of the society and created new tensions between tradition and change. This situation may be addressed and improved through cultural studies in the curriculum, which may be effected through a critical-multicultural approach to education.

SPECIAL EDUCATION

131

Brannigan, Cynthia

Support teaching: Implications for helping pupils with special needs in British Virgin Islands primary schools. M.Ed., University of Birmingham, 1989. [n.p.].

132

Dawson, Lorna

A critical analysis of the policy, practice and provision for pupils with learning difficulties in a British Virgin Island's primary school. M.Ed., University of Birmingham, 1995. [n.p.].

This study examined various factors that contribute to learning difficulties, with particular attention being paid to the school as a cause of, or a contributor to, learning difficulties. Aspects of schools' organization that are found to cause or contribute to students' learning difficulties were considered, as well as ways in which schools could reduce the incidence of learning difficulties for their students. A critical analysis of the policy, practice, and provision for students with learning difficulties in a BVI primary school is presented.

The results of the analysis showed that children in the school were experiencing a variety of learning difficulties, particularly in the area of literacy. This was further exacerbated by the narrow focus on performance on academic tests, which the school used to judge the students' progress. There was a special education teacher appointed to the school, but because she was used to support individual students, there were a larger number of students whose needs were still unmet. Although there were some attempts to meet the needs of students with learning difficulties, there were no clearly defined guidelines recorded, and this resulted in inconsistent practices in the school. More teachers felt that the causes of students' learning difficulties lay with the children or their environment, rather than the school. There were also some teachers who seemed to see the provision of special education teachers as the answer to dealing with students with learning difficulties. However, there were a number of teachers who felt that there were ways in which their practice and the whole school could be improved to better meet the needs of all its students.

133

O'Toole, Brian

The challenge of children with disabilities in the Caribbean. 25 p.

Paper prepared for the Symposium: Rights of the Child and the Caribbean Experience, Bridgetown, Barbados, 13-15 Mar., 2000. Sponsored by: UNICEF.

This paper, which is based on a study commissioned by UNICEF to examine the magnitude of the challenge of disability in the children of the Caribbean, constitutes a review of the situation of disabled children in 13 countries: Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Trinidad and Tobago, and the Turks and Caicos Islands. The study sought to: (a) determine the extent of the problem of disability in children in these countries, and (b) examine the effectiveness of the existing provision to meet the needs of children with disabilities in the various territories. Data were collected through extensive house-to-house surveys, visits to the various special centres, and through questionnaires and key informant interviews.

Of the 42,085 children covered in the survey, 935 (2.22%) were judged to be disabled. In all but two of the countries, the percentage of children identified as disabled varied from 1.1% of the total population to 2.75%. In St. Kitts and Nevis, the figure was 3.95%, and 6.25% in Dominica. The most prevalent disability identified was difficulty in learning (33.4%). A further 20.36% of the sample had difficulties in hearing and speech, and 14.9% had difficulty in seeing.

TEACHER EDUCATION

134

Clough, G. H. R.

Educational development in the past year in the British Virgin Islands with particular reference to teacher education and curriculum development projects. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at St. Kitts, April 19-23, 1971* (pp. 205-206). Mona, Jamaica: Institute of Education, UWI, 1971.

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

[See Record **016** for abstract]

135

Newton, Earle H.

Overview of initial teacher education in the Eastern Caribbean and Guyana. In Lucy Steward & Elwyn Thomas (eds.), *Teacher education in the Commonwealth: Caribbean issues and development* (pp. 25-32). London: Commonwealth Secretariat, 1996.

This survey of initial teacher training activities was carried out in 10 countries: Antigua and Barbuda, Barbados, British Virgin Islands, Dominica, Grenada, Guyana, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago, all of which have teachers' colleges. The paper examines staffing and student enrolment, programmes, and teaching practice, showing the progress that has been made in the field, and indicating some of the issues that must be dealt with in the future.

136

Turnbull, Inez V.

Teacher education and curriculum development in the BVI. In R. M. Nicholson (ed.), *Report of Conference on Teacher Education in the Eastern Caribbean held at Dominica, April 10-14, 1972* (pp. 231-234). Mona, Jamaica: Institute of Education, UWI, 1972.

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

[See Record **022** for abstract]

137

Varlack, Pearl

Teacher education in the Virgin Islands. Ph.D., Pittsburgh University, 1974. 169 p.

This study formulates strategic propositions for teacher education and curriculum design. It presents a theoretical overview, the socioeconomic milieu, the existing education system, and a series of 17 propositions suited to the needs of Virgin Islands society.

TEACHER MOTIVATION

138

Cills, Althea M.

