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**Gender and Education
in the Commonwealth
Caribbean**
An Annotated Bibliography

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Acronyms and Abbreviations

ACU	Association of Commonwealth Universities
CAP	Continuous Assessment Programme
CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
CARNEID	Caribbean Network of Educational Innovation for Development
CDB	Caribbean Development Bank
CEE	Common Entrance Examination
CGDS	Centre for Gender and Development Studies
CHESSE	Commonwealth Higher Education Support Scheme
CIDA	Canadian International Development Agency
CINTERFOR	Centro Interamericano de Investigación y Documentación sobre Formación Profesional (Inter-American Research and Documentation Centre on Vocational Training)
CSEC	Caribbean Secondary Education Certificate
CTTP	Comprehensive Teacher Training Programme
CXC	Caribbean Examinations Council
DFID	Department for International Development
GCE	General Certificate of Education
HEART	Human Employment and Resource Training
ICAE	International Council for Adult Education
ICT	Information and communications technology
ILO	International Labour Organization
IT	Information technology
ITE	Initial teacher education
NFE	Non-formal education
NGO	Non-governmental organization
OECS	Organisation of Eastern Caribbean States

PIOJ	Planning Institute of Jamaica
SEA	Secondary Entrance Assessment
STD	Sexually transmitted disease
TMP	Teenage Mothers Project
UNDP	United Nations Development Programme
UNECLAC	United Nations Economic Commission for Latin America and the Caribbean
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
UWI	The University of the West Indies
WAND	Women and Development Unit
WHO	World Health Organization
WLEIT&T	Women's Leadership and Enhancement Institute of Trinidad and Tobago

Introduction

G*ender and Education in the Commonwealth Caribbean—An Annotated Bibliography* was prepared at the request of the Centre for Gender and Development Studies, Mona, and published by the Institute of Education, The University of the West Indies, Mona, with the support of UNESCO. It includes journal articles, monographs, theses and dissertations, conference papers, and some unpublished manuscripts.

Arrangement of Entries and Aids to Retrieval

The entries in this bibliography are arranged alphabetically by broad themes, then by author and title under each topic. It is obvious that some entries could have been placed under more than one topic heading, but in the interest of space only one entry was made for each record, under what was determined to be the most appropriate heading. The Areas of Research listed in the Contents are the primary tool for retrieving entries. The Supplementary Subject Index lists topics of interest other than those mentioned under the Areas of Research.

Each entry has a unique item number to aid retrieval through the three indexes provided—a Personal Name Index, an Index of Corporate Names/Sponsors, and a Supplementary Subject Index. It should be noted that the Personal Name Index and the Index of Corporate Names/Sponsors include names of persons/organizations which, though not mentioned on the title page, have made a significant contribution to the work. Numbers under each entry in the indexes refer to the unique item number assigned in the main text. Location information is provided for many of the items, indicating holding institutions and location symbols. However, this does not mean that these are the only institutions that have copies of the items. Users of the bibliography are advised to consult their local libraries as well as other relevant institutions for copies of listed items.

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, or for which abstracts could not be located in databases. There are 48 such records in the bibliography, representing approximately 12 percent of the entries. 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

Location Codes

In order to aid retrieval of the documents identified in the bibliography, an attempt was made to identify locations in the regional libraries with online catalogues, as well as the libraries and collections to which the compiler had physical access. The codes for these locations are as follows:

CERIS	Caribbean Educational Research Information Service
CGDS, UWICH	Centre for Gender and Development Studies, UWI, Cave Hill Campus
CGDS, UWIM	Centre for Gender and Development Studies, UWI, Mona Campus
CGDS, UWISA	Centre for Gender and Development Studies, UWI, St. Augustine Campus
COB Library	College of the Bahamas Library
ECLACPOS	Economic Commission for Latin America and the Caribbean, Port-of-Spain
Main Library, UWICH	Main Library, UWI, Cave Hill Campus
Main Library, UWIM	Main Library, UWI, Mona Campus
Main Library, UWISA	Main Library, UWI, St. Augustine Campus
NALIS	National Library and Information Service, Trinidad and Tobago
NLJ	National Library of Jamaica

SOE Library, UWISA

School of Education, Library, UWI, St. Augustine
Campus

UVI Libraries

University of the Virgin Islands Libraries

WAND

Women and Development Unit, UWI, Cave Hill
Campus

Bibliographies

001

Bobb-Semple, Leona

Education. In Leona Bobb-Semple, *Women in Jamaica: A bibliography of published and unpublished sources* (pp. 37–43). Mona, Jamaica: UWI Press, 1997.

This section of the bibliography contains 35 entries covering the wide spectrum of formal and nonformal education, and its impact on history, economics, and sociology. It includes research dealing with sexism in textbooks and sex discrimination in education.

Locations

Main Library, UWISA Z7964J25 B633 1997

Main Library, UWIM Z7964J28 B6 1997

002

Fullerton-Rawlins, Janet

Women and education in the English-speaking Caribbean, 1990–2000: An annotated bibliography. *Caribbean Curriculum*, vol. 8, 2001, pp. 59–87.

This selected bibliography reviews some of the work produced in this field during the 10-year period, 1990–2000, and shows the development and trends in study and research in the field of women and education in the English-speaking Caribbean. It should serve as a guide to some of the important research papers and analyses done in the field during the period. The bibliography is divided into three sections: (1) a brief look at the history of education of girls in the Caribbean; (2) a brief overview of the literature on girls/women and education in the Caribbean; and (3) the bibliography entries, arranged thematically by general materials, and materials on performance/achievement, administration, and higher education. An addendum is provided, which lists some items that appear important to research in this area, but which were unavailable for review.

Locations

CERIS SERIALS: CARIB. CURR.

SOE Library, UWISA SERIALS

Main Library, UWISA LH45 C37

Main Library, UWIM L45 C4

003

White, Thelma, & Allison-Beckford, Annett

Education and gender: Performance of boys and its implication for sustainable development: A select reading list. Kingston, Jamaica: Planning Institute of Jamaica, 2002. [14] p. (Prepared for the Dialogue for Development Lecture Series)

Location

NLJ Pam 016.37019345 Ja Whi

Literature Reviews

004

Bailey, Barbara

Feminisms and educational research and understandings: The state of the art in the Caribbean. In Christine Barrow (ed.), *Caribbean portraits: Essays on gender ideologies and identities* (pp. 208–224). Kingston, Jamaica: Ian Randle Publishers, 1998.

This paper notes the efforts of regional sociologists and feminist educators of the previous four decades to situate education within a cultural and political context. It also notes that as a result of the research work of feminists who sought an understanding of educational inequalities on the basis of principles associated with the three major strands of feminism—liberal, socialist, and radical—three major sets of competing theories had emerged to explain the differential effect of schooling on students, and in particular, the negative impact on girls. It points out, through a review of the literature, that gendered research in Caribbean education remains predominantly grounded in the language and concerns of liberal feminism. It recommends that the future research and policy agenda adopt a radical transformational theoretical approach.

Locations

SOE Library, UWISA WI RES HQ1075.5 C27 C37 1998

Main Library, UWISA HQ1501 C3751 1998

Main Library, UWIM HQ1501 C365 1998

CGDS, UWISA BAR

CGDS, UWIM HQ1501/382

NALIS REF WI 305.3 09729 Ca

COB Library W HQ1075.5 C27 C37 1998

ECLACPOS CDC 14169

WAND (729) 396.1 GE

UVI Libraries HQ1501 G46 1997

NLJ 305.3 Ja Car

005

Bustillo, Iñés

Women's education in developing countries: Latin America and the Caribbean. In Elizabeth M. King & M. Anne Hill (eds.), *Women's education in developing countries: Barriers, benefits, and policies* (pp. 175–210). Baltimore, MD: Johns Hopkins University Press, 1993.

This article reviews the literature on the factors influencing the educational attainment and achievement of girls and women in Latin America and the Caribbean, and assesses the policies designed to improve their educational status.

Locations

Main Library, UWIM LC2572 W67 1993

Main Library, UWISA LC2572 W67 1993

COB Library LC2572 W66 1993

006

Drayton, Kathleen B.

Gender issues in education: A review of the major gender issues in education and of relevant Caribbean studies. Castries, St. Lucia: Organisation of Eastern Caribbean States, 1995. iv, 89 p. (Supported by the Canadian International Development Agency [CIDA])

This study sought to (1) review the major gender issues in education, and identify and review all relevant studies done in the Caribbean region that contributed to an understanding of gender issues in education; (2) make recommendations, in light of the findings, on ways in which gender might be factored into policy making in all relevant areas of education in the Organisation of Eastern Caribbean States (OECS); and (3) make recommendations on essential research that should be carried out to inform policy making in the OECS. The major sources of data were books and journals, postgraduate dissertations, electronic databases, and relevant research papers. The data were analysed to determine (1) the gender patterns that exist in Caribbean education revealed from an examination of enrolment, performance and achievement, subject selection, and in

employment in education; and (2) the explanation given for the gender patterns revealed by the data in both the international and regional literature. Explanations for the gender differentials fell into one of the following categories: (a) biological differences, (b) early socialization, (c) school differences, and (d) remuneration and status.

Locations

CERIS 180:08

Main Library, UWISA LC212.93 C27 D7 1995

Main Library, UWIM LC212.83 C27 D7 1995

Main Library, UWICH LC212.93 C27 D7 1995

007

McKenzie, Hermione

The educational experiences of Caribbean women. *Social and Economic Studies*, vol. 35, no. 3, Sep. 1986, pp. 65–105.

This paper presents a review of the information on women's education in Caribbean society, which was gained from the multi-level interviewing methodology used by the Women in the Caribbean Project researchers in St. Vincent, Antigua, and Barbados. The two main aims of this review are: (1) to describe the educational levels and conditions of the women studied, as a necessary background to understanding some of the factors influencing their lives, including the opportunities and restrictions they experience; and (2) to explore these women's orientation to education, and the importance of education to their female identity and female status in society.

Locations

Main Library, UWISA H1 S6

Main Library, UWIM HN244 A1 S6

CGDS, UWIM HD5701/Pamph. 2558

NALIS REF WI 332.097292

NLJ S723

ECLACPOS CDC Serial

COB Library Periodical Collection

CGDS, UWISA(RR)

Areas of Research

Academic Achievement

008

Bailey, Barbara

Not an open book: Gender, achievement and education in the Caribbean. Mona, Jamaica: Centre for Gender and Development Studies, The University of the West Indies, 1997 [pp. 21–44]. (Centre for Gender and Development Studies, Mona. Working Papers; No. 1)

This essay addresses the issue of differential achievement, with specific reference to achievement at various levels of the education system. It seeks to dispel the notion that male underachievement or male marginalization occurs as a result of female dominance and female achievement.

Locations

Main Library, UWIM HQ1090.7 J3 L56 1997

CGDS, UWICH HQ1090.7 J3 L56

CGDS, UWIM LC71/ Pamph. 1005

009

Bailey, Barbara

School failure and success: A gender analysis of the 1997 General Proficiency Caribbean Examinations Council examinations for Jamaica. *Journal of Education and Development in the Caribbean*, vol. 4, no. 1, 2000, pp. 1–18.

In this paper, the 1997 results of the Caribbean Examinations Council (CXC) examinations are analysed in an effort to determine male/female patterns of participation and performance of Jamaican students. Data

were obtained and analysed in terms of male/female differences in a two-stage analysis. Firstly, differences were examined for the overall total of 36 subjects and then for each of the 16 academic and 20 technical/vocational subjects. At the second stage, differences were examined for co-educational and single-sex schools, and school types. The findings indicate that, overall, there is a much greater demand for academic than for technical/vocational subject areas, with approximately twice as many entries for academic subjects (64.5%) than for technical subjects (35.4%). The typical sex-linked segregation of the curriculum is still evident, with boys participating at a lower rate than girls. The data also challenge the widely held view that boys are underachieving. Analysis of the data by school type shows that students in traditional high schools have an advantage over their counterparts in all other school types, and that in the “working class” schools, particularly New Secondary schools, both sexes are disadvantaged because of their very low rate of participation and performance.

Locations

SOE Library, UWISA SERIALS
 Main Library, UWISA LA475 J68
 Main Library, UWIM L11 J68
 UVI Libraries LA475 J6
 COB Library Periodical Collection

010

Bailey, Barbara, & Bernard, Myrna C.

Establishing a database of gender differentials in enrolment and performance at the secondary and tertiary levels of the Caribbean education system. [S.l.: s.n.], 2004. 78 p.

A set of variables related to provision, participation, and performance at the primary, secondary, and tertiary levels of the public education systems in the region were identified. The indicators related to provision included number of schools and number of teachers and their qualifications, by level. Variables related to participation included enrolment at each level, attendance, dropout, and repetition. In each instance, data for two time periods were reported: 1995/96 and 2000/01. In curriculum participation, the main concern was with distribution of the sexes in various sub-

ject areas at the secondary level and in fields of study at tertiary level community colleges and universities. Performance indicators included results of assessments at the primary, secondary, and tertiary levels. Two principal methods were used to determine points of difference between males and females on variables related to access and participation. Gender Parity Indices (GPIs) were calculated for related datasets. Caribbean Examinations Council (CXC) performance data were analysed based on a method where the calculation of the achievement gap on any assessment involves a preliminary calculation of the gap in male/female entries. The entry gap is then factored into the calculation of the achievement gap, which can be calculated for each level of pass or for combinations of levels. A summary of the major trends that emerged is presented in relation to the main concerns of the study: (1) enrolment patterns at the primary and secondary levels, (2) the primary- and secondary-level teaching force, (3) tertiary-level enrolment, (4) secondary-level performance in CXC's 2002 Caribbean Secondary Education Certificate (CSEC) examinations for 17 countries in 42 subject areas, and (5) tertiary-level performance in selected institutions.

011

Brown, Monica M.

Gender differentials at the secondary and tertiary levels of the educational system in the Anglophone Caribbean: Specialist study: Dropout from educational institutions in three CARICOM countries. Mona, Jamaica: Regional Co-ordinating Unit, Centre for Gender and Development Studies, The University of the West Indies, 2006. iv, 29 p.

This dropout study focused on three countries—Belize, Guyana, and Trinidad and Tobago. It was designed to determine (1) the rate, by sex, of dropout from the education system; (2) other demographic factors, in addition to sex, which contribute to attrition at the primary and secondary levels of the education system; and (3) the influence of home- and school-related factors on the rates of attrition in the education system.

Location

CERIS 501:02

012

Carrington, Hazel V.

Coeducation and academic achievement in Barbados. M.A. thesis, The University of the West Indies, Cave Hill, 1993. ix, 141 p.

This study examined the relationship existing between the gender composition of a secondary school in Barbados, Common Entrance Examination (CEE) scores, socioeconomic status, and gender and academic achievement. The school studied was the Christ Church Foundation School, a co-educational school formed through the amalgamation of the Christ Church Foundation Boys' and Girls' schools in 1978. Data were gathered from school records for the period 1972–1990, and through the use of questionnaires and interviews. Results of the data analysis revealed that there was no significant difference in overall performance between the single-sex and coeducational stages in the life of the school; however, girls' performance was found to be higher in the co-educational period than in the single-sex period. The average number of subjects passed by girls during the co-educational period was almost twice that of the boys. The CEE score and socioeconomic status were not found to be significant. Both teachers and students held negative views, but generally teachers held more negative views than students on the effects of co-education on school-related issues. Generally, girls and boys shared similar views on the issues, but identified different issues as being more negatively affected by coeducation. Where girls perceived coeducation as impacting more negatively on boys' participation and performance, boys saw coeducation as impacting more negatively on their being treated fairly.

Location

Main Library, UWISA UWI Theses Collection

013

Carrington, Hazel V.

Sex, gender and academic achievement: Marginal boys in a secondary school in Barbados. Ph.D. diss., The University of the West Indies, Cave Hill, 2003. xii, 275 p.

This study sought to examine differences in academic achievement and participation between boys and girls and to account for such differences in a coeducational secondary school in Barbados. It traced the cohort that entered the school in 1995 to the year 2000. The effect of socioeconomic status and Common Entrance Examination (CEE) score on academic achievement was also investigated. Data were collected through document analysis, classroom observation, interviews, and questionnaires. Results of the analysis showed that the boys in the study were marginal, that is, at the lower end of the academic and nonacademic school-based indicators examined. By the end of the fifth year, more girls than boys had gained entry to Caribbean Examinations Council (CXC) examinations in 22 of 24 subjects, and 60.9% of the girls of the cohort had gained four or more subjects at CXC Proficiency Level Grades I–III, compared with 36.0% of the boys. There were significant sex differences in favour of girls in the repetition rate, the assignment of students to subject tracks, and those receiving awards. Boys received more detention than girls and held fewer positions of responsibility. The score on the English component of the CEE was found to be a significant contributor in the variation in performance in CXC examinations. Factors related to the development of boys' gender identity were suggested and ranked higher than school-related factors as likely to contribute to male underachievement.

Locations

Main Library, UWISA UWI Theses Collection

Main Library, UWIM Theses Collection

014

De Lisle, Jerome

Dragging Eleven-Plus measurement practice into the fourth quadrant: The Trinidad and Tobago SEA as a gendered sieve. *Caribbean Curriculum*, vol. 13, 2006, pp. 91–129.

This paper expands upon concerns expressed about the relationship between Eleven-Plus test design and patterns of gendered achievement in Trinidad and Tobago. It includes (1) a critical analysis of gender fairness

issues, (2) an empirical evaluation of gendered impact, and (3) a consideration of proposals for resolving gender fairness issues. Datasets used in the analysis were from the 2002–2003 Secondary Entrance Assessment (SEA) and the 1998–2000 Common Entrance Examination (CEE). The results confirmed that the gender gap was significantly greater for the SEA compared with the CEE, and that both males and females were disadvantaged in different ways by the placement system. The results also confirmed the existence of medium-sized gender differentials across urban-rural educational districts, literacy constructs, and high-low ability groups. A proposal to change the way the composite score is calculated did little to reduce the overall female advantage. Moreover, misclassification rates for the current remediation cutscore set at 30% were relatively high. These fairness issues are not easily resolved, but suggest the need for evidence-based test designs, test validation studies, and a re-examination of the need for selection.

Locations

CERIS SERIALS: CARIB. CURR.

SOE Library, UWISA SERIALS

Main Library, UWISA LH45 C37

015

De Lisle, Jerome, & Pitt-Miller, Phyllis

Not all males underachieve! Evaluating gender-based differentials in academic achievement at a medical school. *Journal of Education and Development in the Caribbean*, vol. 6, nos. 1–2, 2002, pp. 87–110.

This study sought to determine the magnitude and direction of achievement gender differentials at the medical school of The University of the West Indies (UWI) in St. Augustine, Trinidad. Data for seven years were collated and analysed. The findings suggest that males had a slight advantage in the pre-clinical assessments, whereas females did better on most clinical assessments. However, overall, not all differentials were medium- or large-sized. It was apparent that differentials were influenced by both assessment mode and discipline, with females performing better on con-

structed response and performance assessments in the clinical disciplines, and males doing better on selected response assessments and the pre-clinical disciplines.

Locations

SOE Library, UWISA WI RES LC212.83 T7 D45 2002

Main Library, UWISA LA475 J68

Main Library, UWIM L11 J68

COB Library Periodical Collection

016

De Lisle, Jerome, & Smith, Peter

Reconsidering the consequences: Gender differentials in performance and placement in the 2001 SEA. *Caribbean Curriculum*, vol. 11, 2004, pp. 23–55.

This paper provides an analysis of the gender fairness and consequences associated with the test design used for the 2001 Secondary Entrance Assessment (SEA) in Trinidad and Tobago. It is argued that the rationale for choosing the SEA test design emphasized the usefulness and purpose of the selection instrument, but failed to consider one significant consequence: the likelihood of adverse impact resulting from large performance differentials in favour of females. The study also tested the hypotheses that gender differences were (1) institution-specific and (2) varied across ability groups. The major findings were that patterns of gender inequity were complex and sometimes even contradictory, with females favoured on SEA composite total score, language arts, and creative writing, and males favoured on the placement process. However, males and females performed similarly in mathematics. An analysis across different ability groups indicated that large differentials favouring females were more likely among students below the 50th percentile. On the other hand, among higher achievers, males performed just as well as females. The gender fairness of five alternative SEA test designs was evaluated using Willingham's (1999) social matrix.

Locations

CERIS SERIALS: CARIB. CURR.
SOE Library, UWISA SERIALS
Main Library, UWISA LH45 C37

017

Edwards-Bailey, Marjorie C.

Academic achievement of students in co-educational and single-sex schools and its relationship to certain variables. M.A.(Ed.) thesis, The University of the West Indies, Mona, 1998. vi, 122 p.

This study sought to investigate the academic achievement of students in coeducational and single-sex schools, and its relationship to attitude towards school, life style, and gender identity (masculine or feminine predisposition). Data were collected from a sample of 434 fifth-form students in eight traditional high schools (two boys', two girls', and four coeducational schools). Academic achievement was measured by the results of each respondent in the 1994 Caribbean Examinations Council (CXC) and General Certificate of Education (GCE) examinations. It was found that: (1) students with positive attitudes towards school performed well in school; (2) students with a favourable life style had higher academic achievement; (3) students with a masculine predisposition performed well in school; (4) boys and girls in single-sex schools performed better than boys and girls in co-educational schools; and (5) boys in single-sex schools outperformed girls in single-sex schools, and boys and girls in coeducational schools.

Locations

Main Library, UWISA UWI Theses Collection
Main Library, UWIM Theses Collection

018

Etienne, Patricia M. Février

Sex differences in achievement on Caribbean examinations: Role of test format, test domain, and school context. Ed.D. thesis, Columbia University Teachers' College, 1995. v, 192 p.

This study examined patterns of sex-related differences in performance on mathematics and Caribbean history examinations administered by the Caribbean Examinations Council (CXC). The study was a response to the concern on the part of CXC and Caribbean educators that females outperform males on most CXC examinations. The data source was the June 1993 CXC examinations database. School context, test format, and test domain were the variables considered as likely to interact with sex, thus further explaining patterns of performance on CXC examinations. Results showed that there was a significant main effect for the sex variable for both mathematics and history scores. Significant two-way interactions were sex by test format for the history scores, and sex by school context for the mathematics scores. Sex by school context by test domain was significant for the mathematics scores. Effect sizes associated with these differences, however, were generally small.

019

Evans, Hyacinth L.

The construction of gender and achievement in secondary schools in Jamaica. *Caribbean Journal of Education*, vol. 21, nos. 1–2, Apr/Sep. 1999, pp. 3–24.

This article presents results from a qualitative study of gender and achievement in secondary schools in Jamaica. The study sought to identify the ways in which teachers and students interact in classrooms, the gender differences in students' behaviour, and the ways in which students construct gender inequality in the classroom. Data were gathered from a sample of eight secondary schools. One Grade 9 class was observed in each school, and interviews were conducted with students, teachers, and principals. Results showed that the school was actively engaged in constructing gender, as well as boys' and girls' self-concept of ability. Teachers were central to this process. Moreover, teachers did not act as a countervailing force to liberate students from the stereotypes that they brought to school. They reinforced prior gender role learning. Consequently, a very strong gender code operates in the Jamaican secondary school system. The resultant gender inequality resulted in differential achievement

in the following ways: (1) unequal participation in learning activities; (2) unequal access to knowledge as a result of gender-stereotypical choice of subjects; (3) widening of the achievement gap between boys and girls as a result of the school's inadequate response to the reading difficulties being experienced by boys; (4) response to boys' reading difficulties on the part of some teachers further alienated boys who were already humiliated by the public displays of their incompetence; and (5) inequality in the construction of the academic self-concept of boys and girls.

