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History | About - Caribbean Examinations Council

Jamaica Records Increases in 2013 CSEC Examinations. Minister of Education Hon. Rev. Ronald Thwaites (second left), emphasizes a point while outlining details of the 2013 Caribbean Secondary Education Certificate (CSEC) examination results, during a press briefing at the Ministry’s National Heroes Circle offices in Kingston on Monday (August 12). Listening keenly, from left, are Ministry officials: National Mathematic Coordinator, Dr. Tamika Benjamin; Permanent Secretary, Elaine Foster Allen;

Jamaica Records Increases in 2013 CSEC Examinations ...

The substantive content of Caribbean History is the activities of the peoples of the islands from the Bahamas to Trinidad as well as those of the peoples of Belize and the Guianas, from the coming of the indigenous Americans to 1985. There is no attempt in this syllabus to promote one organising principle or interpretation of Caribbean History.

CARIBBEAN HISTORY SYLLABUS - CXC | Education

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Supplemental materials of Caribbean History Core Course and Caribbean History Themes Vol I & II for Caribbean Secondary Examinations Council (CSEC).

This new book offers comprehensive coverage of the new CSEC syllabus, bringing history alive in the classroom with a range of activities and a lively written style that is suitable for all students. Written by experienced teachers and authors, and extensively reviewed across the Caribbean region, this title incorporates classroom-friendly content and activities to give students the opportunity to discuss, interpret and develop their critical analytical skills. It includes suggestions for debate, role play and source analysis as well as step-by-step guidelines to writing School-Based Assessment (SBA) research papers.

This collection is a critical reflection of the evolution of Caribbean countries since the demise of the West Indies Federation in 1962. At this historical juncture, some territories opted for independence while others remained dependent territories. The volume examines Caribbean societies in comparative and general ways, covering aspects of their ongoing development and challenges. It covers such areas as Caribbean integration, the state of human capital and social policy in the region, the education sector, Caribbean economic sustainability, and, significantly, the physical environment of the Caribbean. A central question has always been: should these territories have gone independent or stayed under some British tutelage? The book addresses this question, illustrating that these island states have made considerable progress, especially in the maintenance and deepening of democratic practices.

Few historical subjects have generated such intense and sustained interest in recent decades as Britain's imperial past. What accounts for this preoccupation? Why has it gained such purchase on the historical imagination? How has it endured even as its subject slips further into the past? In seeking to answer these questions, the proposed volume brings together some of the leading figures in the field, historians of different generations, different nationalities, different methodological and theoretical perspectives and different ideological persuasions. Each addresses the relationship between their personal development as historians of empire and the larger forces and events that helped to shape their careers. The result is a book that investigates the connections between the past and the present, the private and the public, the professional practices of historians and the political environments within which they take shape. This intellectual genealogy of the recent historiography of empire will be of great value to anyone studying or researching in the field of imperial history.

Perspectives on indigenous heritage in the social studies curriculum in the Caribbean.

Longman Caribbean History is a brand-new, two-book course that provides students with a firm grounding in the subject.

There is no recent literature that underscores the transition from Pan-Africanism to Diaspora discourse. This book examines the gradual shift and four major transformations in the study of Pan-Africanism. It offers an "academic post-mortem" that seeks to gauge the extent to which Pan-Africanism overlaps with the study of the African Diaspora and reverse migrations; how Diaspora studies has penetrated various disciplines while Pan-Africanism is located on the periphery of the field. The book argues that the gradual shift from Pan-African discourses has created a new pathway for engaging Pan-African ideology from academic and social perspectives. Also, the book raises questions about the recent political waves that have swept across North Africa and their implications to the study of twenty-first century Pan-African solidarity on the African continent. The ways in which African institutions are attracting and mobilizing returnees and Pan-Africanists with incentives as dual-citizenship for diasporans to support reforms in Africa offers a new alternative approach for exploring Pan-African ideology in the twenty-first century. Returnees are also using these incentives to gain economic and cultural advantage. The book will appeal to policy makers, government institutions, research libraries, undergraduate and graduate students, and scholars from many different disciplines.

Traces the rise and fall of Caribbean sugar dynasties, discussing the Britain's dependence on colony wealth, the role of slavery in sugar plantation culture, and the North American colonial opposition to sugar policy in London.

Moving from Infancy to Young Adulthood is a contemporary review of the development of the Virgin Islands (BVI) within an economic and political context. Specifically, this book is an excellent medium presenting contemporary perspectives of how the BVI has grown and evolved over the past 50-60 years. Whenever a country is seriously considering its development path over a period of time, it must engage in national development and nation building activities, which will allow its citizens to accelerate and inevitably enhance their quality of life. This book explores these possibilities and comments on the present systems that must be reviewed carefully before future development projects are undertaken in the BVI. Overall, this book will be of interest to island scholars, practitioners, policy makers and students who are interested in the research of small islands within the Caribbean. In particular, persons concentrating in Virgin Islands Studies will find this book a must-read.

Successful school leadership is an issue currently being debated up and down Caribbean territories. Key issues in the ongoing debate include: students’ outcomes and participation in the regional Caribbean Secondary Examinations (CSEC); teacher recruitment and retention; teacher training and continuing professional development (upgrading); and parental involvement. These issues point to leadership at various levels, whether in its exercise or in its influence, and are examined within and across national and regional education systems. Particular attention is given to debates around improving outcomes for students, teacher development and the role of the principal in leading school improvement. A source of debate about practice of school leadership in the Caribbean surrounds the issue of gender. Where are men in teaching? Where are men in leadership positions and positions of responsibility? Unlike in some countries where, for example, men tend to hold more leadership positions than women, especially at the secondary phase of education, in the Caribbean this is not the case: there are more female teachers at every level and more female teachers occupy leadership positions at every level. Within this book, gendered leadership as practised and enacted in the Caribbean is examined from religious, social, historical and political positions, pointing to a clear political dichotomy. There is no unitary definition of what can count as school leadership in the Caribbean, despite clear similarities of practices and approaches. What this volume argues, however, is that within the Caribbean region there are many similarities of experience for the practice and exercise of school leadership which draw on a common framework of teacher training, a common language and a common socio-political history that existed well before the formation of CARICOM through British colonisation. This book does not dwell on the period of British colonisation but discusses the extent to which this period in Caribbean history has influenced the practice of school leadership today, most notably in areas such as curricular and teacher training models. Education in emergency situations, such teaching and learning in severe weather conditions such as hurricanes, is also spotlighted. As a whole, the themes in this edited volume proffer an evidence-based approach to contemporary issues in school leadership in the Caribbean and extend the current literature in the field.