Teachers' perception of job satisfaction in the British Virgin Islands. St. Thomas, VI: University of the Virgin Islands, 2003. vi, 50 p.

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

139

Austin, John H.

Instructor's manual and planning guide for training of trainers. Bridgetown, Barbados: Caribbean Basin Water Management Project, 1978. 435 p.

This manual was developed for a series of three 20-hour workshops for the training of water supply engineers for a joint venture project of the governments of Anguilla, Antigua and Barbuda, British Virgin Islands, Barbados, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia, St. Vincent and the Grenadines, and Canada, and PAHO.

140

Barnett, Alvin F. E.

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

This directory attempts to include all programmes aimed at supplying the necessary knowledge and skills for specific occupations. The programmes listed fall into one or other of the following broad categories: agriculture, construction and engineering technology, business and commercial studies, health sciences, and hospitality studies. It provides the following information for each training institution: 1) name, address, and telephone number; 2) general policies with regard to training; 3) training programmes and their courses; 4) normal class size and frequency of intake; 5) programme and course duration; 6) application procedures; 7) conditions of study; 8) examinations; 9) certification; and 10) regulatory bodies with responsibility for registration of workers.

141

Caribbean Development Bank

Loan agreement between Caribbean Development Bank and British Virgin Islands and Scholarship Trust Fund Board of British Virgin Islands (student loans for higher education). Wildey, Barbados: CDB, 1974. 22 p.

[See Record **044** for abstract]

142

Caribbean Development Bank

Loan agreement (student loan scheme) (second loan) between Caribbean Development Bank and British Virgin Islands and Scholarship Trust Fund Board. Wildey, Barbados: CDB, 1982. 41 p.

[See Record **045** for abstract]

143

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

[See Record **066** for abstract]

144

Figuroa-Colon, A.

International Labour Organization

Report to the government of the British Virgin Islands on the development of vocational training. Geneva, Switzerland: ILO, 1966. ii, 51 p.

This report covers existing training programmes, and includes recommendations on apprenticeship teaching methods, prevocational training programmes, and training centres.

145

Mourillon, Verieux

[British Virgin Islands] Technical & Vocational Education and Training: Planning Workshop. [S.l.: s.n.], 1992. 23, [13] p.

This is the report of the national planning workshop organized by the BVI to plan for the territory's technical and vocational education and training (TVET) system. The workshop, which was attended by representatives of all the major stakeholders in the BVI TVET system, identified TVET needs, which were categorized into five main programme areas: policy development and planning, management, curricula, staffing, and facilities.

146

Vanterpool, Reuben

Perspectives on craft in the curriculum, with special reference to the British Virgin Islands. Exeter: University of Exeter, 1989. 58 p. (B.Ed. Study)

SELECTED WEBSITES

British Virgin Islands Catholic Parish

This page describes the Parish's three-pronged approach to education.

URL: <http://www.bvicatholicparish.org/education.html>

Cedar School

Cedar School is a coeducational private school for pre-K through Grade 12, located in Kingstown, Tortola, BVI. It is accredited through Grade 12 by the Middle States Association of College and Schools based in the United States. This site provides information on the school's history, admissions and policies, its curriculum, class projects, school calendar, and school activities and events.

URL: <http://www.cedarschoolbvi.com/Welcome%20Page.htm#Top>

Gateway to the Virgin Islands Government. Advanced Education

This section seeks to outline the commitment of the Government of the British Virgin Islands to providing higher education to BVI Islanders at all educational levels, through the continued development of schools, curriculum, and financial assistance.

URL: http://www.bvi.gov.vg/template.php?main=cahe§ion=advanced_education

Gateway to the Virgin Islands Government. Advanced Education. Education Review

This page provides an outline of the following sections of a study on education in the BVI: 1. Background Information, 2. Terms of Reference and the Consultants, 3. Structure of the Review and What's Happening Now, 4. Some Issues and Concerns from the Public Consultations, and 6. What are the Expected Outcomes of the Education Review.

URL:

http://www.bvi.gov.vg/template.php?main=cahe§ion=advanced_education&sub=education_review&fourth=what_are_the_expected_outcomes

H. Lavity Stoutt Community College

In addition to general information on the history of the college, affiliated institutes, departments, academic programmes, and library resources, this site also provides information on admission and registration, academic deans, college events, and faculty/staff.

URL: <http://www.hlscc.edu.vg/hlsccwebsite/default.aspx>

New England Community College at H. Lavity Stoutt Community College

This site provides information on a programme by the New England Culinary Institute to train professional chefs in partnership with H. Lavity Stoutt Community College, leading to an Associate's Degree in Occupational Studies in Culinary Arts. Online applications are enabled.

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

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