Locations

SOE Library, UWISA SERIALS
Main Library, UWISA L45 W5 C277 J8
Main Library, UWIM L11 C4
NALIS REF WI 370.509729
NIJ C3514
UVI Libraries LA475 C37
COB Library Periodical Collection

020

Evans, Hyacinth L.

What are the benefits of single sex and coed schooling? In *Institute of Education annual*, v. 3, pp. 65–87. Mona, Jamaica: Institute of Education, The University of the West Indies, 2001.

This article revisits the debate on gender differences in academic achievement and choice of subjects at the secondary level, decreasing participation of males at the tertiary level, and the issue of single-sex versus coeducational schools in Jamaica and other countries of the Caribbean.

Locations

Main Library, UWIM Photocopy
COB Library L101 C37 I57 1998

021

Evans, Hyacinth L., & Johnson, Rosemarie A.

Identity and academic achievement in single sex and coed schools in Jamaica. *Education and Society*, vol. 19, no. 2, 2001, pp. 55–68.

This article examines differences in academic achievement and other outcomes between single-sex and coeducational schools in Jamaica. The data, which are drawn from a larger study of gender differences in academic achievement at the secondary level, show the differences in outcomes between single-sex and coeducational schools on a range of dimensions. These differences are attributed to social, historical, and in-school factors.

Location

Main Library, UWIM Photocopy

022

Figueroa, Mark

Gender differentials in educational achievement in Jamaica and other Caribbean territories. 30 p.

Paper prepared for the Conference on Intervention Strategies to Address Male Underperformance in Primary and Secondary Education, Port of Spain, Trinidad and Tobago, 26–28 Nov., 1997. Sponsored by Trinidad and Tobago Ministry of Education; Trinidad and Tobago National Commission for UNESCO.

This paper reviews existing research findings on gender differentials in educational achievement in Jamaica and other countries of the English-speaking Caribbean. The first section of the paper discusses some of the consequences that flow from the dichotomy inherent in two opposing world-views on gender differentials in education. The first takes the privileges that males have enjoyed within patriarchal societies as a natural right, while the second is firmly rooted in the goal of achieving gender equality. The paper then looks at some of the data from the Caribbean Examinations Council (CXC) and The University of the West Indies (UWI) on gender differentials in academic performance. The following sections discuss the explanations offered by current research for the gender differentials identified, and the implications of this research for intervention strategies.

Locations

CERIS 535:02

SOE Library, UWISA WI RES LC212.83 C27 F54 1997

023

Figueroa, Mark, & Handa, Sudhanshu

Female schooling achievement in Jamaica: A market and non-market analysis. 34 p.

Paper prepared for the Joint Seminar of the Department of Economics and the Centre for Gender and Development Studies, UWI, Mona, Jamaica, 31 Oct. 1996. Sponsored by Department of Economics, and Centre for Gender and Development Studies, The University of the West Indies, Mona. (Revised January 1998)

This article analyses the achievement of females relative to males in the Jamaican educational system from both an institutional and market perspective. Both pecuniary and non-pecuniary incentives reinforce each other to produce the distinctive pattern of female performance in Jamaica. Gender differences in socialization within the household better prepare girls with the skills required to succeed in the Jamaican schooling system. Furthermore, education is seen as more important for a girl's future success than for a boy's. In the framework of human capital theory, both these institutional features translate into higher marginal benefit curves for girls than for boys, which lead to both greater investment in schooling for girls and higher equilibrium returns on these investments. It is concluded that Jamaican women have both more education and higher returns on this education than their male counterparts.

Locations

CERIS 535:01

CGDS, UWIM LC1401/ Pamph. 704.

024

Figueroa, Peter M. E.

Values and academic achievement among high school boys in Kingston, Jamaica. In Peter M. E. Figueroa & Ganga Persaud (eds.), *Sociology of education: A Caribbean reader* (pp. 141–163). London: Oxford University Press, 1976.

This article presents a limited enquiry into the relationship between the values students hold and their academic performance. Data were collected from four schools in the Kingston–St. Andrew area of Jamaica. The two hypotheses were (1) other things being equal, the higher or stronger the overall achievement value-orientation of the pupils, the higher or better would their academic achievement tend to be; and (2) academic achievement would tend to be closely related to mental ability, “race,” and social class. The data analysis did not support the major hypothesis concerning a close and direct relationship between students’ academic achievement and their achievement value-orientation; however, some support was indicated in the second hypothesis, as far as mental ability was concerned.

Locations

SOE Library, UWISA WI RES LC191 F475 1976
 Main Library, UWISA LC206 C26 S65
 Main Library, UWIM LC206 C26 S65
 Main Library, UWICH LC191 F5
 ECLACPOS CDC 5168
 COB Library W LC206 C26 S65 1986
 UVI Libraries LC206 C26 S65

025

Gibbison, Godfrey A.

A first look at the relationship between a mother’s marital status and the educational attainment of her children in the Jamaican context. *Social and Economic Studies*, vol. 49, no. 4, Dec. 2000, pp. 223–262.

This article questions whether the educational achievement of Jamaican children with unmarried mothers is different from that of children with married mothers.

Locations

Main Library, UWISA H1 S6
Main Library, UWIM HN244 A1 S6
ECLACPOS CDC 15032
COB Library HN244 S6
UVILibraries Periodical Collection

026

Grantham-McGregor, Sally; Himes, John H.; Williams, Sonia; Duff, Edith M.; & Walker, Susan P.

School performance in adolescent Jamaican girls: Associations with health, social and behavioural characteristics, and risk factors for dropout. *Journal of Adolescence*, vol. 21, no. 1, Feb. 1998, pp. 109–122.

This article examines the school performance of 452 girls, aged 13–14, randomly selected from Grade 8 in nine schools in inner-city Kingston, Jamaica. Girls who were anaemic, sexually active, or aggressive had lower achievement levels. Higher achievement levels were associated with possession of school materials and access to reading material outside of school. Poor attendance, early sexual activity, and not living with both parents predicted school dropout in the subsequent year. Strategies to reduce anaemia, to improve sex education, and reduce the levels of aggression may benefit school performance.

027

Hamilton, Marlene A.

Performance levels in science and other subjects for Jamaican adolescents attending single-sex and coeducational high schools. *Science Education*, vol. 69, no. 4, Jul. 1985, pp. 535–547.

The General Certificate of Education (GCE) ‘O’ Level examination results of 1,146 Jamaican high school students (529 boys and 617 girls) in

single-sex and coeducational schools are analysed. Boys and girls from single-sex schools outperformed their counterparts in coeducational schools for both the total sample and the sub-sample of 337 investigated in greater depth. Significant favourable differences emerged for geography, chemistry, and biology for students in the single-sex schools. Girls in this type of school registered the highest grades in chemistry and biology. Possible explanations for these differences are explored.

Location

SOE Library, UWISA SERIALS

028

Hamilton, Marlene A.

Some comments on academic achievement in single-sex and coeducational Jamaican high schools. *British Psychological Society Education Section Review*, vol. 11, no. 1, 1987, pp. 3–6.

029

Herzog, John Ducas

Father-absence and boys' school performance in Barbados. *Human Organization*, vol. 33, no. 1, Spring 1974, pp. 71–83.

This study in rural Barbados controlled for race, social class, and cultural attitudes towards birth status. Test and school data did not support the “classic” prediction of a direct, negative relationship between father-absence and boys' school performance. In this community, paternal absence during the first two years of life appeared to be beneficial to the boys' later performance, as did paternal presence during the third through fifth years.

Location

Main Library, UWIM GN1 H83

030

Herzog, John Ducas

Household composition and boys' school performance in Barbados, West Indies. Ph.D. diss., Howard University, 1968. 75 p.

031

Jennings-Toney, Donna

The role of a male juvenile correctional institution in supporting the academic achievement of three delinquent youths. M.Ed. thesis, The University of the West Indies, St. Augustine, 2004. [iv], 78, [15], [vi] p.

This study focused on the role of a male juvenile correctional institution, with specific attention to the academic programme available to male juvenile offenders whose formal education was incomplete. Participants included male juvenile offenders, teachers, and administrative staff. Their views indicated that the institution was making a valiant effort to offer an academic programme. Examination success was seen as an indicator of effectiveness as well as improved self-esteem.

Recommendations were made for technical and life skills to be provided, in addition to academic skills, in order to achieve more effective rehabilitation.

Location

SOE Library, UWISA WI Collection

032

Kutnick, Peter

Girls, boys and school achievement: Critical comments on who achieves in schools and under what economic and social conditions achievements take place—A Caribbean perspective. *International Journal of Educational Development*, vol. 20, no. 1, 2000, pp. 65–84.

This article reports findings from a large-scale research project exploring female attainment and male underachievement in representative samples of students from Barbados and St. Vincent and the Grenadines. It also

reports findings from case studies of secondary classrooms in various stratified schools in Trinidad. In reporting these findings, the article attempts to show that simplistic gender-based, matrilineal, and male marginal explanations are not adequate explanations for school attainment. It suggests that a more adequate explanation requires a complex methodological approach which draws upon quantitative and qualitative studies, and the ability to integrate school-based cultural and home factors. Generally, the findings show that girls attained at higher levels than boys, but this is qualified by type of school attended, pre-school attendance, with whom the student lives, and occupations of mother and father.

Location

Main Library, UWIM L11 I56

033

Kutnick, Peter

Quantitative and case-based insights into issues of gender and school-based achievement: Beyond simplistic explanations. *Curriculum Journal*, vol. 10, no. 2, Summer 1999, pp. 253–283.

This article reports findings from a large-scale research study exploring female attainment and male underachievement in a representative sample of students and case studies from Barbados. It shows that simplistic, gender-based (matrilineal and male marginal) explanations are not adequate explanations for school attainment. The representative survey of 2,255 primary and secondary school children used both simple and complex comparisons between children. Depending on the statistical approach, females can be shown to attain at higher levels than males, or that “gendered” explanations disguise more important factors, including type of school attended, pre-school attendance, with whom the student lives, and occupation of mother and father. Two small case studies are included to further describe how cultures of top and bottom performing secondary schools may affect attainment, especially as the top performing school was coeducational with no sex differences in curriculum attainment, and the bottom performing school was female only. These

attainment effects occur through school personnel, attitudes to students and the learning process, and student involvement.

Location

Main Library, UWIM L11 I56

034

Kutnick, Peter; Jules, Vena; & Layne, Anthony

Gender and school achievement in the Caribbean. London: DFID, 1997. [ii], 126 p. (Department for International Development Education Research; Serial No. 21)

This project explored the reasons why more females than males stayed on in schools and gained comparatively better achievement scores in Trinidad, Barbados, and St. Vincent. The four research questions which underlay the studies related to (1) the variance of within-class achievement scores by sex, especially between students of equal ability (as noted by results of the primary school leaving examination and the Common Entrance Examination (CEE); (2) whether differential levels of achievement remained over time, especially over the years of secondary schooling; (3) whether there were differential learning strategies that characterized girls and boys in school, and whether these strategies were related to the status of their secondary school; and (4) whether the quantitative results obtained from an earlier Trinidad study could be substantiated elsewhere, especially in Barbados and St. Vincent. Data were collected through quantitative surveys to assess success and generalizability of results from one island to another, and qualitative case studies to provide insights into classroom process, interaction, and structure in the promotion of success at the level where it affected children. The quantitative surveys showed that the average within-class attainment and CEE scores attained by girls was consistently higher than those attained by boys across the three countries. The drop-off in male participation in schooling, especially during the transition to, and during, secondary schooling, was confirmed in Barbados and St. Vincent. Sex of the children was only one significant factor in the explanation of attainment in school. Factors such as occupation of parents, whether the child lived

with both parents, attendance at pre-school, and the type of school attended, each contributed more of the variance in attainment than the sex of the child. Within schools, the case studies showed practices that allowed for the inclusion or exclusion of certain children (especially low attainers, a number of whom were male). The culture found in prestige schools overcame sex and social differences among students in Barbados and St. Vincent.

Locations

CERIS 180:13

SOE Library, UWISA WI RES LC210.8 C3 K88 1997

Main Library, UWISA LC212.93 C27 K88 1997

Main Library, UWIM LC212.93 C27 K871997

Main Library, UWICH LC212.93 C27 K8 1997

035

Layne, Anthony

Determining and explaining sex differences in achievement in higher education in the Commonwealth Caribbean. *YouWe Quality Assurance Forum*, No. 8, May 2002, pp. 18–23.

This article seeks to identify the facts related to differences in academic achievement between males and females at the level of higher education in the Commonwealth Caribbean, and to provide explanations for such differences.

Locations

CERIS SERIALS: YOUWE QUALITY

Main Library, UWISA LB2331.65 C3 Y68

Main Library, UWIM LE15 M73 Y682

036

Layne, Anthony

Gender inequalities in educational enrolment and achievement in the borrowing member-countries of the Caribbean Development Bank: Final report. [S.l.: s.n.], 2000. 98, [2] p. (Prepared under contract with the Caribbean Development Bank and The University of the West Indies)

This study sought to assist The University of the West Indies (UWI), through the Regional Co-ordinating Unit of the Centre for Gender and Development Studies (CGDS), to develop a research proposal to study gender-based differentials at the secondary and tertiary levels of education systems in the borrowing member-countries of the Caribbean Development Bank (CDB). The report sought to document the extent of the gender differences in educational enrolment and achievement in secondary and tertiary education for the region as a whole. It then examined what the research literature said about the factors affecting the gender differences in enrolment and performance, and outlined issues and concerns that were raised in the interviews with the stakeholders and researchers. The rest of the report defined the problem and set out a research agenda and methodology for the proposed research project.

Location

CGDS, UWISA LAYNE

037

Layne, Anthony, & Kutnick, Peter

Secondary school stratification, gender and other determinants of academic achievement in Barbados. *Journal of Education and Development in the Caribbean*, vol. 5, no. 2, 2001, pp. 81–101.

This study sought to build on the research literature on academic achievement in the English-speaking Caribbean by (1) providing a longitudinal analysis of the performance of a representative sample of 16-year-old boys and girls in secondary schools in Barbados; (2) putting forward non-gendered explanations for the performance of the 263 students in the sample; and (3) estimating the relative contribution to variations in performance of a number of personal and systemic variables that had been found to be important determinants of school achievement in an earlier (1997) three-country survey. The main finding was that there were gender differences that favoured female performance, but that most of the variance in performance was accounted for by the type of secondary school attended, parental occupation, and sex of the student, in that order. It was concluded that when use is made of multivariate-and not just univariate-

analysis, social background and stratification of the secondary school system appeared to provide more substantive explanations of achievement (or lack of it) than the gendered explanations stressing male marginalization or matrilinearity.

Locations

Main Library, UWISA LA475 J68

Main Library, UWIM L11 J68

COB Library Periodical Collection

038

Leo-Rhynie, Elsa A.

Academic performance of boys and girls in Jamaican schools. 7, [3] p.

Paper prepared for the Interdisciplinary Seminar on Women and Development Studies, 1st: Gender, Culture and Caribbean Development, Mona, Jamaica, 8–19 Jun., 1987. Sponsored by Women and Development Studies, The University of the West Indies, Mona.

This paper analyses data on the comparative performance of boys and girls in examinations at the various levels of the education system in Jamaica.

Locations

SOE Library, UWISA WI RES LC1441 C27

Main Library, UWICH LB1065 L461 1987 Pamphlet

CGDS, UWIM LB1501/ Pamph. 1741

039

Mahy, Yvonne Cecilia

A comparative study of selected groups of high school girls with particular reference to their self concepts, personal adjustment, social adjustment and academic achievement. M.A. thesis, The University of the West Indies, Mona, 1977. 236 p.

This study compared the academic achievement, self-concept, personal adjustment, and social adjustment of two groups of high school girls in their fifth form year. Late Entrants represented the group who gained

admission on the basis of selection in the Grade Nine Achievement Test at 14+ years of age, while Early Entrants represented the group that was selected by the Common Entrance Examination (CEE) at 11+ years of age.

Location

Main Library, UWISA UWI Theses Collection

040

Mitchelmore, Michael C., & Clarke, Naomi Margaret

Gender, nutrition and school achievement in Jamaica. *Social and Economic Studies*, vol. 42, nos. 2–3, Sep. 1993, pp. 117–134.

The aim of this study was to examine how far health and nutritional factors could explain the gender differences in school achievement frequently observed in the Caribbean. Samples of Grade 5 students from Kingston, Jamaica, were tested. Of four variables found to be significantly related to achievement, two (clinic visits and breakfast quality) were not significantly related to gender; the other two (stunting and blood lead) were significantly related to gender, but the effects became non-significant when achievement was controlled. A fifth variable (morbidity) showed a significant gender effect but was not related to achievement. It is concluded that gender differences in achievement may partly be a result of gender differences in long-term nutritional history and personal hygiene.

Locations

SOE Library, UWISA WI SERIALS
 Main Library, UWISA H1 S6
 Main Library, UWIM HN244 A1 S6
 CGDS, UWIM HD5701/Pamph. 2558
 NALIS REF WI 332.097292
 ECLACPOS CDC Serial
 NIJ S723
 COB Library Periodical Collection
 UVI Libraries HN244 S6 1993
 CGDS, UWISA (RR)

041

Morris, Jeanette

Gender differences in educational achievement. In Edwin Philip Brandon & Phillip N. Nissen (comps), *Proceedings of the 1990 Cross-Campus Conference on Education* (pp. 109–115). Mona, Jamaica: Faculty of Education, The University of the West Indies, 1991.

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

This study examined Caribbean Examinations Council (CXC) examination results for 30 subjects at General Proficiency in 1987, and 33 in 1988 and 1989. Entry statistics were examined to determine whether gender was a significant factor in subject choice among students. The results, according to grade, were examined by subject area to determine whether significant differences in achievement existed between boys and girls. Results of the data analysis showed that females dominated 21 subject areas clustered in the humanities, business subjects, selected craft areas associated with domestic pursuits, and a few science subjects, particularly the biological sciences. Male entries dominated in the sciences and technical areas. The distribution of Grades 1 and 2 reflected these same differences. A higher percentage of females obtained Grades 1 and 2 in those subject areas in which female entries predominated, and a higher percentage of males obtained Grades 1 and 2 in the technical areas and physical sciences.

Locations

CERIS 280/240/UWI(1)

SOE Library, UWISA WI RES LB41 W47 P76 1991

Main Library, UWISA LA476 C768 1990

Main Library, UWIM LA476 C768 1990

Main Library, UWICH LA476 C768 1990

042

Thomas, V.

The Common Entrance Examination (CEE) and gender inequity in the Commonwealth of Dominica. [S.l.: s.n.], 1999. [n.p.].

043

Walker, Susan P.; Grantham-McGregor, Sally; Himes, John H.; & Williams, Sonia

Adolescent girls' school achievement: Nutrition, health and social factors. *Cajanus*, vol. 31, no. 1, 1998, pp. 21–34.

This study sought to assess the nutritional status and health-related behaviours of adolescent girls in nine schools in inner-city Kingston, and to determine whether those were related to school achievement, attendance, and dropout. Anaemia was the principal nutritional problem identified in this group and it contributed to poor school performance. However, it was concluded that social and behavioural factors may be more important determinants of school achievement in adolescence.

Locations

Main Library, UWISA TX341 C139 N5
Medical Library, UWIM RA784 C3
Science Library, UWIM RA784 C3
NIJ C24
COB Library Serials Collection
UVILibraries TX341 C13 1998
NALIS

044

Walker, Susan P.; Grantham-McGregor, Sally; Himes, John H.; & Williams, Sonia

Adolescent Kingston girls' school achievement: Nutrition, health and social factors. *Proceedings of the Nutrition Society*, vol. 55, no. 1B, 1996, pp. 333–343.

Location

Science Library, UWIM QP141 N8

045

Williams, Sonia; Nelson, E.; Watson Duff, Edith; Walker, Susan P.; Himes, John H.; & Grantham-McGregor, Sally

Health, nutrition and socio-economic predictors of school achievement among 13 and 14-year-old Kingston girls—abstract. *West Indian Medical Journal*, vol. 43, Suppl. 1, Apr. 1994, p. 27.

Scientific Meeting of the Commonwealth Caribbean Medical Research Council, 39th, Kingston, Jamaica, 21–23 Apr., 1994.

Poor school achievement is a major problem that seriously affects the future of many students in Jamaica. As part of a study on the health and nutrition of 13- and 14-year-old girls, their nutritional status and health-related behaviours were investigated to determine whether these contributed to the poor levels of achievement. The sample was selected from all nine All-Age and New Secondary schools in the city of Kingston with over 40 girls enrolled in Grade 8. From the 1,061 eligible girls, 452 were randomly selected. Each girl was given an in-depth interview by one of five trained female interviewers, using a structured questionnaire to collect health-related behaviours and social background. The girls' heights, weights, and skinfolds were measured and blood taken for the assessment of iron status. School achievement was measured, using the Wide Range Achievement Test, and expressed in grade level ratings. Mean achievement levels were poor. The girls' weights and heights were appropriate for their age; however, 16% of them were anaemic (haemoglobin 11.5 gm/dl). Variables that made unique contributions to the variance in school achievement were identified. Lack of school materials, reading stimulation at home, and community participation, as well as anaemia, involvement in fights, early sexual intercourse, and chores before school were associated with poor school achievement.

Locations

Main Library, UWISA R18 W4
Main Library, UWIM R18 W4
Medical Library, UWIM R18 W4.
Science Library, UWIM R18 W4
NALIS REF WI 610 We

046

Worrell, Frank C.

Ethnic and gender differences in self-reported achievement and achievement-related attitudes in secondary school students in Trinidad. *Caribbean Curriculum*, vol. 13, 2006, pp. 1–22.

This study examined self-reported achievement, achievement-related behaviours, and achievement-related attitudes of 1,434 students attending secondary schools in Trinidad. Females reported higher achievement than males, and males reported cutting class more than females, and both of these differences yielded medium-effect sizes. Females also reported completing homework more frequently and higher academic perceived life chances than males. East Indian students reported higher achievement, homework completion, time on schoolwork, and academic perceived life chances than their Black and Mixed counterparts, as well as spending less time with friends during the week and lower rates of cutting class. However, all of the ethnic comparisons yielded low-effect sizes. Given the differences found and the potential for achievement differences to increase over time, more research on gender and ethnic group differences is recommended.

Locations

CERIS SERIALS: CARIB. CURR.

SOE Library, UWISA SERIALS

Main Library, UWISA LH45 C37

Male Underachievement

047

Addressing male underperformance in the education system: Intervention strategies: Final report of Regional Conference. Port of Spain, Trinidad: Trinidad and Tobago National Commission for UNESCO, 1997. 20 p.

Conference on Intervention Strategies to Address Male Underperformance in Primary and Secondary Education, Port of Spain, Trinidad and

Tobago, 26–28 Nov., 1997. Sponsored by Trinidad and Tobago Ministry of Education; Trinidad and Tobago National Commission for UNESCO.

The objectives of this conference were (1) to review and analyse the factors contributing to male underperformance in primary and secondary education in the English-speaking Caribbean; and (2) to develop intervention strategies to address male underperformance in the education system. The search for intervention strategies was informed by two major presentations that outlined the findings of recent research into the problem in Trinidad and Tobago, Jamaica, and the other Caribbean territories. Gender differences in achievement, as measured by the external examinations of the Caribbean Examinations Council (CXC) and the University of Cambridge were examined, as well as gender differences in higher education, as evidenced by data from The University of the West Indies (UWI). Strategies for intervention were explored in four working groups—teacher education, the curriculum (primary and secondary), post-secondary, and early childhood care and education. The conference also explored and discussed intervention strategies in terms of support systems from the perspective of the family and the community. The conference report presents the rapporteur's summary of issues and recommendations from the four workshop groups.

Locations

CERIS 535/501:01

SOE Library, UWISA WI RES LC1390 C27 A33 1997

048

Bailey, Barbara

Comments on male underachievement. *YouWe Quality Assurance Forum*, No. 4, 2000, pp. 24–26.

This article argues that in assessing male underachievement at The University of the West Indies (UWI), it should be remembered that males continue to perform creditably in the critical scientific and technical areas, even though fewer males are participating and gaining certification at the tertiary level.

Locations

CERIS SERIALS: YOUWE QUALITY
Main Library, UWISA LB2331.65 C3 Y68
Main Library, UWIM LE15 M73 Y682

049

Bailey, Barbara

Gender and education in Jamaica: What about the boys? Kingston, Jamaica: UNESCO Representative in the Caribbean, 2000. ix, 62 p. (EFA in the Caribbean: Assessment 2000. Monograph Series; No. 15)

This monograph focuses on a range of issues related to boys' education in a Jamaican context. Quantitative data were analysed with respect to issues of access, curriculum participation, and performance. Qualitative data relating to factors contributing to school dropout by boys, as well as the nature of gender relations in a mixed-sex secondary level classroom were also included. The findings indicate that males are under-participating in the upper cycle of the secondary level and at the tertiary level. However, performance data show that they are more strategically positioned in the sciences and in technical crafts, and, overall, are the better performers in these areas. Therefore, while there are some males who are not performing well, there are others who are doing better than females in the more critical areas of the curriculum. It is suggested that it is the wide gap between male and female participation at the higher levels of the education system, rather than differentials in performance, based on rate of success, which can be used to substantiate any claim of male underachievement.

Locations

CERIS 535/501:05
SOE Library, UWISA WI RES LC212.83 J25 B35 2000
Main Library, UWISA LC213.3 C27 no. 15
Main Library, UWIM LC212.93 J3 B34 2000
NLJ Pam. 370.19345097292 Ja Bai

050

Bailey, Barbara, & Brown, Monica M.

Schooling and masculinity: Boys' perceptions of the school experience. *Caribbean Journal of Education*, vol. 21, nos. 1–2, 1997, pp. 42–57.

This article identifies financial constraints and community and school violence as the major factors in this pilot study contributing to boys dropping out of the formal school system, and for their non-participation and resultant underachievement. It is suggested that it is the political economy of the boys' situation, rather than socialization or school factors, which accounts for their underachievement. However, socioeconomic factors have not been raised as problematics in much of the existing discourse on male underachievement, mainly because the focus has been on comparisons between the sexes rather than on intra-group factors such as social class assignment, family structure, and place of residence, and how these influence schooling and the school experience of boys.

Locations

SOE Library, UWISA SERIALS
Main Library, UWISA L45 W5 C277 J8
Main Library, UWIM L11 C4
NALIS REF WI 370.509729
NLJ C3514
UVI Libraries LA475 C37
COB Library Periodical Collection

051

Chevannes, Barry

[Interview on gender disparity in education]. [New York]: Gender Achievements and Prospects in Education, United Nations Girls' Education Initiative [200?]. 7 p.

This interview sought Prof. Chevannes' views on gender disparity in education in the Caribbean, with particular focus on male underachievement. It sought to identify home, school, and environmental factors responsible for boys' alienation from school.

Location

Internet <http://www.ungei.org/gap/pdfs/Chevannes.pdf>

052

Chevannes, Barry

The male problem: An Afro-Caribbean perspective. *Children in Focus*, vol. 5, no. 2, Apr–Jun. 1993, pp. 7–8.

This article places the crisis of boys in the education system within the context of a larger problem among Afro-Caribbean males, and seeks to determine whether males are “failing” or consciously opting out of the system.

Locations

CERIS VF/MEM:02

Main Library, UWISA HV747 C27 C55

053

Cross, Beth

‘Watch mi eyes’: The predicament of visual and scribal literacy choices, as explored with rural Jamaican adolescent boys. *Compare*, vol. 33, no. 1, 2003, pp. 65–83.

This paper examines the theme of oral cultures in a world of literacy, assessment, and certification. In particular, it explores the oral youth culture of adolescent males in rural Jamaica at the pivotal point of their educational careers in the school term preceding their Grade Six Achievement Tests, which determines their placement, if any, in secondary education. Using an Interactional Sociolinguistical approach (Rampton, 2001), including participant observation, close transcript analysis, and a cyclical analysis dialogue with teachers and students, the paper documents boys’ sense-making strategies, which in important ways bypass scripted literacy as an effective means of learning, and instead concentrate on oral and visual media literacy (Cooper, 1993; Stolzhoff, 2000). The paper draws on theoretical constructs of Bakhtin (1981) to explore the consequences of discourse differences for the educational

under-participation or underachievement of the youths who contributed to the study.

054

Davis, James E.

Boys to men: Masculine diversity and schooling. In Frank C. Worrell (ed.), *Second Annual Summer Institute: "Boys to Men": The challenges of engaging boys academically and emotionally in the primary and secondary school system, August 7th–9th, 2002: Edited proceedings* (pp. 1–12). [Port of Spain], Trinidad: School Leadership Center of Trinidad and Tobago, 2003.

This paper highlights how boys make sense and construct meanings of masculinity. It also focuses on critical issues identified in the literature by boys themselves, which inform schools about valuing diversity in masculinity.

Location

CERIS 535/501:08

055

De Lisle, Jerome

Male academic underachievement in Trinidad and Tobago: Nature, antecedents, & consequences: A review & analysis. 71 p.

Paper prepared for the Conference on Intervention Strategies to Address Male Underperformance in Primary and Secondary Education, Port of Spain, Trinidad and Tobago, 26–28 Nov., 1997. Sponsored by Trinidad and Tobago Ministry of Education, Trinidad and Tobago National Commission for UNESCO.

This paper is concerned with chronic, broad underachievement among male students in the school system of Trinidad and Tobago. The standard used to assess male underachievement in the school system is based on the expected performance of the male sub-population on aptitude tests, as a component of the general population. In order to ensure that valid and reliable generalizations were made about the differences in achievement between males and females, the study based its conclusions on

analyses of a breadth of statistical data, which covered key educational indicators such as subject enrolment, school enrolment, dropout and grade repetition rates, as well as an assessment of pass rates. Unfortunately, mean scores by gender were not readily available in most of the key local high stakes examinations (except 14+), so that alternative methods of assessing achievement were derived, for example, in the case of the Caribbean Examinations Council (CXC) examinations, the number of males and females obtaining Grades I and II were used as a measure of overall achievement. The study concluded that male underachievement was a growing problem in Trinidad and Tobago, and suggested that intervention strategies must be targeted in terms of: (1) institutional policies and processes; (2) classroom interaction processes; (3) the development of school based, gender-relevant programmes for boys; (4) the provision of attribution and motivation training for all students; (5) teacher sensitization; and (6) parent involvement programmes targeting fathers and boys.

Locations

CERIS 535/501:02

SOE Library, UWISA WI RES LC1390 T7 D45 1997

056

De Lisle, Jerome; Smith, Peter; & Jules, Vena

Which males or females are most at risk and on what? An analysis of gender differentials within the primary school system of Trinidad and Tobago. *Educational Studies*, vol. 31, no. 4, Dec. 2005, pp. 393–418.

This paper reviews the work on gendered achievement in the English-speaking Caribbean, with its often explicit focus on underachieving males. In Trinidad and Tobago, the full-scale implementation of national assessments in 2004 provided an opportunity to evaluate mathematics and language performance across the entire student population of Standards 1 (7- to 8-year-olds) and 3 (9- to 10-year-olds). Census data from the Secondary Entrance Assessment (SEA) administered at Standard 5 (ages 10–11+) were also included in the analysis. The entire data set consisted of 52,284 primary school students (26,574 males and 25,710

females). The findings confirmed that female students had a statistically significant advantage on all assessments. However, in terms of practical significance, most differentials were negligible to small. Medium-sized differentials were obtained for students of low ability, living in rural educational districts, and on language arts. Male achievement scores were more variable for lower grade levels, low-ability groups, and language arts. Paradoxically, in some educational districts, secondary school placement opportunities still favoured males. It is concluded that these variegated patterns of gendered achievement may be associated with differences in institutional effectiveness and variations in male socialization practices that are especially evident across the rural-urban divide.

057

Drayton, Kathleen B.

The gender crisis in education. *Children in Focus*, vol. 5, no. 2, Apr–Jun. 1993, p. 9.

This brief article suggests that the crisis of young men in Caribbean society is rooted in socioeconomic arrangements created by social and economic policies and ideologies, which enshrined inequality, and asserts that women should not be blamed for the problem.

Locations

CERIS VF/MEN:02

Main Library, UWISA HV747 C27 C55

058

Evans, Hyacinth L.

Gender and achievement in secondary education in Jamaica. Kingston, Jamaica: Policy Development Unit, PIOJ, 1999. vi, 113 p. (Planning Institute of Jamaica Policy Development Unit Working Paper; No. 2)

The Ministry of Education and Culture in Jamaica commissioned a study of gender differences in academic achievement and participation in order to determine why boys were achieving less than girls, and to discover what part, if any, the school played in this disparity. The study was thus

designed to emphasize school-related factors, although it was recognized that socialization within the home and the community might contribute to students' desire or disposition to participate in education, and to their motivation to achieve. This report presents the findings of research that was conducted over 10 months, between September 1977 and April 1998, on students in four types of secondary schools. The research aimed to obtain information on gender differences in participation, opportunities to learn, and achievement at the secondary school level, and the reasons for these differences. The results of the study indicated that boys and girls exist in a gender-coded school environment, and differ on almost every measure examined in the study. The most critical areas identified for urgent attention were (1) the nature of teacher-student interaction and teacher bias against boys; (2) the negative effects of streaming; (3) gender coding of appropriate student behaviour and subject choice; (4) gender-stereotyped notions, which were more frequently held by boys than girls; (5) students' academic identity, which was more problematic for boys; (6) alienation of boys by the curriculum and teaching methods; (7) secondary high school boys' ability to read; (8) over-emphasis on testing and screening at the primary school level; and (9) worrisome aspects of the functioning of the comprehensive high schools.

Locations

CERIS 535/501:06

Main Library, UWISA LC212.93 J25 E93 1999

Main Library, UWIM LC212.93 J3 E92 1999

NLJ 370.19345097292 Ja Eva

ECLACPOS CDC 14721

059

Evans, Hyacinth L.

Gender differences in education in Jamaica. Kingston, Jamaica: UNESCO, 1999. x, 58 p. (EFA in the Caribbean: Assessment 2000. Monograph Series; No. 12)

This study of gender differences in academic achievement, participation, and opportunity to learn, sought to determine why boys were achieving less than girls, and to discover what part, if any, the school played in this

disparity. The sample consisted of 3,719 Grades 9 and 11 students in four types of secondary schools—high, comprehensive, technical, and all-age primary and junior high schools. Approximately 700 of these students were interviewed individually and in groups. Academic performance was assessed on end-of-term examinations. Results showed that boys and girls exist in a gender-coded school environment and differ on almost every measure examined in the study. Many factors contributed to the gender differences in academic performance. Specific measures that related to academic performance were (1) school practices, such as being beaten and insulted, that demean students, particularly boys; (2) academic identity; 3) the belief that school will help you in later life; and 4) involvement in work activities. At the same time, ethnographic observation revealed that boys actively and continuously constructed a definition of themselves as irresponsible, unreliable, and uninterested in academic work.

Locations

CERIS 535/501:04

SOE Library, UWISA WI RES LC212.83 J25 E92 1999

Main Library, UWISA LC213.3 C27 no. 12

Main Library, UWIM LC212.93 J3 E922 1999

NLJ Pam 370.19345097292 Ja Eva

ECLACPOS CDC 14812

060

Evans, Hyacinth L.

Gender differences in participation, opportunities to learn and achievement in secondary education in Jamaica. Final report to the World Bank. Mona, Jamaica: Faculty of Education, The University of the West Indies, 1998. 184 p.

This study was commissioned by the Jamaican Ministry of Education and Culture in order to determine why boys were achieving less than girls, and to discover what part, if any, the school played in this disparity. It was thus designed to emphasize school-related factors, although it was recognized that socialization within the home and community might contribute a great deal to students' desire or disposition to participate in education and their motivation to achieve. The sample consisted of (1) 3,719

Grades 9 and 11 students in four types of secondary schools—high, comprehensive, technical, and all-age primary and junior high schools; (2) 661 Grade 1 students in 22 all-age/primary and junior high schools; and (3) 92 Grades 5 and 6 teachers. The results indicated that boys and girls exist in a gender-coded school environment, and differ on almost every measure examined in the study. It appeared that many factors contribute to the gender differences in academic performance.

Location

Doc. Centre, SOE, UWIM

061

Figueroa, Mark

Addressing gender differentials in educational achievement: A Caribbean perspective. [n.p.].

Paper prepared for the Pan Commonwealth Forum on Open Learning, 4th, Ocho Rios, Jamaica, 30 Oct.–3 Nov., 2006 . Sponsored by Commonwealth of Learning; Caribbean Consortium.

This paper discusses the various theories that have been advanced to describe the shifting patterns in Caribbean education, namely, male marginalization, male under-performance, and the author's own perspective of gender privileging. It suggests that rather than seeking solutions such as segregated classrooms or lowering entry standards for boys, the region should be examining the areas in which many boys (and girls) are weak, such as reading and language usage, and providing support. Rather than seeking to make classrooms boy friendly to deal with their boredom, the article suggests that it is necessary to determine what in the educational system is causing so many children to tune out. The paper concludes that the availability of new technologies and the opportunities posed by the application of open, distance, and technology-mediated learning present new sites for the creation of gender differentials as well as possibilities for overcoming them.

062

Figueroa, Mark

Making sense of male experience: The case of academic underachievement in the English-speaking Caribbean. *IDS Bulletin*, vol. 31, no. 2, Apr. 2000, pp. 68–74. (Reprinted in *YouWe Quality Assurance Forum*, No. 8, May 2002, pp. 11–16)

This article reviews the evidence of differential gender achievement in education, and highlights the range of explanations derived from Caribbean research that help to explain these differences, within a framework of gender privileging. It also presents approaches to policy and practice that are informed by a notion of gender privileging, and contrast them with proposals derived from a male marginalization perspective.

Locations

CERIS Photocopy #96

SOE Library, UWISA WI RES LC1390 C27 F54 2000

Main Library, UWIM HC59.7 I37

UVI Libraries HC59.7 B69

063

Figueroa, Mark

Male privileging and male ‘academic underperformance’ in Jamaica. 37 p.

Paper prepared for the Symposium on the Construction of Caribbean Masculinity, St. Augustine, Trinidad and Tobago, 11–13 Jan., 1996. Sponsored by Centre for Gender and Development Studies, The University of the West Indies, St. Augustine.

This paper examines “academic underperformance” as one aspect of maleness in Jamaica, and seeks to ascertain the extent to which this underperformance can be understood in relation to the historical privileging of the male gender. It examines some of the statistical evidence available, and demonstrates that although females are often outperforming males in terms of overall numbers, a more detailed analysis of the statistics reveals the footprint of the old male privileging. It also seeks to show

how the increasing tendency of males to lose ground in academic fields where they had previously dominated can be seen as part of a process of cumulative causation, in which cultural patterns rooted in the historical privileging of the male gender play an important role. In analysing the educational system, the paper interrogates the gendered processes taking place inside the classroom, and seeks to show how these may be contributing to male underperformance. The impact of motivational and other factors outside the school is considered, particularly the prospects that males and females face in their efforts to realize a career that provides high income, social prestige, and self-fulfilment.

Locations

SOE Library, UWISA WI RES BF175.5 C27 U5 C6 1996
ECLACPOS CDC 13054

064

Figueroa, Mark

Male privileging and male “academic underperformance” in Jamaica. In Rhoda Reddock (ed.), *Interrogating Caribbean masculinities: Theoretical and empirical analyses* (pp. 137–166). Mona, Jamaica: UWI Press, 2004.

This chapter seeks to ascertain the extent to which male academic underperformance can be understood in relation to the historical privileging of males, using Jamaica as a case study. Instead of seeing the current underperformance as a result of male marginalization or victimization, the chapter demonstrates how it might be conceptualized as an ironic consequence of historic male privileging. The chapter begins with an examination of some of the statistical evidence available and demonstrates that, although females are often outperforming males in terms of overall numbers, a more detailed analysis of the statistics reveals the footprint of the old male privileging. It then seeks to show how the increasing tendency of males to lose ground in academic fields where they had previously dominated can be seen as part of a process of cumulative causation in which cultural patterns rooted in the historical privileging of male gender play an important part. The chapter further interrogates the gendered processes that are taking place in the schoolroom and seeks to show that

these may be contributing to male underperformance, and also examines the impact of motivational and other factors beyond the school gate. It concludes by indicating how transformation of gender relations and the reform of the educational system might benefit all concerned and provides some suggestions for further research.

Locations

SOE Library, UWISA WI RES BF692.5 I67 2004
Main Library, UWISA BF692.5 I67 2004
Main Library, UWIM BF692.5 I67 2004
NALIS REF WI 305.3109729
UVI Libraries BF692.5 I67 2004
ECLACPOS CDC 15851
CGDS, UWISA

065

Foster, Troy

View from the President of Jamaica's National Secondary Students' Council. *Children in Focus*, vol. 5, no. 2, Apr–Jun. 1993, p. 7.

This article briefly looks at some of the reasons for the plight of the Jamaican male student, as reflected in the ratio of males to females entering, and graduating from, The University of the West Indies, Mona.

Locations

CERIS VF/MEM:02
Main Library, UWISA HV747 C27 C55

066

Goldberg, Nicholas, & Bruno, Rock

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

This study sought to provide qualitative and quantitative evidence on the nature and causes of male underachievement in Dominica, and to identify ways of addressing the problem. The research was conducted in two

phases. In the first phase, interviews with educators were conducted and records from schools and government departments were obtained and analysed to determine entry rates, performance levels, and rates of attrition. Data were also collected from unemployed youth, students, teachers, and parents using a number of questionnaires and interview schedules. The findings showed substantial evidence that girls performed better than boys at all stages of the educational system in Dominica. There appeared to be general agreement on the part of parents, teachers, students, and education officials that differences in achievement and attitude between boys and girls were related to (1) differences in gender socialization processes; (2) parental encouragement; and (3) gender differences in teacher-student interactions. Recommendations, which were agreed upon by a broad cross-section of those consulted, are provided.

Locations

CERIS 535/501:07

SOE Library, UWISA WI RES LC1390 D6 G65 1999

067

Harewood, Gordon N.

Addressing the learning needs of males in the Eastern Caribbean: Final report. Washington, DC: World Bank, 2000. 58 p.

068

Jamaica: Alienation and high drop-out rates [case study]. In Jyotsna Jha & Fatimah Kelleher, *Boys' underachievement in education: An exploration in selected Commonwealth countries* (pp. 82–95). London: Commonwealth Secretariat, 2006.

This case study examines a project—Change from Within—which involved a partnership among schools, communities, organizations, and the wider society in a programme of human resource development. The project attempted to tackle the issues associated with gender parity in education in Jamaica through experience sharing, teacher commitment, and designing specific initiatives for each of the schools that adopted the project. The first part describes the methodology and programme devel-

opment of the project, and the second highlights the response of a particular school to the innovations used.

Location

Internet http://www.col.org/colweb/webdav/site/myjahiasite/shared/docs/BoysUndeachievement_web.pdf

069

Jha, Jyotsna, & Kelleher, Fatimah

Boys' underachievement in education: An exploration in selected Commonwealth countries. London: Commonwealth Secretariat, 2006. xiv, 134 p.

This study was initiated in response to concerns about the phenomenon of gender disparities in education in the Commonwealth turning in favour of girls, both in terms of participation and performance. It is based on the analysis of secondary data from various sources and case studies of specific examples conducted in four Commonwealth countries: Australia, Jamaica, Lesotho, and Samoa. The report is organized in two parts and seven chapters. In part 1, the introductory chapter is followed by a review of the literature on the issue of boys' underachievement, while the third chapter summarizes the country case studies. Part II contains the four country studies, which focus on an in-depth understanding of one example of a school/educational institution/programme that has been perceived as a solution to the issue in the particular country.

Location

Internet http://www.col.org/colweb/webdav/site/myjahiasite/shared/docs/BoysUndeachievement_web.pdf

070

Lall, Karen

Deconstructing male academic underachievement: The perspectives of three male adolescents. M.Ed. thesis, The University of the West Indies, St. Augustine, 2004. 79, [48] p.

This study sought to profile three male adolescents in Form 3 of a “prestige” secondary school in Trinidad and their experiences of academic

underachievement. Data were gathered through interviews with the boys, their parents, and form teacher; observations of the boys; and from their official academic records, in order to portray the contexts within which they constructed their identities. The findings underscored the individuality of each boy's perception of schooling and self, and his experience of family life, and how these correlated with his academic underachievement. The study also attempted to serve as an intervention strategy, by encouraging the boys to confront their underachievement and find solutions.

Location

SOE Library, UWISA WI Collection

071

Letang, Patsy Cecilia

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

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

072

Miller, Errol L.

The Caribbean education debate: Why are boys failing? *Children in Focus*, vol. 5, no. 2, Apr-Jun. 1993, pp. 1, 10.

This article examines some of the explanations proffered to explain the phenomenon of poor performance of boys compared to girls in Caribbean schools, and identifies their limitations. It suggests steps that should be taken in seeking to validate theories such as these.

Locations

CERIS VF/MEM:02
Main Library, UWISA HV747 C27 C55

073

Niles, John D.

Teacher perceptions of the adolescent gender gap in academic achievement in Trinidad and Tobago. Ph.D. thesis, University of South Florida, 2004. 176 p.

This study developed the Teacher Perceptions of the Adolescent Gender Gap in Academic Achievement Survey. This 54-item instrument measured teachers' views on why girls were outperforming boys academically and provided initial validation evidence. It included six demographic items and items measuring the constructs of Teacher Expectations and Teacher Attributions, Teacher Perceptions of Student Motivation, Teacher Perceptions of Peer Effect, Teacher Classroom Interaction, and Parental Input. The gender gap was computed for each of 545 lower secondary school teachers by taking randomly selected examination scores for each teacher for three girls and three boys and taking the difference of the mean of the scores. It was found that peer input had a significant correlation with gap scores, and also explained the largest proportion of the variance in the gap scores. Other significant contributors were motivation, the classroom behaviour of boys, and whether or not the teacher had a bachelor's degree or was a trained teacher.

Location

Main Library, UWISA LB1060.6 N55 2004

074

Parry, Odette

Boys will be boys: Why Caribbean males underachieve. 16 p.

Paper prepared for the Symposium on the Construction of Caribbean Masculinity, St. Augustine, Trinidad, 11–13 Jan., 1996. Sponsored by

Centre for Gender and Development Studies, The University of the West Indies, St. Augustine.

This paper explores some aspects of the “female as villain” thesis, which seeks to explain the phenomenon of male underachievement in education systems in the Caribbean. It focuses on females as both students and teachers in the secondary education systems in Jamaica, Barbados, and St. Vincent and the Grenadines, and seeks to illustrate some of the ways in which females are perceived as problematic and how, as teachers and students, they are held responsible for the poor educational performance of boys. In highlighting the crucial role of male gender identity, which is central to the female villain thesis as it relates to both teachers and students, the paper offers an alternative perspective on male educational underachievement. Data were collected through classroom observation of 14-year-old fourth form students, and ethnographic style interviews with principals (17), guidance counsellors (13), and fourth form teachers (82) in selected subjects. Fourth form classes in English A (Language), biology, and physics provided the main focus of the classroom observations.

Locations

SOE Library, UWISA WI RES BF175.5 C27 U5 C6 1996
ECLACPOS CDC 13059
CGDS, UWISA

075

Parry, Odette

Equality, gender, and the Caribbean classroom. *21st Century Policy Review: An American, Caribbean and African Forum*, vol. 3, nos.1–2, Fall 1995–Winter 1996, pp. 177–197.

This article explores some aspects of male underachievement among Jamaican high school students. It focuses on three aspects of gender differences that teachers perceive, namely, gender behaviour, gender aptitudes, and gender appropriateness, and explores teachers’ understandings of how and why these differences arise. Data were collected through eth-

nographic interviews with principals, teachers, and guidance counsellors. Respondents tended to see the sources of gender differences in classroom behaviour as stemming from the experiences of students outside school, which is seen as minimizing the importance of male gender identity, an identity which is encouraged in the classroom and yet runs contrary to the ethos of education.

Locations

Main Library, UWIM E185.5 T83
CGDS, UWISA

076

Parry, Odette

Male underachievement in high school education in Jamaica, Barbados, and St. Vincent and the Grenadines. Mona, Jamaica: Canoe Press, 2000. iv, 75 p.

Through a qualitative appraisal of classroom practices, this study set out to explore aspects of gender responses in secondary school education that have implications for the educational performance of Caribbean males. It focused on educational motivations and performances by examining them at both the level of classroom interactions and as a reflection of the demands and expectations of the wider culture in which they are embedded. Data were collected from observations of Form 4 classrooms in 15 schools; qualitative or ethnographic style interviews with 82 Form 4 teachers; and questionnaires completed by 668 Form 4 students. Some of the main findings were that: (1) the extremely hard macho, male image of Caribbean men with which young Caribbean males seek to identify runs contrary to the academic ethos of education, and militates against their educational motivation and performance; (2) male gender identity as currently constructed has implications for classroom behaviour, educational motivation, participation in classes, and educational performance; (3) students are still channelled into what are seen as gender-appropriate subject areas; and (4) the use of educationally harmful strategies of verbal disciplining, such as sarcasm and ridicule, is justified by the belief of many teachers that boys are more resilient and less sensitive than females.

Locations

SOE Library, UWISA WI LC1390 P37 2000
 Main Library, UWISA LC1390 P37 2000
 Main Library, UWIM LC1390 P37 2000
 Main Library, UWICH LC1390 P37 2000
 COB Library W LC1390 P37 2000
 UVI Libraries LC1394 P37 2000
 NALIS REF WI 373.18351 Pa
 NLJ 371.823 Ja Par

077**Parry, Odette**

Masculinities, myths, and educational underachievement in Jamaica, Barbados, and St. Vincent and the Grenadines. In Rhoda Reddock (ed.), *Interrogating Caribbean masculinities: Theoretical and empirical analyses* (pp. 167–184). Mona, Jamaica: UWI Press, 2004.

This chapter seeks to challenge some dominant myths about Caribbean male educational underachievement. It explores some aspects of the “female as villain” thesis by focusing upon females as both students and teachers in the secondary education systems of Jamaica, Barbados, and St. Vincent and the Grenadines. The chapter tries to illustrate some of the ways in which females are perceived as problematic and how, as teachers and students, they are held responsible for the poor educational performances of males. In highlighting the crucial role of male gender identity, which is central to the “female villain” thesis, as it relates to both teachers and students, the chapter attempts to offer an alternative perspective on male educational underachievement.

Locations

SOE Library, UWISA WI RES BF692.5 I67 2004
 Main Library, UWISA BF692.5 I67 2004
 Main Library, UWIM BF692.5 I67 2004
 NALIS REF WI 305.3109729
 ECLACPOS CDC 15851
 UVI Libraries BF692.5 I67 2004
 CGDS, UWISA

078

Parry, Odette

“Schooling is fooling”: Why do Jamaican boys underachieve in school? *Gender and Education*, vol. 9, no. 2, Jun. 1997, pp. 223–231.

This article examines two ways in which females, as students and teachers, are linked, in teachers’ accounts, to the educational underachievement of Jamaican boys: (1) through the sexual rejection of male students by their female peers, and (2) through the predominance of female teachers in school. The account is based on data collected between September 1994 and July 1995. The methodological approach was informed by naturalism, and the main data collection methods were classroom observation of fourth form students, and interviews with 8 head teachers, 7 guidance counsellors, and 47 fourth form teachers in selected subjects from eight schools. Analysis of the data revealed the crucial role sex/gender identity plays in educational failure. In addition, the lack of male role models is problematic.

Location

CERIS Download #22

079

Polydore, Kay M.

Should women be concerned about boys’ inequalities of access to secondary education? 56 p.

Paper prepared for the Symposium on the Role of Women in Policy Making in Education in the Commonwealth Caribbean, Bridgetown, Barbados, 14–16 Apr., 1992. Sponsored by UNESCO/CARNEID/UWI.

This study sought to (1) examine the practices and procedures in the primary school that contribute to fewer boys writing and passing the Common Entrance Examination (CEE), and (2) identify the factors associated with boys’ performance at the primary school level. Data were collected through questionnaires administered in one urban and one rural primary school in Dominica to students registered to write the CEE in 1992 and to their teachers.

Location

CGDS, UWIM LB1602/ Pamph. 349

080

Ransome, Myrna

An evaluation of underachievement and behavioural problems in boys in a five year co-educational secondary school in Trinidad and Tobago. M.Ed. thesis, University of Sheffield, 1998. [n.p.].

081

Superville, Linda Karen

Male academic underachievement: A case study. *Caribbean Journal of Education*, vol. 21, nos. 1–2, Apr/Sep., 1999, pp. 25–41.

This study sought to determine school and home factors that contribute to male underachievement, as well as the effectiveness of an intervention programme—the Integrated Study and Self-Improvement System (ISIS). Data were collected through questionnaires, group and personal interviews, and observation. The results showed no single cause of male academic underachievement. At school, negative labelling of students and low teacher expectations undermined academic success, as did the school alienation students experienced, particularly male students. Punishment of male students was seen as degrading, whereas female students were punished less severely. At home, male students suffered from lack of effective parental support and monitoring, particularly from fathers, and were also pressured to achieve. The intervention programme—ISIS—was gender relevant and adopted an integrated approach, making parents, students, and teachers partners in the learning process. It concentrated on imparting study and life skills, focusing on two areas of deficit—academic and motivational/affective. While ISIS needed more time for reinforcement, it was successful: academic performance and general attitude to academic work improved in 75% of the male and 20% of the female students.

Locations

SOE Library, UWISA SERIALS
Main Library, UWISA L45 W5 C277 J8
Main Library, UWIM L11 C4
NALIS REF WI 370.509729
NL C3514
UVI Libraries LA475 C37
COB Library Periodical Collection

082

Superville, Linda Karen

Male academic underachievement in secondary schools: A case study. M.Ed. thesis, The University of the West Indies, St. Augustine, 1998. xii, 273 p.

This action research study sought to identify school and home factors that contributed to male academic underachievement, and to determine the effectiveness of an intervention programme—the Integrated Study and Self-Improvement System (ISIS)—aimed at reversing academic underachievement. Data were collected from a sample of 32 Form 5 students (20 girls and 12 boys), aged 16–17 years, from St. James Government Secondary School in Trinidad, using questionnaires, group and personal interviews, and observation. Results of the data analysis revealed that there was no single cause of male academic underachievement. At the school level, some of the concerns identified were (1) the negative labelling of students; (2) the low level of teacher expectations; (3) the level of school alienation experienced by students in general, and male students in particular; and (4) the types of punishment imposed on male students, which they perceived as degrading, compared with that administered to female students. At the home level, the absence of effective parental support and monitoring was the main concern identified. The ISIS adopted an integrated approach in making parents, students, and teachers partners in the learning process, and focused on imparting study and life skills needed by students in order to become academic and life achievers. Two areas of deficit were addressed: academic and motivational/affective. While ISIS needed more time for reinforcement, it was

successful as 75% of the male students displayed an improvement in their academic performance and general attitude to their academic work.

Location

SOE Library, UWISA WI RES LC210.8 T7 S87 1998

083

What the boys think. *Children in Focus*, vol. 5, no. 2, Apr–Jun. 1993, p. 6.

This is a record of some of the responses of boys from an all-boys school, St. Mary's College, St. Lucia, to a question that sought to determine why they thought that their peers were failing in the education system.

Locations

CERIS VF/MEM:02

Main Library, UWISA HV747 C27 C55

084

Worrell, Frank C., ed.

Second Annual Summer Institute: "Boys to Men": The challenges of engaging boys academically and emotionally in the primary and secondary school system, August 7th–9th, 2002: Edited proceedings. [Port of Spain], Trinidad: School Leadership Center of Trinidad and Tobago, 2003. iv, 23 p.

This publication contains three presentations to the 2nd Annual Summer Institute of the School Leadership Center of Trinidad and Tobago: (1) Boys to Men: Masculine Diversity, and Schooling (James Earl Davis); (2) Male Youth Resistance and Violence in Schools (Pedro A. Noguera); and (3) What do we Know About Male Students and how can we use Data for Decision Making and Intervening with School Problems (Frank C. Worrell).

Location

CERIS 535/501:08

085

Worrell, Frank C.

What do we know about our male students and how can we use data for decision making and intervening with school problems?. In Frank C. Worrell, (ed.), *Second Annual Summer Institute: "Boys to Men": The challenges of engaging boys academically and emotionally in the primary and secondary school system, August 7th–9th, 2002: Edited proceedings* (pp. 15–23). [Port of Spain], Trinidad: School Leadership Center of Trinidad and Tobago, 2003.

This Power Point presentation is divided into three sections. Section 1 focuses on how the scientific method is useful in allowing educators to diagnose and intervene with school problems. Section 2 describes data from a variety of sources. In order to contextualize the problems of males, data are presented for male and female students on achievement as well as attitudes and behaviours related to school success. Data on effective teaching are also presented. Section 3 focuses on using data to intervene with students.

Location

CERIS 535/501:08

Access to Education

086

Blouet, Olwyn Mary

Mrs. Eliza Fenwick and her school for girls in Barbados, 1814–1822. *Journal of Caribbean History*, vol. 34, nos. 1–2, 2000, pp. 1–19.

This article contextualizes the private school for girls in Barbados—which was operated by Mrs. Eliza Fenwick—within the Barbadian society of the time. There was a high demand for education and numerous private schools attended by a relatively large part of the whites and

coloureds. It provides a description of Mrs. Fenwick's life and career, and how she eventually went to Barbados to run, with her daughter, a school for white girls from the wealthy sections of society. The school soon became a success, but the 1816 slave rebellion, and later economic downturn affected the school, more particularly the wealthy families paying the relatively high fees.

Locations

Main Library, UWISA F1601 J86 C2

Main Library, UWIM F1601 J6

NALIS REF WI 972.9005 Jo

COB Library Periodical Collection

087

Brissett, D. Deloris

Development and validation of a model for retaining pregnant adolescents and school age parents in the Jamaican school system. Ed.D. thesis, Western Michigan University, 1981. viii, 233 p.

This study sought to develop and validate a model to retain pregnant students and adolescent parents in Jamaican secondary schools. The analytical bases of the model were (1) a review of the literature of adolescent child-bearing in Jamaica and the US; (2) a survey of five programmes that delivered comprehensive services to pregnant students and adolescent parents in Michigan; and (3) validation by a 5-member panel of Jamaican professionals, each of whom had demonstrated expertise in the area of adolescent sexuality, and was knowledgeable regarding the Jamaican society and educational system. A systematic, non-mathematical change model was developed—The Model for Retaining Pregnant Adolescents and School-Age Parents in Jamaican Secondary Schools (MRPA)—and validated in two stages: a self-administered validation questionnaire was completed by each validator, followed by scheduled interviews. Results of the validation indicated that, with some modification, the MRPA was appropriate to be implemented in Jamaican secondary schools. Modifications to the model were made, based on the findings of the validation process. Implementation of the model in the Jamaican school system was intended to (a) reduce the incidence of pregnancy-related dropout from

Jamaican secondary schools, (b) increase the chances for economic self support among adolescent parents, and (c) have a positive effect on decreasing the rate of adolescent child-bearing in Jamaica.

Locations

Main Library, UWIM LB3433 B74

SOE Library, UWIM

088

The case of Jamaica. In Colin Brock & Nadine K. Cammish, *Factors affecting female participation in education in seven developing countries* (2nd ed., pp. 58–69. London: DFID, 1997. (Department for International Development. Education Research; Serial No. 9)

Against the background of a description of Jamaica's educational system within the context of the socioeconomic environment of the country, this case study presents the results of a survey of Primary 6 students, which sought to ascertain some of their perceptions on gender and education. It also presents the results of an investigation of the effects of the following nine factors on female participation in education: geographical, sociocultural, health, economic, religious, legal, political, administrative, and educational.

Location

CERIS 180:12

089

Case study: Adolescent Mothers Programme of the Women's Centre of Jamaica Foundation: A second chance for education. In Gary Barker & Felicia Knaul, *Urban girls: Empowerment in especially difficult circumstances* (pp. 46–48). London: Intermediate Technology, 2000.

This article notes that prior to the inception of the Women's Centre of Jamaica Foundation's programme for adolescent mothers in 1978, a pregnant young woman in Jamaica was not permitted to remain in school after her pregnancy became known, or to return after giving birth. The Adolescent Mothers Programme attempts to relieve the negative effects

of early unwanted pregnancy. Pregnant schoolgirls (16 years and under) continue their academic education at the Centre and are returned to the normal school system after the birth of their babies. The primary focus of the programme is its classroom instruction and educational support. Academic instruction is supplemented by group and individual counselling. This results in the return to the school system of a self-assured young woman, better prepared for her role in society.

Location

Main Library, UWISA HQ777 B245 2000

090

Case study of the Women's Centre of Jamaica Foundation, Program for Adolescent Mothers. Research Triangle Park, NC: Family Health International, [200?].

This case study provides a history of the Programme for Adolescent Mothers in Jamaica, which offers academic instruction, personal and group counselling, and, through referrals to local hospitals and clinics, health services, and family planning. It includes interviews with current and former participants, and comments from community members.

Location

Internet <http://www.fhi.org/en/RH/Pubs/wsp/caseStudies/JamaicaCS.htm>

091

Cole, Joyce

Female education in the contemporary Caribbean: Major trends and issues. 26 p.

Paper prepared for the Women in the Caribbean Project Conference, St. Phillip, Barbados, 12–16 Sep., 1982.

Location

WAND (729) 396.3 RO

092

Cole, Joyce

Official ideology and the education of women in the English-speaking Caribbean, 1835–1945, with special reference to Barbados. In Joycelin Massiah (ed.), *Women in the Caribbean Project Vol. 5: Women and education* (pp. 1–34). Cave Hill, Barbados: Institute of Social and Economic Research, The University of the West Indies, 1982.

Education in the British West Indian colonies was patterned on British education. It was believed that a woman's place was in the home. This false ideology led to inferior provisions being made for the education of girls as compared to boys.

Locations

SOE Library, UWISA WI RES LC2605 C2 U58

Main Library, UWICH LC1901 C3 W65

Main Library, UWIM LC1901 W65

ECLACPOS CDC 3328

UVILibraries LC1901 B35 W66 1982

093

Dominica. Ministry of Education

Gender equality—ideal or reality in Dominican education. 12 p.

Paper prepared for the Caribbean Consultation Meeting for the World Conference on Education for All, Kingston, Jamaica, 22–24 Nov., 1989. Sponsored by UNESCO.

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

Location

CERIS 180:01

094

Drayton, Kathleen B.

Introduction: Women and education. In Joycelin Massiah (ed.), *Women in the Caribbean Project. Vol. 5: Women and education* (pp. vii–xiv). Cave Hill, Barbados: Institute of Social and Economic Research, The University of the West Indies, 1982.

This introduction seeks to discuss the nature and purpose of education, with special reference to some peculiarities of the Caribbean systems in order to provide a context for the papers in the volume.

Locations

SOE Library, UWISA WI RES LC2605 C2 U58
Main Library, UWICH LC1901 C3 W65
Main Library, UWIM LC1901 W65
ECLACPOS CDC 3328
UVI Libraries LC1901 B35 W66 1982

095

Drayton, Kathleen B.

Women in social development: Health and education in the Commonwealth Caribbean over the Decade for Women. St. Michael, Barbados: Women and Development Unit, The University of the West Indies, 1985. 10 p.

This paper evaluates achievements in the Caribbean during the Decade for Women within a theoretical framework defined by feminist theory, and suggests strategies for the future. It is concluded that, generally, there have been advances and increases in the provision of health and education for women during the decade. However, old ideologies were still shaping the organization of schools and their curricula, and the sexist division of labour that education had re-inforced affected not only methods in education but also methods of health care delivery. The Decade helped to identify and focus issues in health and education that needed to be addressed both then and in the future.

Locations

Main Library, UWIM HQ1186 C27 D72
ECLACPOS CDC 4137

096

Education. In Barbados. National Commission on the Status of Women in Barbados, *Report*, v. 1 (pp. 132–177). St. Michael, Barbados: Government Printing Office, 1978.

This section provides a historical overview of the education of girls in Barbados, and examines the education of girls under the following headings: (1) The Barbados Scholarship; (2) The curriculum; (3) Nursery, primary and secondary education; (4) Secondary level co-education; (5) Non-traditional subjects; (6) Physical education; (7) Dance; (8) Music; (9) Mathematics; (10) Science; (11) Tertiary education; (12) Senior administrative posts; (13) School boards and governing bodies; (14) The Board of Education; (15) Further opportunities for education and training; (16) Workers' education; and (17) Consumer education.

Location

Main Library, UWISA HQ1525.6 B2 B228 R4

Main Library, UWIM HQ1525.6 B3 B376

097**Foreman, Judith**

Schooling, gender and development in Trinidad and Tobago. In Kevin M. Lillis (ed.), *School and community in less developed areas* (pp. 228–257). London: Croom Helm, 1985.

This paper outlines educational provision and participation in schooling in Trinidad and Tobago during the colonial and modern period, focusing on the development of a gender-divided curriculum, and the emergence of a domestic ideology for the education of girls. It also considers some aspects of the gender differentiation in the education system, focusing on attitudes and aspirations towards school and work among students from secondary schools in Port of Spain.

Locations

Main Library, UWISA LC221.4 D44 S36 1985

Main Library, UWIM LC221.4 D44 S36

098

Foreman, Judith

Schooling, gender and development in Trinidad and Tobago: Work in progress. In C. B. W. Tressgarne (ed.), *Reproduction and dependency in education* pp. 17–36. London: Institute of Education, 1981. (Occasional Papers; No. 7, Pt. 2)

The first part of this paper outlines educational provision and participation in schooling during the colonial and modern period, focusing on the development of a gender-divided curriculum, and the emergence of a domestic ideology for the education of girls. The second part briefly considers some aspects of gender differentiation in the education system, focusing on attitudes and aspirations towards school and work among students from secondary schools in Port of Spain, Trinidad. It suggests that despite the dominance of a domestic ideal for women in official reports, and widespread differences between girls and boys in terms of their distribution in the curriculum, attitudes, and aspirations, girls are resisting the assumption of a primarily domestic role.

Location

SOE Library, UWISA WI RES LC212.3 T7 F67

099

Gordon, S.

Historical perspectives on the education of women in the Caribbean. [n.p.].

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Jamaica, 19–24 Nov., 1989. Sponsored by Women and Development Studies; and Faculty of Education, The University of the West Indies, Mona.

100

Gordon, Shirley C.

Demands for the education of girls 1790–1865. M.A. thesis, University of London, 1951. 664 p.

101

Hamilton, Marlene A.

The availability and suitability of educational opportunities for Jamaican female students: An historical overview. In Elsa Leo-Rhynie, Barbara Bailey, & Christine Barrow (eds.), *Gender: A Caribbean multi-disciplinary perspective* (pp. 133–143). Kingston, Jamaica: Ian Randle Publishers in association with The Centre for Gender and Development Studies, The University of the West Indies and the Commonwealth of Learning, 1997.

This essay examines the educational provisions for Jamaican females, and their suitability, during three periods: (1) 1655–1833, when there was little by way of educational provision, and what existed was intended for boys; (2) 1834–1899, when a type of primary education, centred on the “three Rs” and religious education, gradually evolved for the newly free, while secondary education still catered for white children and continued to discriminate between the sexes, as girls were rarely taught classics and science; and (3) 1900–1961, when many of these trends were perpetuated, since at all levels, including the post-secondary level, the emphasis continued to be on training girls for homemaking and professions involving caregiving and nurturing.

Locations

SOE Library, UWISA WI RES HQ1501 G46 1997

Main Library, UWISA HQ1501 G46 1997

Main Library, UWIM HQ1501 G46 1997

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COB Library KA49 F4 G46 1997

ECLACPOS CDC 14106

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UVILibraries HQ1501 G46 1997

102

Hamilton, Marlene A.

The availability and suitability of educational opportunities for Jamaican female students: An historical overview. 17 p.

Paper prepared for the Interdisciplinary Seminar on Women and Development, 1st: Gender, Culture and Caribbean Development, Mona, Jamaica, 8–19 Jun., 1987. Sponsored by Women and Development Studies, The University of the West Indies, Mona.

This paper reviews the educational opportunities made available to Jamaican girls from an historical perspective (from the 17th century up to Independence in 1962), and also attempts to assess the suitability of such opportunities in terms of the changing role of women in the society over the years.

Location

SOE Library, UWISA WI RES LC1441 C27

103

Kassim, Halima-Sa'adia

Locating women in the growth of Islamic educational institutions in Trinidad, 1917–1960. 26 p.

Paper prepared for the Annual Conference of the Association of Caribbean Historians, 29th, Martinique, 7–12 Apr., 1997.

104

Leo-Rhynie, Elsa

The education of women: Provision, participation and impact. *Caribbean Labour Journal*, vol. 3, no. 2, Jun. 1993, pp. 1–5.

This article discusses the educational opportunities available to women at different stages of Jamaica's history, the challenges that these have presented, and the opportunities they have offered for the growth and development of women, and the society as a whole.

Locations

Main Library, UWISA HF5549.2 C35 C37

Main Library, UWIM HF5549 A2 C37

NALIS REF WI 658.301 09729 Hu

ECLACPOS CDC 13722

CGDS, UWIM

105

Leo-Rhynie, Elsa

The education of women: Provision, participation and impact. In Noel M. Cowell & Ian Boxill (eds.), *Human resource management: A Caribbean perspective* (pp. 181–190). Kingston, Jamaica: Canoe Press, 1995.

This article discusses the educational opportunities available to women at different stages of Jamaica's history, the challenges that these have presented, and the opportunities they have offered for the growth and development of women, and the society as a whole.

Locations

Main Library, UWISA HF5549.2 C35 H86 1995

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UVI HF5549.2 C35 H86 1995

NLJ 658.301 Ja Hum

ECLACPOS CDC 13722

Main Library, UWIM HF5549 H85 1995

106

Leo-Rhynie, Elsa

Educational opportunities for Jamaican female students: A contemporary perspective. 17 p.

Paper prepared for the Interdisciplinary Seminar on Women and Development Studies, 1st: Gender, Culture and Caribbean Development, Kingston, Jamaica, 8–19 Jun., 1987. Sponsored by Women and Development Studies, The University of the West Indies, Mona..

This paper examines Jamaican policy initiatives since Independence and the opportunities created for access to secondary education. It notes that women have made good use of the opportunities available to them. Although they are not explicitly discriminated against at any level, access to secondary education is limited by the need to provide opportunities for males and the choices girls make. In addition, their achievement is often limited by the attitudes and expectations others have of them, and which they develop towards themselves.

Locations

SOE Library, UWISA WI RES LC1441 C27
CGDS, UWIM LC1401/ Pamph. 1740

107

Lynch, Enid

The education of women in Barbados. In Barbados. National Commission on the Status of Women in Barbados, *Report, v. 2*, pt. 1 (pp. 67–80). St. Michael, Barbados: Government Printing Office, 1978.

This paper examines provisions for the education of women in Barbados against the background of a brief history of education in the country. Issues discussed include co-educational schooling, employment opportunities, and adult education.

Locations

Main Library, UWISA HQ1525.6 B2 B228 R4
Main Library, UWIM HQ1525.6 B3 B376

108

Mayers, Janice Maureen

Access to secondary education for girls in Barbados, 1907–43: A preliminary analysis. In Verene A. Shepherd, Bridget Brereton, & Barbara Bailey (eds.), *Engendering history: Caribbean women in historical perspective* (pp. 258–275). Kingston, Jamaica: Ian Randle Publishers; London: James Currey, 1995.

This article seeks to demonstrate that during the first half of the 20th century there was discrimination against girls in access to public secondary education in Barbados, both in terms of the facilities provided, and in the means provided for taking advantage of the offerings.

Locations

SOE Library, UWISA WI RES HQ1501 E54 1995
Main Library, UWISA HQ1501 E54 1995
Main Library, UWIM HQ1501 E93 1995
ECLACPOS CDC 14012
NALIS REF WI 305.409 En

NIJ 305.4 Ja Eng
UVI Libraries HQ1501 E54 1995

109

McKenzie, Hermione

Changing female educational opportunities in Jamaica. [n.p.].

Paper prepared for the World Congress of Sociology, 9th, Uppsala, Sweden, Aug. 1978. Sponsored by Sociological Association.

110

Miller, Errol L.

Gender as an issue in basic education in Jamaica: Access, enrolment, retention and achievement. In UNESCO/CARNEID, *The Caribbean education annual* (pp. 30–47). Bridgetown, Barbados: CARNEID Coordinating Centre, 1994. (*Caribbean Education Annual*, vol. 3, 1993–94)

In examining gender as an issue in basic education, particularly with respect to access, enrolment, retention, and achievement, this paper operates on the assumption that, in any school population of a reasonable size, if all things are equal, boys and girls will (a) have equal access to basic education; (b) be enrolled in school in proportions consistent with the demographic features of that population; (c) remain in school for the same length of time; and (d) achieve, on average, at the same levels. A list of inferences, which appear reasonable from the data reported for Jamaica, is presented.

Location

CERIS 880(Y):04

111

Miller, Errol L.

Illiteracy, gender and high schooling in Jamaica. In Dennis R. Craig (ed.), *Education in the West Indies: Developments and perspectives, 1948–1988* (pp. 47–74). Mona, Jamaica: Institute of Social and Economic Research, The University of the West Indies, 1996.

This study sought to determine whether access to the upper levels of the educational system had an inspirational impact on achievement at the lower levels of the system. The results suggested that greater access to high schooling has had a positive effect on the improvement of literacy levels in Jamaica. It was also found that changes in the gender structure of teachers' colleges, primary school teaching, and the pupil-teacher system in the last decade of the 19th century had caused the reversal of traditional patterns of achievement, where boys had performed better than girls. By the 1940s, in the black and coloured segments of Jamaican society, the younger females, particularly in rural areas, were participating more in the educational system and achieving at higher levels than the younger males.

Locations

SOE Library, UWISA WI RES LA476 E373 1996

Main Library, UWISA LA476 E386 1996

Main Library, UWIM LA476 E386 1996

NLJ 370.1 Ja Edu

Main Library, UWICH LA476 E386 1996

COB Library LA476 E48 1996

UVILibraries LA476 E373 1996

112

Mohammed, Patricia

Educational attainment of women in Trinidad and Tobago, 1946–1980. In Joycelin Massiah (ed.), *Women in the Caribbean Project Vol. 5: Women and education* (pp. 35–77). Cave Hill, Barbados: Institute of Social and Economic Research, UWI, 1982.

This paper analyses the educational achievements of women in the post-World War II era. It supports the view that ideologies influence the provision of education for women, but recognizes that education cannot be meaningfully analysed as a separate and autonomous social institution since it articulates with other structures of the society. Female school attendance (78.4%) is shown to have outstripped male (77.7%) most markedly in the 15–19 age group by 1970, after the introduction of free secondary education at last began to reflect the larger ratio of women to

men in the population. Girls were found to perform better than boys on the Cambridge GCE 'O'Level examination and to be in the majority up to this level. The trend was, however, reversed for tertiary and higher education, where more males than females were enrolled. It was also found that at vocational and technical levels in 1976–77, the majority of women were enrolled in traditional courses. A positive correlation is shown between women's education and their labour force participation.

Locations

SOE Library, UWISA WI RES LC2605 C2 U58
 Main Library, UWIM LC1901 W65
 Main Library, UWICH LC1901 C3 W65
 ECLACPOS CDC 3328
 UVILibraries LC1901 B35 W66 1982

113

Rowe, Maureen

Canadian International Development Agency

Women's access to education and training: *CIDA round table, July 2–3, 1990*. [Kingston, Jamaica: College of Arts, Science and Technology], 1990. 23 p. (At head of title: CIDA, Education Sector Review, [Jamaica])

114

Schiefelbein, Ernesto, & Peruzzi, S.

Education opportunities for women: The case of Latin America and the Caribbean. *The Major Project in the Field of Education in Latin America and the Caribbean. Bulletin*, No. 24, Apr. 1991, pp. 49–76.

Education has reached a balance in opportunities for access by men and women to the various education levels. Reaching this balance has probably been one of the greatest achievements of Latin American and Caribbean education systems as a whole during the latter part of the 20th century. Population censuses in the 1980s confirmed not only the disappearance of major sex differences in schooling levels, with higher male enrolment, observed in the fifties, but also that the opposite existed in half the countries, where women have gained an edge in access to primary

and secondary schooling, although they still have to obtain that equality in higher education. School enrolment in the 1990s permits one to declare that the trend towards equality in educational opportunities for women is being maintained in the region. Schooling data are corroborated by those on literacy. Lastly, fragmentary information permits one to assert that women are also making good use of educational opportunities in terms of academic achievement and grades passed. This evidence is important both for the overall analysis of educational development in the region and for specific policy design.

Locations

SOE Library, UWISA SERIALS
Main Library, UWISA LA435 M234 B9
NALIS REF WI 370.78 05 Ma

115

Smithen, Lorna

Equality of educational opportunity of teenage mothers in St. Kitts and Nevis. Basse-terre, St. Kitts: St. Kitts-Nevis Teachers Training College, [n.d.]. iv, 42 p.

In this study of the problems of teenage pregnancy, emphasis is placed on the educational opportunities needed in order to aid the social and economic development of teenage mothers.

116

Storr, Elkin R.

Gender imbalance in education: Some societal factors which explain it in the Caribbean. [Nassau, Bahamas: Association of Tertiary Institutions in the Bahamas], 2000. 19 p.

Location

COB Library B LC12.93 B34 S86 2000

117

Symmonds, Patricia

Education. In Barbados. National Commission on the Status of Women in Barbados, *Report, v. 2* (pp. 567–673). St. Michael, Barbados: Government Printing Office, 1978.

This paper is essentially concerned with the quality of formal education available to girls in Barbados, but it also explores certain aspects of informal education received outside of the formal system, and examines the available opportunities for adult education.

Locations

Main Library, UWISA HQ1525.6 B2 B228 R4

Main Library, UWIM HQ1525.6 B3 B376

118

Women and education. Cave Hill, Barbados: Institute of Social and Economic Research, The University of the West Indies, 1982. xx, 77 p. (Women in the Caribbean Project research papers. Phase I; v. 5)

Contents: Introduction by Kathleen Drayton; Official ideology and the education of women in the English-speaking Caribbean, 1835–1945, with special reference to Barbados by Joyce Cole; Educational attainment of women in Trinidad and Tobago, 1946–1980 by Patricia Mohammed.

Locations

SOE Library, UWISA LC2605 C2 U58

Main Library, UWIM LC1901 W65

Main Library, UWICH LC1901 C3 W65

ECLACPOS CDC 3328

UVILibraries LC1901 B35 W66 1982

Adult Education

119

Antrobus, Peggy

Assessment of education and action programmes for rural women: Report on the Windward Islands. 23 p.

Paper prepared for the Expert Consultation on Mobilization of Agricultural and Educational Institutions to Accelerate the Participation of Rural Women and Families in Rural Development, 6–16 Mar., 1981.

This paper attempts to assess action and educational programmes for rural women in Dominica, Grenada, St. Lucia, and St. Vincent and the Grenadines. It provides data on the demographic characteristics of the female population, female-headed households, female labour force participation, and educational status. The paper notes that agricultural extension services are differently distributed between male and female to the detriment of female farmers, and that none of the programmes for extension workers include home economics at the regional levels. It concludes that, apart from Grenada, none of the islands has a national policy on behalf of rural women and families. A number of recommendations for future action are made, based on the needs of the four countries.

Locations

ECLACPOS CDC 6198

WAND (7298) 396.36 AS

120

Antrobus, Peggy

Macro-micro linkages in Caribbean community development: The impact of global trends, state policies and a nonformal education project on rural women in St. Vincent (1974–1994). Ed.D. diss., University of Massachusetts, 1998. 441 p.

A macroeconomic policy framework of structural adjustment designed to address problems of international indebtedness, adopted by CARICOM

countries in the 1980s, was associated with a major setback in the process of broad-based socioeconomic development that had been launched in the context of representative government and independence. This study examined the influence of these global/regional trends on state policy, with special reference to how the altered political vision of the state, inherent in structural adjustment policies, appeared to impact the welfare and livelihood of rural women and families in St. Vincent. It also assessed the extent to which an innovative nonformal education project aimed at community development through the empowerment of women in a rural community, served to mitigate detrimental aspects of these policies and related state practices. The study utilized a feminist research methodology with a combination of interviews, focus groups, and observation, which provided multiple vantage points on macro and micro dimensions of the study. The author's personal involvement in various aspects of development and the nonformal education project during the period served as an additional lens. The study argues that a policy framework of structural adjustment severely weakens rural and social development, and is inappropriate to goals of broad-based socioeconomic development in a small island state. The nonformal education project, which linked university continuing education to community organizing, served to increase human, physical, and social capital, as well as enhance community norms and people's capacity to cope in a deteriorating socioeconomic environment. The study further argues that nonformal education interventions can be applied to both micro- and macro-level situations, and that their effectiveness in addressing social change depends on their inclusion of political education about macro/micro links and gender conscientization. Such interventions can strengthen advocacy for policies prioritizing human development within a women's human rights framework.

Location

Main Library, UWISA HQ1240.5 S18 A58 1998

121

Antrobus, Peggy, & Barnes, Vernie Clarice

Non-formal education: Community outreach towards empowerment of women. 8 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

This paper explains how over the years, the Women and Development Unit (WAND) has used training as its major strategy for strengthening the capacity of individuals, groups, and programmes, and for promoting links between them, nationally and regionally. It therefore suggests that, at one level, WAND's programme may be described as a programme of nonformal education, in that its focus has been on people outside the formal training institutions, its strategies and methodologies largely participatory, and its specific programme content and activities centred on the needs of the participants and responsive to local, regional, and international situations.

Locations

CGDS, UWIM

CGDS, UWISA

122

Armstong, L. Ancilla

Promoting vocational training and lifelong learning for women in the Commonwealth Caribbean: A discussion paper. 10, [14] p.

Paper prepared for the Expert Group Meeting on Vocational Training and Lifelong Learning of Women, 2–6 Dec., 1996. Sponsored by United Nations.

This paper analyses the extent to which women in the Commonwealth Caribbean countries are equipped with the knowledge, skills, and orienta-

tion, including attitudes and values, to ensure their survival, physical and psychological well-being, develop their individual potential, and contribute to the social and economic development of their countries and the region. It recognizes the influence of social, cultural, and economic factors on education systems—the availability of education and training programmes; the quality of such programmes; the extent to which ethnicity, socioeconomic status, and other factors affect participation; the work opportunities for graduates and the extent to which they are expected to contribute to social and economic development. Training and lifelong education for women are assessed within this contextual framework.

Location

CGDS, UWIM LC1401/ Pamph. 1730

123

Bailey, Barbara

Opportunities for women in non-formal education in Jamaica: The case of H.E.A.R.T. 13 p.

Paper prepared for the Interdisciplinary Seminar on Women and Development, 1st: Gender, Culture and Caribbean Development, Mona, Jamaica, 8–19 Jun., 1987. Sponsored by Women and Development Studies, The University of the West Indies, Mona.

This paper provides an assessment of the Human Employment and Resource Training (HEART) Trust—an initiative to provide training opportunities for young people in Jamaica who have passed through the secondary cycle of education and have “graduated” from the formal school system—with particular reference to an analysis by gender in the school leavers’ on-the-job training programme at the Stony Hill, Portmore, and Runaway Bay academies.

Locations

SOE Library, UWISA Photocopy
Main Library, UWIM WIRES LC1441 C27

124

Carasco, Beryl

The extent and nature of women's participation in nonformal education activities: Emerging trends. St. Michael, Barbados: Women and Development Unit, UWI, 1982. [n.p.].

125

Carasco, Beryl

Report on a study of women's participation in adult non-formal education: A Caribbean perspective. Toronto, Canada: International Council for Adult Education, 1981. [n.p.].

126

Darling, Sylvia Elizabeth

Why a select group of Bahamian female adult learners return to the classroom and how their return impacted their personal and professional lives. M.Ed. thesis, Acadia University, 1999. 148 p.

This study attempted to provide answers to the question: Why do some Bahamian women working outside the home, with families and other social responsibilities, return to the classroom? Following a recruitment process, three Bahamian women volunteered to tell of their decision to return to the classroom, and how their personal and professional lives were affected as a result. Each of the women was interviewed for approximately 70 minutes, with the aid of eight semi-structured questions. The findings indicated that these Bahamian women were remarkably similar to women in industrialized countries—they returned to the classroom for economic and related reasons. Their credentials had to be constantly updated, so that they could remain employed and competitive in the workplace. The implications of the findings for education practices in the Bahamas are discussed.

127

Dunn, Leith L.

Education for women workers in Caribbean export processing zones: Challenges and opportunities. *Labour Education*, No. 96, 1994, pp. 21–?

128

Ellis, Patricia

Adult education, training and employment: “Beyond rhetoric—The focus on women”. St. Michael, Barbados: Women and Development Unit, UWI, 1981. [1 v. in various pagings].

(Paper presented to the International Council of Adult Education Seminar, Trinidad, 1–3 June, 1981)

This paper provided an overview of the socioeconomic and educational situation of women in the Caribbean, and reviewed efforts in the region to promote the integration of women in development after the World Conference on International Women’s Year held in Mexico in 1975. It concluded that while positive efforts had been made to move from rhetoric to action in the Caribbean, it was still too early to assess their impact on the development of the region and on women’s status.

Location

ECLACPOS CDC 862

129

Ellis, Patricia

Equipping women for fuller participation in rural development—An example of community-based participatory training from St. Vincent. *Community Development Journal*, vol. 22, no. 2, Apr. 1987, pp. 135–140.

In 1980, a project for the integration of women in rural development was implemented in the rural community of Rose Hall in St. Vincent and the Grenadines. A major objective was to facilitate more active and direct participation of women in the process of rural development by involving

them in a participatory training process that would increase their self-confidence, self-esteem, ability, and willingness to accept leadership and decision-making roles in their community. This paper discusses the concept of participatory training and the role of the facilitator/trainer, before providing an account of the project. It concludes that the project has had a significant impact on the lives of individual women in Rose Hall, as well as on the community as a whole.

Location

Main Library, UWISA HN1 C734 D4

130

Ellis, Patricia

Nonformal education and empowerment of women: Insights from the Caribbean. *Convergence*, vol. 28, no. 3, 1995, pp. 86–96.

A survey of 16 nonformal education programmes for women in Barbados, Grenada, St. Lucia, and St. Vincent and the Grenadines indicated an emphasis on employment creation, small business management, leadership training, and awareness of gender issues. To some extent, the programmes increased awareness, developed skills, and changed attitudes and behaviour. However, significant numbers of participants did not get what they had expected from the programmes.

Locations

SOE Library, UWISA SERIALS
Main Library, UWIM LC5201 C6
COB Library Periodical Collection

131

Ellis, Patricia

Nonformal education and empowerment of women: Report of a study in the Caribbean. [S.l.: s.n.], 1994. 43 p.

A participatory research approach was used to determine the extent to which nonformal education (NFE) programmes have contributed to the empowerment of women living in four Caribbean islands. Twelve

agencies/organizations/providers on the islands of Barbados, Grenada, St. Lucia, and St. Vincent, which offered NFE programmes to women between 1992 and 1993, were surveyed along with 80 women who had participated in the NFE programmes, and facilitators/tutors from selected programmes. It was discovered that during the study period, the agencies offered a variety of education and training programmes for women. The programmes ranged from broad-based public education efforts to programmes (long/short courses and workshops) designed to teach specific job-related skills. Although all the programme providers were attempting to meet women's educational, social, economic, and political needs, not all of them were consciously using their programmes as a strategy to empower women. Several programme participants did, however, credit NFE with making them more aware of women's situation and the factors responsible for it. It was concluded that although many of the NFE programmes studied did help participants achieve personal, and to a lesser extent political empowerment, they have been unsuccessful in helping women achieve economic empowerment.

132

Ellis, Patricia

Nonformal education, women and development in the English-speaking Caribbean. *Bulletin of Eastern Caribbean Affairs*, vol. 11, no. 2, May/June 1985, pp. 23–33. (Special Issue on the End of the Decade for Women)

This paper argues that despite the improvement in, and expansion of, the education system during the 1960s and 1970s, there has not been the desired economic growth and development that was hoped for, largely because of the failure of development planners to recognize the economic role of women and the contribution they can make to the development process. However, women have now begun to play a more active role in the development process, and the paper examines the role that education, and particularly nonformal education, can play in this “new” model of development. It concludes that although a focus on nonformal education and on women's issues alone is not the answer to the developmental problems facing the region, yet they are tools that can be used by women and men in their struggle to transform their societies.

Locations

SOE Library, UWISA WI RES LC1496.5 C27
Main Library, UWISA F1601 B936 E1
Main Library, UWIM F1601 B8
CGDS, UWIM HQ1240/Pamph. 1075
WAND (729) 396.3 GE
UVI Libraries F2001 B86
ECLACPOS CDC Serial
NALIS

133

Ellis, Patricia

Women, adult education and literacy: A Caribbean perspective. *Convergence*, vol. 17, no. 4, 1984, pp. 44–53.

This paper examines the relationship between education and the region's socioeconomic development, and the role of adult continuing education in this relationship. It looks at the participation of women in the formal education system and in nonformal education. After describing government initiatives in adult education and literacy in some of the islands, it explores the degree to which these can offer opportunities to develop new programmes, or restructure and reorganize existing ones so as to reflect the realities, address the problems, and fulfil the aspirations of Caribbean women.

Locations

CERIS Photocopy #27
SOE Library, UWISA SERIALS
Main Library, UWIM LC5201 C6
COB Library Periodical Collection

134

Ellis, Patricia

Women, adult education and literacy: A Caribbean perspective. *International Journal of Lifelong Education*, vol. 6, no. 1, Jan.–Mar. 1987, pp. 61–68.

This article examines the relationship between education and the socioeconomic development of the English-speaking Caribbean, and the role

of continuing education in this process. It looks at the participation of women in the formal education system and in nonformal education programmes. It draws attention to recent government initiatives in the area of adult education and literacy in some of the islands, and explores the degree to which these can offer opportunities to develop new and/or restructure and reorganize existing adult education and literacy programmes to reflect the realities, address the problems, and fulfil the aspirations of Caribbean women.

Location

CERIS Photocopy #65

135

Ellis, Patricia

Women and adult non-formal education: The use of participatory methods in a community-based adult education programme in Rose Hall, Saint Vincent. St. Michael, Barbados: Women and Development Unit, The University of the West Indies, 1982. [n.p.]

This paper assesses the use of a participatory research approach in a nonformal adult education programme in Rose Hall, St. Vincent. The project involved the community in the identification and analysis of its problems. The participants identified the following areas for focus: (1) raising the level of literacy of persons in the community; (2) providing more agricultural knowledge; (3) upgrading skills, especially in food preparation, storage/preservation, and craft; and (4) promoting self-development and development of the community. Overall benefits identified from the programme included improved skills in communication, analysis, problem-solving, decision-making, and confidence in taking responsibility for shaping their own development and that of their community.

Location

ECLACPOS CDC 6205

136

Ellis, Patricia

Women's participation in non-formal education activities. In Patricia Ellis (ed.), *Women of the Caribbean* (pp. 104–105). London: Zed Books, 1986.

This is a brief overview of the range of nonformal education activities in which Caribbean women participate.

Locations

Main Library, UWISA HQ1501 W66 1986

Main Library, UWIM HQ1501 W66 1986

UVI Libraries HQ1501 W66 1986

COB Library HQ1870.9 W65 1986

NALIS REF WI 305.409729

137

George, June M.

The interplay of conventional science and traditional knowledge in the life of a rural woman in Trinidad. In Elsa Leo-Rhynie, Barbara Bailey, & Christine Barrow (eds.), *Gender: A Caribbean multi-disciplinary perspective* (pp. 277–298). Kingston, Jamaica: Ian Randle Publishers in association with The Centre for Gender and Development Studies, The University of the West Indies, and the Commonwealth of Learning, 1997.

This case study of one woman in a rural Trinidadian village explores how she makes use of both conventional science and traditional knowledge in conducting her life. The findings are compared with practices in adult health education delivery systems.

Locations

CERIS Photocopy #89

SOE Library, UWISA WI RES HQ1501 G46 1997

Main Library, UWISA HQ1501. G46 1997

Main Library, UWIM HQ1501 G46 1997

CGDS, UWIM HQ1101/Pamph. 1329

CGDS, UWISA LEOR

NALIS WI 305.3 Ge

NLJ 305.3729 Ja general

COB Library KA49 F4 G46 1997

ECLACPOS CDC 14106
WAND (729) 396.1 GE
UVLibraries HQ1501 G46 1997

138

Jones, Adele

Training for empowerment? A comparative study of nonformal education for women in small island countries. *Compare*, vol. 27, no. 3, Oct. 1997, pp. 277–286.

This article reviews the experiences and results of selected nonformal education programmes conducted in eight South Pacific and Caribbean island countries—Fiji, Kiribati, Niue, Tonga, Barbados, Grenada, St. Lucia, and St. Vincent and the Grenadines—drawing on participant interviews. Nonformal education is described as an effort to incorporate locally qualified people into educational programmes run at the grass-roots level. Prior research had indicated that most such programmes spoke the language of radical development, but often concentrated on women’s traditional and reproductive social roles. This finding was generally confirmed, as many programmes were rarely employed to empower women. Instead, the programmes were most often isolated events, with little follow-up and evaluation following instruction. Many women suggested that the programmes made them more conscious of their situation and provided them with technical skills, but these skills were not sufficient to give them greater autonomy and economic self-sufficiency.

139

Jones, Adele, & Ellis, Patricia

A Caribbean–South Pacific perspective on nonformal education and women’s empowerment. *Convergence*, vol. 28, no. 2, 1995, pp. 17–27.

This article discusses a project funded by the International Council for Adult Education (ICAE). It examines the extent to which nonformal education (NFE) programmes for women in Caribbean and South Pacific countries contribute to the empowerment of those who participate in them. It was designed to provide an opportunity for several women from

eight countries in these two regions (Barbados, Grenada, St. Lucia, and St. Vincent and the Grenadines in the Caribbean) to examine and reflect on their experience of participating in NFE programmes and to further motivate women to take some action to transform their life and situation. Data were collected from almost 200 women and 32 agencies through questionnaires, interviews, and research workshops. The paper concludes that both government agencies and nongovernmental organizations (NGOs) in the Caribbean and South Pacific provide opportunities for women to participate in a variety of education and training programmes. While these programmes are attempting to meet women's educational, social, economic, and political needs, not all of them are being consciously used as a strategy to empower women. Despite this, the benefits from the programmes investigated in the study seemed to increase women's awareness of their situation, and to some extent, gave them a better understanding of the factors responsible for this.

Locations

SOE Library, UWISA SERIALS
 Main Library, UWIM LC5201 C6
 COB Library Periodical Collection

140

Lawrence, Theodoris

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

141

Little-White, Heather E.

Nutrition education for gender empowerment: A case of household helpers in Jamaica. Ph.D. diss., Cornell University, 1993. xiv, 316 p.

This study examined the impact of a nutrition education programme on nutrition knowledge and the self-esteem of 73 household helpers in urban and rural Jamaica. The programme, run by Grace Kennedy, Jamaica's largest food manufacturing company, aimed at teaching low-income homemakers to improve nutritional practices in their households.

The study developed a demographic profile of household helpers, and identified their food consumption patterns and coping strategies for meeting their nutritional needs. A mixed methodological approach was used in a pre-test/post-test equivalent group design integrating a checklist of frequency of consumption of foods and a 24-hour recall of foods consumed. It was found that helpers who participated in the programme gained significantly higher post-test scores for nutrition knowledge and self-esteem measures than did control group members. Participants' perceived ability to meet their family's nutrition needs correlated significantly with post-test nutrition scores. Education, marital union status, and home ownership correlated significantly with post-test self-esteem scores. The most commonly eaten foods were found to be rice, bread, flour dumplings, plantains, green bananas, yams, chicken, cheese, red peas, callaloo, pumpkin, carrots, and ackee. Coping strategies included having meals on the job, buying less food from cheaper sources, using food creatively and economically, producing food for home consumption, and pooling family resources. While increasing nutrition knowledge and enhancing self-esteem of household helpers, the nutrition education programme also provided women in the study with an incentive to improve their lives.

Locations

Main Library, UWIM WI Collection
 NLJ 613.2808864 Ja Lit

142

Mair, Lucille

Adult learning, women and development. *Prospects*, vol. 7, no. 2, 1977, pp. 238–243.

Location

COB Library L11 P957

143

Smith, Cynthia Jean

Extension education for women small farmers in the eastern Caribbean. M.A. thesis, University of Illinois at Urban—Champaign, 1980. viii, 115 p.

144

Thornton, Rosie Lynn

Rural Maya women in Belize: An assessment of health and educational needs. M.A.(Ed.) thesis, St. Francis Xavier University, 2001. 134 p.

Data were collected from rural Maya mothers in five isolated villages in central and southern Belize, using a questionnaire administered to focus groups to determine what the women's learning preference was, their current health status, and what they wanted to learn about health in order to be better able to care for their own and their families' health. The focus groups showed that the women liked learning together in small groups. They felt supported and encouraged to learn in this manner. Common themes were identified, and the participants expressed great interest in being better able to care for their children when they were sick. Considerations affecting these mothers' daily lives included having multiple pregnancies close together, geographical isolation, illnesses, as well as gastrointestinal problems due to unsanitary practices. The information from these focus groups was summarized, and recommendations were presented on how the education needs of these mothers could be met to achieve increased health status in the most effective manner.

145

Yearwood, Marilyn Patricia

Women's leadership training in micro-business: The case of the Women's Leadership and Enhancement Institute of Trinidad and Tobago. M.A. thesis, University of Toronto, 2000. 75 p.

This study sought to evaluate how the Women's Leadership and Enhancement Institute of Trinidad and Tobago (WLEIT&T) empowers women to become leaders in micro-businesses. Through a case study, it focused on how the WLEIT&T empowered six women participants to become leaders through their participation in two pilot projects. Three of these women operated micro-businesses from their homes, two had difficulty in accessing funding to launch their business enterprise, while one found that the time was not right to begin. Data were collected through semi-structured interviews, observer's notes, official documents from the

organization, and two informal interviews with the Execution Programme Co-ordinator and the leadership facilitator. The findings showed that although WLEIT&T set out to empower women leaders in micro-businesses, these women also became leaders in their communities and religious organizations. The transformative leadership skills for micro-businesses, facilitated by the WLEIT&T, were transferable to other areas of leadership.

Agricultural Education

146

Reddock, Rhoda, & Deare, Fredericka M.

Enrollment patterns of women in higher agricultural education: The case of The University of the West Indies (Case-study). St. Augustine, Trinidad: Centre for Gender and Development Studies, The University of the West Indies, 1996. 56 p. (Prepared for the Food and Agriculture Organization of the United Nations)

The data for this study were derived from a range of sources, including regional and national documents on the status of women, university reports and statistics, and interviews with students, academic and senior administrative staff, and graduates of The University of the West Indies (UWI).

Location

CGDS, UWISA REDDOCK

147

Thompson, Daniel R. T., & Sampson-Ovid, Lystra

Sex stereotyping: An hindrance to agricultural development. 20 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 4th: Agriculture: Alternative Strategies for Agricultural Development; An Analysis of Women and Gender Issues, St. Augustine,

Trinidad, 22–26 Jan., 1990. Sponsored by Women and Development Studies Project, The University of the West Indies, St. Augustine.

This article discusses the role women can play in agricultural development. It examines levels of agricultural education available and the involvement and significance of women being trained in the field of agriculture.

Location

CGDS, UWIM HD6110/ Pamph. 614

Bias and Discrimination

148

Bastick, Tony

Gender discrimination in education and employment: The marginalised men and wasted women of Dominica. In Tony Bastick & Austin Ezenne (eds.), *Sociology of education: Research in the Caribbean* (pp. 39–66). Mona, Jamaica: Educational Research Centre, The University of The West Indies, 2002.

This article examines the employment of academically successful males and females in Dominica. It is suggested that gender employment discrimination is indicated when there is an imbalance in the numbers in a particular occupation.

Locations

Main Library, UWIM LC191.8 C72 S62 2002

NALIS REF WI 371.2 So

NLJ 306.4307 Ja Soc

149

Drayton, Kathleen B.

The education of girls in Barbados: The past. In Barbados. National Commission on the Status of Women in Barbados, *Report*, v. 2, pt 1 (pp. 81–99). St. Michael, Barbados: Government Printing Office, 1978.

This paper describes and where possible, documents the discrimination against girls in post-primary education in Barbados, which has existed from the inception of a public education system and has not yet been completely eradicated.

Locations

Main Library, UWISA HQ1525.6 B2 B228 R4

Main Library, UWIM HQ1525.6 B3 B376

150

Drayton, Kathleen B.

The gender bias in education. St. Michael, Barbados: Women and Development Unit, School of Continuing Studies, The University of the West Indies, 1991. 8 p.

This paper examines the biases in the education system in the Caribbean as they affect women. It claims that the historical gender bias in education still affects the way of thinking of Caribbean people and their beliefs about how men and women should behave. The paper outlines five areas in which these biases were reflected in the education system: (1) the fallacy of female domination in teaching, (2) patriarchy and the economic function of schools, (3) how the ideology of male domination affected access to schools, (4) effects on the curriculum and career choices, and (5) co-education and its problems. It recommends that teachers should address gender discrimination in all aspects of schooling, at the levels of appointments and material provisions, and also that teachers should work to change outdated ideas and beliefs of the roles of men and women in the society.

Locations

Main Library, UWISA LC212.83 B35 D731 1991

Main Library, UWIM LC212.83 B3 D73 1991

151

Hussen, Shirley Ann

Sex and common entrance. *Trinidad and Tobago Review*, vol. 10, no. 9, Jun. 1988, p. 19.

This article argues that the family, culture, churches, and mass media aid the educational system in reproducing and promoting gender inequality, and that the educational system reinforces such attitudes among these institutions and through school textbooks. It draws attention to the gender-based approach used in the Common Entrance placement of children in secondary schools, and to the gender bias within the staffing of the Ministry of Education.

Locations

Main Library, UWISA AP6 T172

Main Library, UWIM AN T7

NALIS

152

Jones, Carol

Women in education in Trinidad and Tobago: Past, present and future perspectives. St. Augustine, Trinidad: The University of the West Indies, 1996. 37 p. (Dip.Ed. Study)

This study examined the way in which schools and their curricula favoured males over females. It showed how the female potential for science and technology was largely under-explored, and how socializing experiences contributed to this inequality. The study found that school personnel appeared to be unaware of the bias in their beliefs and actions, and needed to consciously act to address the situation.

Location

SOE Library, UWISA WI Collection

153

Leo-Rhynie, Elsa

Gender and education in the Caribbean: Inclusion, exclusion and impact. *Journal of Eastern Caribbean Studies*, vol. 27, no. 4, Dec. 2002, pp. 80–99.

This paper analyses participation and performance of male and female students, gender bias socialization at school, impact of social class and gender on education, and gender discrimination in employment. The analysis is based on 1997 data from the Caribbean Examinations Council (CXC).

Locations

Main Library, UWISA F2001 A2 J6
 Main Library, UWIM F1601 B82
 ECLACPOS CDC Serial
 UVI Libraries F2001 B866
 NALIS

154

Leo-Rhynie, Elsa

Gender issues in education and implications for labour force participation. In Keith Hart (ed.), *Women and the sexual division of labour in the Caribbean* (pp. 87–102). Mona, Jamaica: Canoe Press in collaboration with the Consortium Graduate School of Social Sciences, The University of the West Indies, 1996. (First published in 1989)

The lack of explicit policy statements in Jamaica governing the education of boys and girls would suggest that they are afforded equal opportunities in the offerings provided. However, factors exist in the stated or hidden agenda of this system that affect male and female students differently, and thus have some repercussions for the participation of the sexes in the workforce. This paper discusses two features in the system that reveal gender differences and discrimination: (1) access to high school education, and (2) gender/subject choice orientation.

Locations

Main Library, UWISA HD6060.65 C27 W66 1996
 Main Library, UWIM HQ1501 W65 1996

CGDS, UWISA Ha
CGDS, UWIM HD6060.6/93
NLJ 331.409729 Ja Wom, DDC 19
UWI Libraries HD6060.65 C27 W66 1989
COB Library HD6060.65 C27 W66 1996

155

Sahoy, Pauline

Responding to sexism in education through text analysis: Some considerations. 42 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

Location

Main Library, UWIM

Construction of Masculinity

156

Barriteau, Eudine

Requiem for the male marginalization thesis in the Caribbean: Death of a non-theory. In Eudine Barriteau (ed.), *Confronting power, theorizing gender: Interdisciplinary perspectives in the Caribbean* (pp. 324–355). Mona, Jamaica: UWI Press, 2003.

This chapter argues that the thesis of the marginalization of the black Caribbean male as developed by Errol Miller is flawed in its construct, rendering its core assumptions more political than epistemological. It examines the thesis and the construction of Caribbean masculinity against the background of changes in Caribbean political economy and gender systems in the late 20th century. The chapter demonstrates that among the several weaknesses of Miller's thesis are that it places too much

emphasis on co-education and on changes in material and ideological gender relations affecting Caribbean women, without examining men's gender identities and the construct and content of Caribbean masculinities.

Locations

SOE Library, UWISA WI RES BF210.4 C66 2003

Main Library, UWISA BF201.4 C66 2003

Main Library, UWIM BF201.4 C66 2003

NALIS 155.333 09729 CO

NLJ 155.333 Ja Con

ECLACPOS CDC 15850

UVILibraries BF201.4 C66 2003

157

Downes, Aviston D.

Boys of the empire: Elite education and the construction of hegemonic masculinity in Barbados, 1875–1920. In Rhoda Reddock (ed.), *Interrogating Caribbean masculinities: Theoretical and empirical analyses* (pp. 105–136). Mona, Jamaica: UWI Press, 2004.

This chapter argues that the construction of hegemonic masculinity in Barbados was formulated by the co-optation of the “lesser” masculinity of a black middle class by the socially dominant white males. It notes that this process was facilitated primarily through the school system. The chapter asserts that the aggressive masculinity exercised by old boys of the elite schools of Barbados in protecting imperial and colonial interests did nothing to redress the social, political, and economic inequities that faced blacks in the empire.

Locations

SOE Library, UWISA WI RES BF692.5 I67 2004

Main Library, UWISA BF692.5 I67 2004

Main Library, UWIM BF692.5 I67 2004

NALIS REF WI 305.3109729

UVILibraries BF692.5 I67 2004

ECLACPOS CDC 15851

CGDS, UWISA

158

Downes, Aviston D.

From boys to men: Colonial education, cricket and masculinity in the Caribbean, 1870–c.1920. *International Journal of the History of Sport*, vol. 22, no. 1, Jan. 2005, pp. 3–21.

This article contends that elite middle-class schools established in the Caribbean from the latter half of the 19th century played a central role in masculine identity formation in the region. Like the English public schools after which they were modelled, sport, especially cricket, reinforced by popular juvenile literature and paramilitarism, was at the core of the creation of this masculine identity. Boys were taught that the sports field and the battlefield were arenas for proving their manhood. Although the elite schools catered primarily to the white elite and a selected few from the non-white middle class, the masculine games ethos assumed a hegemony across Caribbean societies. Black men in the Caribbean enthusiastically embraced the sporting codes and enlisted to defend imperial interests in the First World War. Racial discrimination, however, fragmented any notion of a common British transatlantic manhood. The emergence of “bodyline” bowling in West Indian cricket from the 1920s reflected a challenge to entrenched notions of white colonial and imperial masculinities.

Location

Main Library, UWIM GV1 I57

159

Parry, Odette

In one ear and out the other: Unmasking masculinities in the Caribbean classroom. *Sociological Research Online*, vol. 1, no. 2, 1996.

This paper explores classroom, gendered responses of secondary school students in Jamaica, Barbados, and St. Vincent and the Grenadines. It examines the relationship between teacher expectations, Caribbean masculinities, and male underachievement. Data were collected from classroom observation of fourth-form students (14-year-olds), and from

ethnographic interviews with head teachers, guidance counsellors, and fourth-form teachers of English language, biology, and physics. The account shows how teachers interpret gendered responses as confirmation of natural and necessary differences between male and female students. It is these perceived differences that they use to justify the case for single-sex education, particularly for males. Conversely, the paper argues that male-gendered responses are informed by cultural expectations that translate into pedagogical relationships. These expectations reflect a version of masculinity that equates education with the female side of a male/female dichotomy. The paper explores ways in which schools encourage this version of “masculinity”, at the same time rendering it educationally inappropriate.

Location

Internet <http://www.socresonline.org.uk/socresonline.1/2/2.html>

160

Parry, Odette

Sex and gender constructions in the Jamaican classroom. *Social and Economic Studies*, vol. 45, no. 4, Dec. 1996, pp. 77–93.

This article explores some of the ways in which the Jamaican classroom offers male students an arena in which to develop and demonstrate masculinity through their educational responses. Data were collected mainly by classroom observation of fourth-form students (14-year-olds) and interviews with principals, guidance counsellors, and 47 fourth-form teachers (37 female and 10 male) of English, biology, and physics. Observation and interviews were carried out in eight secondary schools (two boys’, two girls’, and four coeducational). The article argues that education is decried as effeminate, a view that culminates in an anti-academic ethos celebrated by the version of masculinity that informs classroom responses. The findings suggest that Caribbean masculinity informing classroom responses is at variance with the requirements of the education system.

Locations

Main Library, UWISA H1 S6

Main Library, UWIM HN244 A1 S6

CGDS, UWIM LC4661/ Pamph. 1429

ECLACPOS CDC Serial

NLJ S723

COB Library Periodical Collection

UVI Libraries HN244 S6 1996

161

Shepherd, Verene A.

Challenging masculine myths: Gender, history, education and development in Jamaica. Kingston, Jamaica: Planning Institute of Jamaica, 2002. 41 p. (Expanded version of a lecture delivered in the Dialogue for Development Lecture Series)

This essay explores the relationship between history and hegemonic masculinity by interrogating the content of history education, and exposing the gender inequalities in the historiography itself as well as in the texts used to teach the subject. It argues that what boys learn in history classes matters and has implications beyond the examination results they achieve, and further that if they are exposed to history education through the dominant texts on the market, then they are exposed to a kind of education that reinforces the subordination of women, and an education that may contribute to how they view and treat women in their adult lives.

Locations

Main Library, UWISA HQ1090.7 J3 S53 2002

Main Library, UWIM HQ1090.7 J3 S53 2002

NLJ Pam 370.19345 Ja She

162

Shepherd, Verene A.

Gender, history education and development in Jamaica. In Barbara Bailey & Elsa Leo-Rhynie (eds.), *Gender in the 21st century: Caribbean perspectives, visions and possibilities* (pp. 61–81). Kingston, Jamaica: Ian Randle Publishers, 2004.

This essay suggests that whatever may be the reasons articulated for Caribbean males' insecure masculinity, history education is not one of the contributing factors. In fact, history education, as viewed through the main textbooks, bolsters hegemonic masculinity.

Locations

Main Library, UWISA HQ1501 G4673 2004

Main Library, UWIM HQ1501 G4673 2003

NLJ 305.309729 Ja Gen

163

Vassel, Nevel Anthony

Black masculinity and further education colleges in Britain and Jamaica. Ph.D. diss., University of Manchester, 2002. 329 p.

Curriculum

164

Allen, Beryl Millicent

Gender, methodology and the curriculum process. *Teaching History*, vol. 83, Jan. 1995, pp. 14–16.

This article suggests a framework for addressing gender issues in a programme designed to develop history educators. The framework offers a focus on teaching the historical method as a way in which the history education curriculum might deal with the issues.

165

Dingwell, Maria

Gender differentiation in the secondary school curriculum. Dip. Ed. study, The University of the West Indies, St. Augustine, Trinidad, 1993. v, 24 p.

This study takes a critical look at the secondary school curriculum in Trinidad and Tobago, with specific reference to the way in which it supports gender differentiation. It looks at sex stereotyping in various subjects and makes suggestions for addressing this issue. The study recommends the introduction of a curriculum that offers a fairer chance to girls, which must be free from sex bias and role stereotyping.

Location

SOE Library, UWISA WI Collection

166

Dupont, Beatrice

Unequal education: A study of sex differences in secondary school curricula. Paris: UNESCO, 1981. 88 p.

This publication describes studies of the curricula and standards for teaching and training applied to the two sexes in secondary schools and teacher training colleges. The conclusions are drawn from surveys carried out by the National Commissions for UNESCO of seven countries: Afghanistan, Jamaica, Jordan, Madagascar, Mongolia, Portugal, and Turkey. The studies referred to throughout this work bear witness to UNESCO's efforts to encourage and support action by member states to promote equality of educational opportunity for women and girls, in implementation of the World Plan of Action adopted by the World Conference of the International Women's Year, Mexico 1975, and to reinforce this action during and beyond the United Nations Decade for Women, 1976–1985. The aim of these studies was to compare the curricula drawn up for boys and girls and the differences, sometimes subtle, that were discovered between the curricula and standards used. It would thus seem that while the school can be a powerful force in helping to create equality of opportunity between the two sexes, it nevertheless reflects the standards of the society to which it belongs and helps to perpetuate traditional roles.

Location

Main Library, UWIM LB1607 D86 1981

167

Watts, Margaret

The study of literature is mostly for girls: Some implications for curriculum goals, implementation and research. 26 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Jamaica, 19–24 Nov., 1989. Sponsored by Women and Development Studies; and Faculty of Education, The University of the West Indies, Mona.

Distance Education

168

Bailey, Barbara, & Tomlinson, Esperanza M.

Gender perspectives in a teacher education distance programme. In Women's Studies Centre, *Feminist pedagogy and women-friendly perspective in distance education* (pp. 128–151). Umes, Sweden: Women's Studies Centre, 1993. (Reports; No. 4)

An examination of registration data for programmes offered via the distance education mode at The University of the West Indies (UWI) showed that as with the face-to-face programme, a higher proportion of women than men were using this route to obtain accreditation. The article identifies factors that could have a differential impact on female and male participants in the teacher education programme offered via the distance teaching network (UWIDEC), and presents the findings of a survey.

169

Gouthro, Patricia A.

Assessing power issues in Canadian and Jamaican women's experiences in learning via distance in higher education. *Teaching in Higher Education*, vol. 9, no. 4, Oct. 2004, pp. 449–461.

This article develops a critical feminist argument, which examines how power issues impact on the learning experiences of Canadian and Jamaican women learning via distance in a graduate adult education programme. Participants were selected from different backgrounds, representative of the larger student population. Using a critical feminist perspective that examined gender issues and inequities in power, three areas emerged from the data as power issues in distance learning: teaching internationally, relationships in the classroom, and relationships in the homeplace.

170

Gouthro, Patricia A.

Learning across culture, time and space: Canadian and Jamaican women's experiences in learning via distance. 5 p.

Paper prepared for the SCUTREA Annual Conference, 31st, London, UK, 3–5 Jul. 2001.

This paper provides an overview of a pilot qualitative study that examines the experiences of Canadian and Jamaican women learning via distance. Ten in-depth, personal interviews were conducted to enable the students to speak their learning experiences in their own words. These narratives are drawn upon to tease out the commonalities and themes that consistently emerge as issues for women learning via distance. The paper explores the changing realities of educational experiences for women, discusses some of the challenges in learning at a distance, and begins an exploration of some of the concerns entailed in teaching across cultures.

171

Soares, Judith, & Thomas, Michael L.

Women and ICT for open and distance learning: Some formal and non-formal approaches, experiences and strategies from the Caribbean. [n.p.].

Paper prepared for the Pan Commonwealth Forum on Open Learning, 4th. Ocho Rios, Jamaica, 30 Oct.–3 Nov. 2006. Sponsored by Commonwealth of Learning; Caribbean Consortium.

This paper explores some issues related to the involvement of women in formal and nonformal open and distance learning initiatives in the English-speaking Caribbean. It suggests that nonformal distance learning, through the use of information and communications technology (ICT), must be considered as integral to the education of the peoples of the Caribbean, with particular reference to the case of rural women in the small, remote community of Fancy in St. Vincent and the Grenadines. The paper argues that distance learning is as important in nonformal education as in broadening access to formal academic certification of women in the region, since it can provide access to information to rural women in the interest of personal development, broadening their knowledge base, and developing their skills and techniques in various areas of agriculture—the economic base of their community.

Early Childhood Care and Education

172

Trinidad and Tobago National Commission for UNESCO

The role of working mothers in early childhood education: Trinidad and Tobago, 1977. Paris: UNESCO, 1978. xiii, 123 p.

This is one of five national studies commissioned by UNESCO to (1) gather and assess information concerning the role parents and institutions play in early childhood education, with particular emphasis on the role of working mothers; (2) identify the problem that working mothers face in fulfilling their dual role as parents and contributors to the development of their countries; and (3) recommend major areas for action that would enable working mothers to fulfil this dual role. Data were collected from interviews with representatives of key institutions, surveys of institutions catering for pre-school children, and working mothers, and from a seminar for principals and teachers of pre-school institutions. It was found that in the society, there is generally a low level of awareness of the importance of fostering the all-round development of the pre-school

child. There is a great need to focus on areas of neglect such as the emotional and intellectual, which are apparent in the lack of planned programmes necessary to assure the type of learning experiences young children need to develop their full potential.

Location

SOE Library, UWISA WI RES HQ759 T7 U58

Economic and Social Outcomes

173

Bailey, Barbara

Education and training in Jamaica: A gender perspective. Kingston, Jamaica: [s.n.], 1993. [16] p. (Revised version of a paper presented at the First Interdisciplinary Seminar in Women and Development Studies, June 1987)

This paper identifies issues of sex-segregation of the curriculum and the under-representation of girls from the technical areas of the training programmes in Jamaica, and sees these as confirmation of the subordinate position of girls in the formal and nonformal education sectors. The result, as confirmed by labour market data, is the continuing low level of participation of women in areas that are perceived to be skilled and high status and, therefore, better paying.

Location

CGDS, UWIM LA476/ Pamph. 1709

174

Bailey, Barbara

Gender and education in Jamaica: Who is achieving and by whose standards? *Prospects*, vol. 34, no. 1, Mar. 2004, pp. 53–70.

This article suggests that even if the theory of male underachievement is generally accepted, males nevertheless enjoy a competitive advantage

when judged by their social, economic, and political accomplishments. Any analysis that seeks to understand the realities of the education of the two sexes would be misleading if it did not take account of the socio-economic value of educational achievement for both sexes, and the inverse relationship that exists between educational achievement and social outcomes, which are more favourable to boys than girls. The article provides quantitative and qualitative data on the educational experience at all levels, which clearly show the differences between the sexes in several areas.

Locations

SOE Library, UWISA SERIALS
COB Library PERIODICALS
UVI Libraries Oakes General Collection

175

Bailey, Barbara

Gender myths and realities: Education and women's social advancement in Jamaica. In Patricia Mohammed (ed.), *The construction of gender: Development indicators for Jamaica: Sector papers commissioned by the Planning Institute of Jamaica for the derivation of the gender development indices* (pp. 27–40). Kingston, Jamaica: Planning Institute of Jamaica; UNDP; CIDA, 2000. (UNDP Human Development Report: Sector Studies)

This paper examines differentials in male and female educational access and attainment at the secondary and tertiary levels, with a view to identifying gender indicators for the educational sector. It also discusses the social value of the school experience to both sexes, in terms of the relationship between educational attainment and the relative position of males and females in the gender system of the wider society.

Locations

Main Library, UWISA HQ1975.5 J25 C66 2000
Main Library, UWIM HQ1075.5 J3 C66 2000
CGDS, UWIM HQ1101/ Pamph. 1257
NLJ 305.3097292 Ja Con
CGDS, UWISA MOH

176

Bailey, Barbara

Interrogating the school as a social system: Going beyond sex stratification. 26 p.

Paper prepared for the International Conference on Problems and Prospects of Education in Developing Countries, 25–28 Mar. 2002. Sponsored by School of Education, Barbados. The University of the West Indies, Cave Hill.

This paper presents a critique of Barriteau's model, which purports to be useful for examining how the concepts of gender and gender systems operate within the cultural, social, and political economy of states. A somewhat modified version was developed and used for designing a study to analyse the extent to which two co-educational secondary schools, in contrasting socioeconomic locations, are gendered and organized around distinguishing features of a gender system. Schools from contrasting social settings were studied to facilitate an assessment of the extent to which gender relations in the social system of the school are mediated by social class. A secondary intention was to assess the extent to which the model and the protocol and strategies for data collection were adequate for interrogating stratification in mixed-sex educational settings.

Location

CGDS, UWIM LC1401/ Pamph. 2013

177

Bailey, Barbara

The search for gender equity and empowerment of Caribbean women: The role of education. In Gemma Tang Nain & Barbara Bailey (eds.), *Gender equality in the Caribbean: Reality or illusion* (pp. 108–145). Kingston, Jamaica: Ian Randle Publishers; CARICOM Secretariat, 2003.

This paper seeks to show that, contrary to popular perception, education has not proved to be the vehicle for shifting the balance of power between the sexes in the economic, political, and personal spheres. It argues that despite their overall higher levels of educational participation

and attainment, Caribbean women as a group continue to be predominantly clustered in the lower-paying sectors of the labour market; experience higher levels of unemployment; have less access to productive resources; are under-represented in all areas of governance, including representational politics and decision-making positions and processes; and experience high levels of gender-based violence and therefore lack control of their sexual and reproductive rights. It is concluded that whereas increased participation and performance in education may have helped to meet the practical needs of some Caribbean women, their strategic need for empowerment has not been met. The reasons for this are explored and suggestions are made for reversing these trends.

Location

Main Library, UWISA HQ1525.4 G46 2003
 Main Library, UWIM HQ1501 G467 2003
 CGDS, UWIM LC1401/ Pamph. 2012
 CGDS, UWISA TANG NAIN
 NLJ 305.4209729 Ja general
 UVILibraries HQ1525.4 G46 2003
 COB Library HQ1525.4 G46 2003
 ECLACPOS CDC 15847

178

Bailey, Barbara

Sexist patterns of formal and nonformal education programmes: The case of Jamaica. In Elsa Leo-Rhynie, Barbara Bailey, & Christine Barrow (eds.), *Gender: A Caribbean multi-disciplinary perspective* (pp. 144–158). Kingston, Jamaica: Ian Randle Publishers in association with The Centre for Gender and Development Studies, The University of the West Indies, Mona, and the Commonwealth of Learning, 1997.

This paper focuses on sex segregation of the curriculum at the secondary level, the under-representation of girls in the technical areas of a post-secondary training programme, and the implications for employment opportunities for girls. The situation of girls is highlighted as labour market statistics for Jamaica indicate that feminized occupational areas are over-subscribed. It is concluded that the preparation of girls in

schools along traditional lines not only perpetuates sex stereotyping but is self-defeating. Suggestions are made for initiatives that could be introduced to break this cycle.

Locations

IOE Library, UWISA WI RES HQ1501 G46 1997

Main Library, UWISA HQ1501 G46 1997

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COB Library KA49 F4 G46 1997

CLACPOS CDC 14106

WAND (729) 396.1 GE

UVI Libraries HQ1501 G46 1997

179

Bailey, Barbara

Women's education: The link with the labour market. [14] p.

Paper prepared for the Seminar on Women: Transforming the Corporate World, Kingston, Jamaica, 8 Mar. 2001.

This paper questions whether women are transforming the corporate world or whether the glass ceiling is still obstructing the path of upward mobility for women, and only cracking enough to admit a few into the higher echelons of their organizations. It argues that although improving women's access to education has met a practical need and satisfied a basic human right, it has done little to change their subordinate position because the focus has been on quantity rather than on the quality and nature of women's education.

Location

CGDS, UWIM LC1401/ Pamph. 1981

180

Bailey, Barbara, & Dunn, Leith L.

Globalisation and labour market transformations: Implications for women's human resource development in Jamaica. In Noel M. Cowell & Clement Branche (eds.), *Human resource development and workplace governance in the Caribbean* (pp. 86–101). Kingston, Jamaica: Ian Randle, 2002.

This article discusses the impact of globalization on labour organization, particularly as it relates to women in the workplace. It posits that women have been more disadvantaged than men; that more women are unemployed and underemployed; and that more women move into non-standard contracts of employment. Even though they display greater overall levels of participation and attainment at the higher levels of the education system, women are still displaced from the formal labour sector. It is suggested that policies to address these issues must focus on reducing sex segregation in the educational curricula, and efforts must be made to promote entrepreneurship among women.

Locations

SOE Library, UWISA HF5549.2 C35 H86 1995

Main Library, UWISA HD8194 H86 2002

Main Library, UWIM HF5549 H852 2002

NALIS REF WI 331.09 729 Hu

NLJ 331.09729 Ja Mon

181

Bastick, Tony

Differential effects of single-sex and co-educational schooling: Factors of social violence among adolescents in Jamaica. In Tony Bastick & Austin Ezenne (eds.), *Sociology of education: Research in the Caribbean* (pp. 97–115). Mona, Jamaica: Educational Research Centre, The University of the West Indies, 2002.

This article explores the possibility that co-educational schooling could ameliorate the culture of violence among adolescents in Jamaica.

Locations

Main Library, UWIM LC191.8 C72 S62 2002

NALIS REF WI 371.2 So

NLJ 306.4307 Ja Soc

182

Brown, Janet

Boys in (and out of) school in Jamaica. *The Boys in School Bulletin*, vol. 4, no. 3, Oct. 2001, pp. 24–26.

This article examines how social, economic, and educational factors affect boys differently from girls in Jamaica, pointing to the growing number of young men engaged in serious crime. It suggests that boys are subject to different educational expectations, disciplined more harshly by teachers, suffer from low attendance rates, and are affected differently by economic and class issues.

Location

Internet http://www.newcastle.edu.au/centre/fac/publications-resources/PDFs/vol4_3.pdf

183

Degazon-Johnson, Roli

A new door opened: A tracer study of the Teenage Mothers Project, Jamaica. The Hague, Netherlands: Bernard Van Leer Foundation, 2001. 124 p. (Practice and Reflections; 13)

In the parish of Clarendon in Jamaica, about 10 per cent of infants are born to teenage mothers. Between 1986 and 1996, over 500 young mothers and their children participated in the Teenage Mothers Project (TMP). The TMP took an approach that encompassed the development of the young women, stimulation and care for the infants, support in the home, and contacts with the infants' fathers. Ten of the mothers who had participated in the early years of the TMP were traced in 1999, and they and their children were interviewed, as were a matched comparison group of

another 10 mothers and children who had not been in the programme. In addition, a focus group interview was conducted with the 10 TMP participants to gain additional information on the positive features of the TMP and suggestions for improvement. The findings provided solid evidence of the positive effects of the TMP. All the former programme mothers were employed, most had undertaken post-school training, and their children were mostly ranked above average by their teachers. In contrast, the comparison group's employment rate was much lower, and their children were mostly ranked below average to average by their teachers. The mothers in the comparison group had given birth to more than twice as many infants as mothers in the programme group over the same period.

184

Drayton, Kathleen B.

Women in education. In *Women in the seventies: Report of a seminar* (pp. 18–27). Commonwealth Secretariat: London, 1975.

Caribbean Regional Seminar on the Role of Women in the Seventies, St. George's, Grenada, 7–11 Jul. 1975. Sponsored by Caribbean Centre for Advanced Studies in Youth Work. Commonwealth Youth Programme.

This paper examines the role of women in formal education, the employment of women in education, and their access to specialist training and education. It looks at women in their different roles of teacher, consumer, citizen, student, and in popular culture, and recommends (1) the development of family life education programmes; (2) the establishment of a regional resource base for family education; (3) the revision of existing curricula to make subjects more relevant to needs; (4) the undertaking of studies on (a) child rearing practices, (b) women's view of their roles in society, and (c) the impact of co-education and segregated schooling on the educational achievement of girls.

Locations

Main Library, UWISA HQ1501 C38 1975

Main Library, UWIM HQ1525.7 W66

ECLACPOS CDC 1671

185

Ferreira, Rhonda

Women and education in the West Indies: The education of women from the 1930s to the present as portrayed in some West Indian novels. M.A. thesis, Regent University, 1994. 105 p.

This study uses several West Indian novels to portray the role of education in women's lives. A brief historical and social overview of English-speaking Caribbean society is given to place the educational system in its proper setting. Inferences are drawn as to how women can better function within the framework of education in society, and their importance and relevance to the system itself.

186

Ferreira Habersham, Rhonda

Education of the colonial woman through the eyes of the novelist. In Christine Barrow (ed.), *Caribbean portraits: Essays on gender ideologies and identities* (pp. 225–233). Kingston, Jamaica: Ian Randle Publishers; Centre for Gender and Development Studies, The University of the West Indies, Mona, 1998.

This paper argues that history has failed to give a sensitive enough account of the educational system since 1930, and has not adequately addressed the system's effect on the psyche of the woman. It therefore suggests that novels may assist in offering a fuller understanding of the circumstances that women faced in their quest to better themselves. It seeks to redress the balance by exploring the portrayal of the educational system and its effects on the colonial woman as shown in Merle Hodge's *Crick Crack Monkey* and *For the Life of Laetitia*, Zee Edgell's *Beka Lamb*, and *Angel* by Merle Collins.

Locations

SOE Library, UWISA WI RES HQ1075.5 C27 C37 1998
Main Library, UWISA HQ1501 C3751 1998
Main Library, UWIM HQ1501 C365 1998

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CGDS, UWIM HQ1501/382
NALIS REF WI 305.3 09729 Ca
COB Library W HQ1075.5 C27 C37 1998
ECLACPOS CDC 14169
WAND (729) 396.1 GE
UWI Libraries HQ1501 G46 1997
NLJ 305.3 Ja Car

187

Figueroa, Mark

Gender privileging and socio-economic outcomes: The case of health and education in Jamaica. 15 p.

Paper prepared for the Workshop on Family and the Quality of Gender Relations, Mona, Jamaica, 5–6 Mar. 1997. Sponsored by Ford Foundation.

This paper seeks to explore some socioeconomic consequences of gender privileging. In doing so, it clarifies the different ways in which the concept of gender privileging may be usefully deployed. In particular, it distinguishes between the notion of the privileging of a gender within a particular socioeconomic context and the experience of privilege by a gender within that context. It then goes on to indicate the ways in which there has been a privileging of both genders in different spheres, and the ways in which this has led to an experience of privilege by one or other of the genders. In linking the process of gender privileging to socioeconomic outcomes, the process of gender socialization is explored as one mechanism through which socioeconomic outcomes are influenced by gender privileging in various socioeconomic spheres, in particular health and education.

Locations

CGDS, UWIM HQ503/236
WAND (729) 396.1 WO

188

Gregory, Sheila T.

The cultural constructs of race, gender and class: A study of how Afro-Caribbean women academics negotiate their careers. *International Journal of Qualitative Studies in Education*, vol. 19, no. 3, May–Jun. 2006, pp. 347–366.

This study examined the cultural constructs of race, gender, and class among 44 full-time faculty women from the Jamaica, Barbados, and Trinidad campuses of The University of the West Indies (UWI). Results suggest that racial identity does separate women. However, their gendered identity establishes a common ground that allows them to share a socially constructed reality. Through in-depth interviews with Afro-Caribbean faculty women who were from different ethnic groups but the same race, it was discovered that these women possessed a unique ability to negotiate their identities as they shared their perceptions and interpretations of daily academic life as Black faculty women.

189

Handa, Sudhanshu

The impact of education, income, and mortality on fertility in Jamaica. *World Development*, vol. 28, no. 1, Jan. 2000, pp. 173–186.

This study investigated the socioeconomic determinants of cumulative and recent fertility in Jamaica. Infant mortality has a significant non-linear influence on fertility, peaking at a mortality rate of 0.46. Both education and income have strong negative effects on births but the impact of education is larger; for rural women, the birth elasticities are -0.15 and -0.45 for income and education, respectively. Finally, the transmission of the education effect appears to be through raising the value of time of the women rather than changing preferences.

Location

Main Library, UWIM HC59 W6

190

Handa, Sudhanshu

Maternal education and child attainment in Jamaica: Testing the bargaining power hypothesis. *Oxford Bulletin of Economics and Statistics*, vol. 58, no. 1, Feb. 1996, pp. 119–137.

This paper argues that within a bargaining framework, mother's education may influence children's health and education by shifting bargaining power within the household. An empirical strategy was developed and applied to data on teenage grade attainment and school enrolment in Jamaica. The results support the bargaining power hypothesis and imply a broader role for mother's education than has previously been considered.

Location

Main Library, UWISA HB1 B8

191

Handa, Sudhanshu

Maternal education and child height. *Economic Development and Cultural Change*, vol. 47, no. 2, Jan. 1999, pp. 421–439.

This article provides evidence on how maternal education affects child height through the Jamaican Survey of Living Conditions—a nationally representative household survey in Jamaica.

Locations

Main Library, UWISA HC10 E19 D4

Main Library, UWIM HC10 E41

COB Library Periodical Collection

UVILibraries HC10 C453

192

Handwerker, W. Penn

Empowerment and fertility transition on Antigua, WI: Education, employment, and the moral economy of childbearing. *Human Organization*, vol. 52, no. 1, spring 1993, pp. 41–52.

This article shows that Antiguan women's birth trajectories are functions of their view of the moral economy of childbearing, which is related to improved employment opportunities and increased educational attainment. Women's educational attainment occurs in response to improved employment opportunities.

Locations

Main Library, UWISA HM1 H9

Main Library, UWIM GN1 H83

193

Hickling-Hudson, Anne

Experiments in political literacy: Caribbean women and feminist education. *Journal of Education and Development in the Caribbean*, vol. 3, no. 1, 1999, pp. 19–43.

Within the context of increasing economic hardship for postcolonial societies, many Caribbean women suffer gender-based economic, political, and social disadvantage, which puts them in a stressful and precarious position. This paper explores how women in the region are challenging the difficulties of their position by cultural work and through groups striving for the development of a feminist political literacy. Such literacy is conceptualized as the understanding of local, national, and global contexts of impoverishment and patriarchal practices, together with the development of organizational forms and educational techniques that increase women's confidence and skills to mount political challenges for change. Three types of women's organizations are analysed for their role in this kind of feminist education.

Locations

SOE Library, UWISA SERIALS

Main Library, UWISA LA475 J68

Main Library, UWIM L11 J68

UVI Libraries LA475 J6

COB Library Periodical Collection

194

Jarrett, Joyce E.

Teens' children: Charting their progress through research: Teenage Mothers Project. Mona, Jamaica: Centre for Early Childhood Education, The University of the West Indies, Mona, 1995. 33 p.

The Teenage Mothers' Project (TMP) in Jamaica seeks to act as an intervention for the teenage mothers involved, giving them the opportunity to complete their schooling; develop practical, marketable skills; and learn to be better mothers. While mothers attend the centre, their children attend a stimulating, nurturing day-care centre supervised by trained caregivers. This aspect of the programme, apart from giving mothers time for personal development, was designed to meet the children's needs and to support positive outcomes for succeeding generations. An assessment of developmental outcomes for TMP children was conducted using the McCarthy Scales of Children's Abilities (MSCA), which measures verbal and perceptual performance, and quantitative, general cognitive, memory, and motor skills. TMP children and a control group were first tested in 1989, then again in 1990 and 1991 after two years of school. The data indicated that the programme's philosophy of early stimulation and a favourable learning environment was successful in providing children with developmental advantages that have long-term effects on their learning capabilities.

Locations

Main Library, UWISA HQ759.4 T43 1995

Main Library, UWIM HQ759.4 T43 1995

NLJ Pam 362.7 Ja Jar

195

Justus, Joyce Bennett; McKenzie, Hermione; & Powell, Dorian L.

Increasing educational and economic options of Jamaican adolescent females: A study of policy implications for reducing fertility and raising female status. New York: Research Institute for the Study of Man, 1980. 129 p.

This study sought to contribute to the understanding of how education and other factors may influence female fertility in Jamaica. The findings revealed that women who had been exposed to higher levels of education had lower fertility aspirations, had experienced fewer pregnancies, and had fewer children than women who had not had a similar educational experience. Educational achievement and work-related variables emerged as the most important predictors of fertility, leading to the conclusion that these two areas are crucial contexts for policy intervention.

Location

Main Library, UWISA HB963 J87 1980

196

Kassim, Halima-Sa'adia

Education, community organisations and gender among Indo-Muslims of Trinidad, 1917–1962. M.Phil. thesis, The University of the West Indies, St. Augustine, 1999. xv, 330 p.

This study sought to link education, Islamic consciousness, and Western socialization, and to demonstrate some of the effects that these had upon Muslims in Trinidad and Tobago. It notes that the 1930s and 1940s saw an increase in Islamic and Indian consciousness among the Muslim population, resulting in less concentration on land acquisition and more on acquisition of knowledge as a means of social mobility. This led to the formation of a Muslim movement to establish co-educational Muslim primary and single-sex secondary schools. The resultant increased employment and education of females encouraged socialization into the values of the wider society and, consequently, the institution of marriage underwent changes.

Locations

Main Library, UWISA UWI Theses Collection

Main Library, UWIM Theses Collection

197

Leader, Ermine T.

The relationship between teenage pregnancy and educational achievement and its implications for general quality of life in St. Kitts-Nevis. M.A. thesis, Andrews University, 1993. vi, 89 p.

198

Leo-Rhynie, Elsa

Gender and power in contemporary society: A case-study of student government. In Eudine Barriteau (ed.), *Confronting power, theorizing gender: Interdisciplinary perspectives in the Caribbean* (pp. 283–299). Mona, Jamaica: UWI Press, 2003.

This preliminary and exploratory study sought to explore the gender dynamics of student leadership in order to reveal the experiences of female leaders, and to examine any power relationships that might emerge. Specifically, it sought to determine (1) female students' motivation in seeking leadership positions; (2) barriers and facilitating factors in their quest for leadership; (3) expectations and experience in leadership positions; (4) lack of female participation in competition for the posts of president and vice-president; (5) the support base for women in seeking leadership and carrying out those roles; and (6) the gender and power implications emerging from these issues. Data were collected from a focus group discussion in which five female members of the outgoing and incoming guild councils participated (two from the outgoing and three newly elected members). Four major themes emerged from the data: difficulty of access, persistence of hierarchy and power, autocratic styles of leadership, and the importance of support bases.

Locations

SOE Library, UWISA WI RES BF210.4 C66 2003
 Main Library, UWISA BF201.4 C66 2003
 Main Library, UWIM BF201.4 C66 2003
 NALIS 155.333 09729 CO
 NLJ 155.333 Ja Con
 ECLACPOS CDC 15850
 UVI Libraries BF201.4 C66 2003

199

Lowe, Gilbert Antonio

Education, occupation of fathers and parental contributions to educational expenses as factors in career aspiration among male Jamaican students. *Journal of Negro Education*, vol. 35, no. 3, 1966, pp. 230–256

Locations

Main Library, UWIM LC2701 J6
COB Library Periodical Collection

200

Lynch, Roslyn

Gender differences in labour market experience: The case of university graduates in the eastern Caribbean. Ph.D. diss., University of Hull, 1993. [n.p.].

This study noted that within the Caribbean context, education has always been highly valued as an agent of upward social mobility, and so both males and females have been investing in education to the same extent. However, a situation has evolved in which women, despite their having made the most impressive gains within the educational system, have seemingly not been able to transfer these gains to the labour market. The study investigated the labour market experiences of male and female university graduates in the Eastern Caribbean islands of Barbados, St. Lucia, and Trinidad. Data were collected using official statistics, related literature, and the results of a structured questionnaire on the problems graduates experienced in finding and maintaining appropriate employment. In addition, the views of a small number of Barbadian employers were sought on the recruitment and training practices of their firms, especially as they related to gender differences in graduate employment, and their opinions on the future employment prospects for university graduates.

201

Lynch, Roslyn

Highly educated, so what? Women, education and employment in Barbados. In Tony Bastick & Austin Ezenne (eds.), *Sociology of education: Research in the Caribbean* (pp. 23–37). Mona, Jamaica: Educational Research Centre, The University of the West Indies, 2002.

This article documents the experiences of a group of university-educated women within the labour market in Barbados. It seeks not only to present evidence to illustrate the outstanding performance of women in tertiary education, but also to show those areas where gender equity is still lacking. In addition, it investigates the extent to which female graduates enter the labour market on an equal footing with their male counterparts.

Locations

Main Library, UWIM LC191 8C72S62 2002

NLJ 306.4307 Ja Soc

NALIS REF WI 371.2 So

202

McKenzie, Hermione

Women in education: A factual review. Cave Hill, Barbados: Institute of Social and Economic Research, The University of the West Indies, 1982. 54 p.

Women in the Caribbean Project Conference, St. Phillip, Barbados, 12–16 Sep. 1982.

Drawing on the findings of the Women in the Caribbean Project Survey of Women in Antigua, Barbados, and St. Vincent, this paper examined the educational levels and experiences of the women studied, and explored women's perceptions of education. It showed that while many women accepted the level of education achieved, they felt that the education received lacked vocational and practical relevance. Given the limitations of existing female education and the limited economic opportunities available to women, most respondents regarded education

as contributing to their material situation. Recommendations included the integration of women's education with national development, expansion of non-traditional vocational training and opportunities linked with national development plans, expansion of continuing education for women, and support for further research into the influence of education on women's self-concept.

Locations

ECLACPOS CDC 2534
WAND (729) 396.3 RO

203

Miller, Errol L.

Gender and democratization of Caribbean education. *Caribbean Journal of Education*, vol. 18, no. 1, 1996, pp. 11–44.

This article questions why girls in the Caribbean achieve higher standards of educational performance than boys, and why men are more numerous in the upper echelons of the social structure and the school system, as well as more numerous at the lowest levels. It argues that these facts cannot be attributed mainly to slavery or colonialism. Rather, it suggests that the answer lies in the socioeconomic and political transformation of society and the current gender patterns in the English-speaking Caribbean.

Locations

SOE Library, UWISA SERIALS
Main Library, UWISA L45 W5 C277 J8
Main Library, UWIM L11 C4
NALIS REF WI 370.509729
NLJ C3514
UVI Libraries LA475 C37
COB Library Periodical Collection

204

Miller, Errol L.

Preparing Caribbean males for the 21st century. *Torch*, vol. 35, 1998, pp. 12–29.

This article examines four key elements in the preparation of Caribbean males for the 21st century (1) locating the Caribbean in contemporary times; (2) spiritual resistance and renewal; (3) education to meet the highest standards, and (4) responsibility and stewardship. It suggests that marginalized men will be faced with obstacles; including educational standards.

Locations

Main Library, UWISA L261 A3 T676 J8

Main Library, UWIM L261 T6

205

Mohammed, Patricia

An analysis of the post World War II educational attainment of women in Trinidad and Tobago. St. Augustine, Trinidad: Institute of Social and Economic Research, The University of the West Indies, 1981. 62 p.

This study addressed five areas: (1) Economics and politics: The dynamics of change; (2) Education for development and the development of education; (3) The education of women; (4) Women's education for women's work; and (5) Theoretical and policy considerations.

Location

Main Library, UWISA HQ1525.7 M625 1981

206

Moses, Yolanda T.

What price education: The working women of Montserrat. *Council on Anthropology and Education Quarterly*, vol. 7, no. 3, 1975, pp. 13–16.

This article is based on in-depth interviews with 45 working women (professional and non-professional). The research revealed that (1) middle-class married women were less constrained than single middle-class women; (2) education and occupation cut across class and sexual boundaries so that the class differences and cultural traditions regulating them needed to be investigated; (3) cultural traditions—male dominance ideologies—might have been stronger than occupational or educational

advantages at the time; and (4) methodologies and techniques were needed to determine the real value and attitudes of women studied.

207

Stone, Pauline Terrelonge

The education of women in Jamaican society. In Norma A. Niles & Trevor George Gardner (eds.), *Perspectives in West Indian education: Papers read at the second annual conference of the West Indian Student Association, Michigan State University, May 1977* (pp. 103–115). East Lansing, MI: West Indian Student Association, Michigan State University, 1978.

This paper argues that elites in West Indian society have never been fully committed to the sharing of power with women, and thus the allocation of resources is sexually discriminatory. The educational system is generally regarded as critical to the process of social change, but in most cases only pseudo-meritocratic educational policies are in effect. This paper examines the case of Jamaica to illustrate the nature of the symbiotic relationship between educational and economic systems in the West Indies. It looks at the role of women in Jamaican society and the current status of the Jamaican female.

Locations

SOE Library, UWISA WI RES LB1626 B24 B33

Main Library, UWICH LA475 W48

208

Stuart, Sheila Venita

Women and development: A case study of the situation of women in Barbados during the period 1975–1990 in relation to education and employment. M.A. thesis, University of Warwick, 1995. x, 197 p.

209

Tindigarukayo, Jimmy K.

Gender and career goal issues: A survey of Jamaican high school and university students. *Caribbean Journal of Education*, vol. 19, no. 1, Apr. 1997, pp.

52–72. (Special Issue: Issues Affecting Teacher Education, edited by Roy Narinesingh)

This article is based on a survey of the differences of opinion on gender and career choice issues of Jamaican students of both sexes at three different levels of education—secondary, undergraduate, and postgraduate. The survey indicated that (1) female students at all three levels of education studied were more favourably inclined towards attainment of gender equality than their male counterparts; (2) while gender-stereotyped opinions among female students tended to decrease with increasing levels of education, such an inverse relationship hardly existed among male students; and (3) levels of education tended to predict both occupational aspiration and preferred future employers of students much better than gender.

Locations

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SOE Library, UWISA SERIALS
Main Library, UWISA L45 W5 C277 J8
Main Library, UWIM L11 C4
NALIS REF WI 370.509729 Ca
NLJ C3514
UVI Libraries LA475 C37
COB Library Periodical Collection

210

Tindigarukayo, Jimmy K.

Gender differentials in education and labour force in Jamaica. *Canadian Journal of Development Studies*, vol. 17, no. 3, 1996, pp. 449–468.

Unlike women in many other developing countries, Jamaican women have made better use of educational opportunities than men, especially at the higher levels of the educational system. However, as indicated in this paper, such an educational superiority has not yet been fully utilized by Jamaican women to acquire an economic advantage. The paper suggests three possible explanations for this failure: (1) discrimination against women, based on the ascriptive factors of gender within the Jamaican labour force system; (2) too early for the recent educational superiority of

women to have a full impact on the socioeconomic status of women; and (3) low numbers of women in science-related training, required in most industrial sectors in Jamaica.

211

Tindigarukayo, Jimmy K.

The impact of maternal schooling on the health status of children in Jamaica. *Journal of Education and Development in the Caribbean*, vol. 3, no. 1, 1999, pp. 73–79.

Using data collected in 1991 through the Survey of Living Conditions in Jamaica, this study analyses the linkage between mothers' educational levels and the health status of children. The results of the study indicated that: (1) increased levels of mothers' education are associated with (a) reduction in number of days that children are ill, (b) reduction in household size, and (c) increase in household income; (2) increased levels of household income are associated with a reduction in the number of days that children are ill; and (3) contrary to conventional expectations, increase in household size is associated with a reduction in the number of days that children are ill.

Locations

SOE Library, UWISA SERIALS
Main Library, UWISA LA475 J68
Main Library, UWIM L11 J68
COB Library Periodical Collection
UVI Libraries LA475 J6

212

Whittaker, Lurline Vernicia

The impact of female education and other selected variables on fertility in Jamaica. Ph.D. diss., Pennsylvania State University, 1980. xi, 112 p.

This study sought to investigate, empirically, the relationships between fertility and educational attainment, child mortality, and the desire for additional children, as a basis for home economics policy making and programme implementation in Jamaica. Data were collected from a

questionnaire—developed for the World Fertility Survey and adapted to Jamaican conditions—which was administered to 2,765 females between the ages of 15 and 49, in urban and rural areas. Females who were not attending school full-time and had been involved in at least one union at the time the survey was conducted were eligible. The hypothesis regarding an inverse relationship between education and fertility was supported. Education proved to be significant in explaining variations in numbers of children ever born, both at the 5% and 1% levels. Married women had the highest number of children born, followed by common-law unions and visiting relationships. Among married women, the largest mean number of children born was found among women who entered a union before age 15. With respect to religious affiliation, Catholic women had the lowest mean number of children ever born. The two largest religious groups—Baptists and Anglicans—tended towards higher means in almost all levels of educational attainment.

Location

Main Library, UWIM LC70 J3 W55

Educational Administration

213

Conrad, Dennis A.

Educational leadership and the ethic of care: The experiences of four women educators of Trinidad and Tobago. Ph.D. diss., Virginia Polytechnic Institute and State University, 2000. Computer data (1 file).

The four women who constituted this study were among the educational leaders who had demonstrated caring leadership, and who have had transformative influences over followers. To understand how they evolved as educational leaders, testimonies of their experiences and perceptions were developed, and presented as reconstructed narratives. The discussion on these narratives explores relationships between who these women were in character, their experiences of the ethic of care, and

leadership. The study directs focus on the lives of these women with a view to documenting their contributions and sharing their voices about the education systems of Trinidad and Tobago, and the broader Caribbean area. Data were collected through oral history interviewing, within the biographical tradition. The data, as transcribed narratives and topical life histories, were then content-analysed to identify common themes and link them with contemporary research on leadership, women, and the ethic of care. Findings from the study revealed caring leadership as an evolutionary process, and the importance that spirituality, community, and a sense of gender equity and interrelatedness played in the lives of the participants.

Location

Internet <http://scholar.lib.vt.edu/theses/available/etd-111899-141000>

214

Drayton, Kathleen B., & Cole-Georges, J.

The access of women to planning and decision making in education in ten Caribbean Commonwealth countries. [S.l.: s.n.], 1991. [n.p.]. (Prepared for UNESCO)

215

Jones, Sonia O.

Perceptions of the leadership behavior of male and female administrators of Jamaican teachers' colleges: An analysis. Ph.D. diss., University of Florida, 1981. xi, 100 p.

This study was designed to compare the perceptions of the leadership behaviour of male and female Jamaican teachers' college administrators to determine to what extent they behaved differently as leaders. Questionnaires were administered to a sample of 38 administrators—22 female and 16 male. Results of the data analysis showed no significant differences between male and female administrators' leadership behaviour on 11 of 12 dimensions of the Leader Behaviour Description Questionnaire—Form XII, as reported by subordinates and the administrators. Subordinates perceived no significant differences between male and

female administrators in any of the 12 dimensions. Gender was not a factor in the overall leadership behaviour of male and female administrators. There appeared to be certain similarities in the career aspirations, age, teaching experience, and status of male and female administrators.

Locations

Main Library, UWISA LB2027 J79 P4

Main Library, UWIM LB2027 J66

216

King-McKenzie, Ethel L.

Women's voices in education: Two Jamaican life histories. Ph.D. diss., Louisiana State University and Agricultural and Mechanical College, 1999. 275 p.

This study sought to recover the marginalized voices of women educators in Jamaica by turning their oral life histories into text. Since it was not possible to interview all women educators in Jamaica, the study uses the life histories of two women who were the first to take positions of educational leadership in two spheres that were once male dominated. Both women, who made it to the zenith of the teaching profession, relate their life experiences and the meanings they gave to their work as educators.

217

Leo-Rhynie, Elsa

Access of women to the planning of education in the Commonwealth Caribbean. The case of Jamaica. 18 p.

Paper prepared for the Symposium on the Role of Women in Policy Making in Education in the Commonwealth Caribbean, Bridgetown, Barbados, 14–16 Apr. 1992. Sponsored by UNESCO/CARNEID/UWI.

This paper documents and examines the organizational structure within which educational planning and management occur on a national level in Jamaica, and the access and involvement of women at this level, and at the levels of boards of governors and institutional leadership. Factors related to the access afforded women in these activities are discussed.

Location

CGDS, UWIM LC1401/ Pamph. 134

218

Morris, Jeanette

Educational management from a perspective of care: Women teachers in Trinidad and Tobago. In Tony Bastick & Austin Ezenne, (eds.), *Sociology of education: Research in the Caribbean* (pp. 3–21). Mona, Jamaica: Educational Research Centre, The University of the West Indies, 2002.

This study explores how some female secondary school principals in Trinidad and Tobago manage their schools, and what insights their stories bring to the task of managing schools effectively. It was evident that their management style owed a great deal to their socialization as females into nurturing, caring roles. They brought to their management practice an ethic of care, which manifested itself in empathy and concern for their students, staff, and parents, resulting in schools that were seen as humane institutions.

Locations

Main Library, UWIM LC191.8 C72 S62 2002

NALIS REF WI 371.2 So

NLJ 306.4307 Ja Soc

219

Morris, Jeanette

Female secondary school principals: Career paths and management practice. Ph.D. diss., The University of the West Indies, St. Augustine, 2000. xi, 289 p.

This study examined the career paths and management practice of a group of female secondary school principals from a variety of school types in Trinidad and Tobago, and the effect of their gender, class, and race. All principals and vice-principals of secondary schools were surveyed in order to obtain a demographic picture of educational managers in the country, and 12 women principals were chosen to be interviewed

using a career history approach. Two additional respondents from a different educational environment were also included to provide greater insight into the role of context in determining career paths and management practice. Results of the data analysis showed that the most common career path for these women, the majority of whom were married, was the deferred career. They gave first priority to raising a family, putting their career aspirations on hold until their children were grown. A few tried to balance career and family, but only the single women were able to build a career from the outset. These women brought to the task of management relational strengths gained from their experience as women, wives, and daughters. Their practice was informed by an ethic of care, and an emphasis on collaboration and connectedness.

Locations

SOE Library, UWISA WI RES LB2831.92 T7 M67 2000

Main Library, UWISA UWI Theses Collection

Main Library, UWIM Theses Collection

220

Morris, Jeanette

Good education management: Women's experiences. In Pat Drake & Patricia Owen (eds.), *Gender and management issues in education: An international perspective* (pp. 97–111). Staffordshire, UK: Trentham Books, 1998.

This study investigated “successful” women, that is, those in positions of senior management in schools, in order to ascertain (1) what routes women took in their access to management; (2) what motivated them to seek a management position; and (3) whether they brought a particular concept of management or specific strategies to the exercise of management. Data were collected from a questionnaire to all principals and vice-principals in secondary schools in Trinidad and Tobago, and through interviews with seven women secondary heads. The interviews were recorded, and transcribed and from the individual accounts, patterns of career development and good management practices were discerned. The two major ethnic groups in Trinidad and Tobago—Indo-Trinidadian and Afro-Trinidadian—were included. All the women were successful heads whose leadership qualities had been realized and encouraged by the

administrators under whom they began their careers. Family responsibilities had not impeded their career development because they had spouses or extended family networks that provided support. They were well qualified and were representative of the so-called “intellectual elite.” Their experiences shed light on the processes that help or hinder women from access to management.

Location

CERIS Photocopy #93

221

Morris, Jeanette

Managing women: Secondary school principals in Trinidad and Tobago. *Gender and Education*, vol. 11, no. 3, Sep. 1999, pp. 343–355.

This article documents the experience of a group of 12 women secondary school principals managing schools in Trinidad and Tobago. The principals came from all school types in the educational system—junior secondary, senior comprehensive, composite, 5- and 7-year government, 7-year assisted, and the sixth form government school. The study explores how their personal lives are intertwined and how their race, class, and gendered positions impact on their career choice, promotional opportunities, and management practice.

222

Morris, Jeanette

Women and educational management: A Trinidad and Tobago perspective. *British Educational Research Journal*, vol. 19, no. 4, 1993, pp. 343–356.

This study sought to (1) explore some of the factors that facilitated or militated against women’s access to, and participation in, educational management and policy making, with specific reference to women’s perceptions and understandings of their experiences; (2) discover from women who had gained access to, and exercised, leadership how they viewed the process by which they came to be involved in educational

management; and (3) elicit from women reasons for the career choices they made at crucial points, which determined whether or not to become involved in educational management. In-depth interviews were held with seven women who were perceived by the society to be successful in their careers in education—four Afro-Trinidadians and three Indo-Trinidadians. It was found that women teachers tended to (1) not have well-defined career plans; (2) defer and modify their career aspirations due to domestic responsibilities; and (3) prefer the professional technical aspect of teaching to the administrative/managerial aspect. Women who were successful in administration tended to have been supported by sponsors or mentors, especially in male-dominated environments. However, women did become ambitious later in their careers and actively sought administrative posts for a variety of reasons, so that the existing imbalances between male and female administrators were being challenged.

Location

CERIS Photocopy #12

223

Morris, Jeanette

Women in educational administration: Career choices and career paths. *Caribbean Journal of Education*, vol. 21, nos. 1–2, Apr/Sep. 1999, pp. 58–74.

This article documents the experience of a group of female secondary school principals who managed schools in Trinidad and Tobago. It shows that, like their counterparts in the developed world, their personal and professional lives are closely intertwined, and that their race, class, and gendered positions impact on their career choice and promotional opportunities.

Locations

SOE Library, UWISA SERIALS

Main Library, UWISA L45 W5 C277 J8

Main Library, UWIM L11 C4

NALIS REF WI 370.509729

NIJ C3514

UVILibraries LA475 C37

COB Library Periodical Collection

224

Morris, Jeanette

Women's participation in educational management: A Trinidad and Tobago perspective. 31 p.

Paper prepared for the Biennial Cross-Campus Conference on Education, 2nd, St. Augustine, Trinidad and Tobago, 22–24 Apr. 1992. Sponsored by Faculty of Education, The University of the West Indies, St. Augustine.

This study used an interactionist perspective to examine the careers of a small group of women teachers. It used the concept of “subjective career” to capture the meanings that women administrators gave to the circumstances that shaped their career decisions at crucial points. The focus was on successful women—school principals, school supervisors, directors of educational institutions, and women faculty at the university—exploring their own interpretations of their career success and reasons for it. Data were collected through unstructured interviews, and the discussion uses extracts from the interviews to illustrate the important themes: (1) career commitment, (2) domestic responsibility, (3) image of management, (4) sponsors and mentors, and (5) discrimination on the job.

Location

CERIS 280/204/UWI(2):13

225

The role of women in policy making in education in the Commonwealth Caribbean: Report of a symposium. 29 p.

Paper prepared for the Symposium on the Role of Women in Policy Making in Education in the Commonwealth Caribbean, Barbados, 14–16 Apr. 1992. Sponsored by UNESCO/CARNEID/UWI.

This symposium sought to (1) examine the findings of a study on “The access of women to planning and decision making in education in ten Commonwealth Caribbean countries,” prepared for UNESCO by Kathleen Drayton and Joyce Cole-Georges; (2) present research and ad hoc

reports from countries on the extent to which women can influence policies; (3) analyse the structural and other factors that influence, either by impeding or facilitating women's access to educational management and policy making; and (4) develop an action plan to achieve gender equity at all levels, and in the management of education.

Location

CGDS, UWICH

226

Rudder, Veronica G.

Women in further and higher educational management: A Barbadian perspective. M.A. thesis, University of Nottingham, 2000. vii, 65 p.

227

Taylor, Ewart

Women in school administration: Exclusion and isolation. In Elsa Leo-Rhynie, Barbara Bailey, & Christine Barrow (eds.), *Gender: A Caribbean multi-disciplinary perspective* (pp. 183–198). Kingston, Jamaica: Ian Randle Publishers in association with The Centre for Gender and Development Studies, The University of the West Indies and the Commonwealth of Learning, 1997.

This paper is concerned with the under-representation of women at all levels of school administration. A review of the international literature and survey data shows that there was a strong tendency, especially before the mid-1980s, for women to be under-represented in practical educational administration and related research publications. The data presented for Trinidad and Tobago substantiate these trends.

Locations

CERIS Photocopy #101

SOE Library, UWISA WI RES HQ1501 G46 1997

Main Library, UWISA HQ1501 G46 1997

Main Library, UWIM HQ1501 G46 1997

CGDS, UWIM HQ1101/ Pamph. 1329

CGDS, UWISA LEOR

NALIS WI 305.3 Ge
NLJ 305.3729 Ja general
COB Library KA49 F4 G46 1997
ECLACPOS CDC 14106
WAND (729) 396.1 GE
UVILibraries HQ1501 G46 1997

Educational Environment

228

Clunie, Enid A.

The nature and extent of sexual harassment in schools: An exploratory study. M.Ed. thesis, The University of the West Indies, Mona, 1999. viii, 88 p.

This study sought to investigate whether or not the problem of sexual harassment existed in schools in Jamaica among students and teachers. Data were collected from a random sample of 360 students, 120 teachers, and 12 principals from six primary schools and six secondary schools in rural and urban Jamaica, using questionnaires and interviews. It was found that (1) sexual harassment was present in primary and secondary schools, with 42% of students and 28% of teachers (both male and female) were involved in the activity; (2) sexual harassment was more prevalent in urban than in rural schools, and secondary school students experienced 50% more harassment than primary school students; (3) students and teachers were harassed more by peers than by other individuals, with student/student harassment registering over 80% and teacher/teacher harassment being 61%; (4) Forty-one per cent (41%) of the victims did not report their experiences to any one; (5) students and teachers preferred to confide in their friends; (6) students experienced anger, embarrassment, fear, and other discomforts that interfered with their development psychologically, socially, emotionally, and physically; (7) the facilities for dealing with sexual harassment at school were woefully inadequate; and (8) principals and teachers noted the need for policies, programmes, and legislation to effectively tackle the problem.

Locations

Main Library, UWISA UWI Theses Collection
Main Library, UWIM Theses Collection

229

Evans, Hyacinth L.

Gender issues in education: Creating girl-friendly schools in the Jamaican context. 8 p.

Paper prepared for the Symposium on Girls' Education, Washington, DC, USA, 17–18 May 2000.

This paper argues that although there are no barriers to equal educational opportunities in Jamaica, and although the academic achievement of girls surpasses that of boys at all levels of the educational system, there is nevertheless urgent need to address the quality of the schooling environment for girls as well as for boys.

Location

Main Library, UWIM Photocopy

230

Evans, Hyacinth L.

Gender socialization in schools and classrooms. 9 p.

Paper prepared for the Interdisciplinary Seminar on Women and Development Studies, 1st: Gender, Culture and Caribbean Development, Mona, Jamaica, 8–19 Jun. 1987. Sponsored by Women and Development Studies, The University of the West Indies, Mona.

The findings presented in this paper were gleaned from two research studies that focused on schooling, classrooms, and teaching. Although the study of gender was not the original intent of either study, gender-related observations were made during the data analysis. The data are organized under two headings in the paper: (1) Beliefs and expectations, and (2) Teacher-student interaction.

Location

SOE Library, UWISA WI RES LC1441 C27

231**Evans, Hyacinth L.**

Streaming and its effects on boys and girls in secondary schools in Jamaica. *Journal of Education and Development in the Caribbean*, vol. 3, no. 1, 1999, pp. 45–60.

This paper reports on the results of research on the effects of streaming on boys and girls in secondary schools in Jamaica. Data were collected from a sample of 3,714 grades 9 and 11 students (2,158 girls and 1,556 boys) in 40 schools, using a questionnaire. An ethnographic study of eight of the schools was also carried out, and interviews were conducted with a sample of students and teachers. Approximately 700 of the students were interviewed individually and in groups. Academic performance was assessed on the end-of-term examinations in December 1997 or March and April 1998. It was found that girls were more represented in high-stream classes, and boys in low-stream classes. Streaming affected academic achievement, students' experiences of school practices such as being beaten or insulted, and students' sense of alienation from school. There were gender differences in all responses, with low-stream boys most likely to do poorly academically and to experience negative school practices. However, low-stream girls formed the group most likely to feel alienated from school. Implications of these results for equal educational opportunity and equal access to knowledge are discussed.

Locations

CERIS Photocopy #104

SOE Library, UWISA SERIALS

Main Library, UWISA LA475 J68

Main Library, UWIM L11 J68

COB Library Periodical Collection

UVI Libraries LA475 J6

232

Gender and education: [Draft] report of third disciplinary seminar, 19–24, 1989.
17 p.

Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

Location

Main Library, UWIM HQ1240.5 C72 U54 1989d

233**Morris, Jeanette**

Gender equity and schooling in Trinidad and Tobago. In Nasser Mustapha & Ronald A. Brunton (eds.), *Issues in education in Trinidad and Tobago* (pp. 124–141). St. Augustine, Trinidad: School of Continuing Studies, The University of the West Indies, 2002.

This chapter identifies some of the issues related to gender equity in education in Trinidad and Tobago, such as the participation, retention, and dropout of male students in the educational system, differential performance of male and female students at all educational levels, and gender stereotyping in the curriculum, both formal and hidden. It notes that educational initiatives to increase gender equity will need to be complemented by changes in societal attitudes about gender roles.

Locations

SOE Library, UWISA WI RES LC189.9 T7 I87 2002

Main Library, UWISA LA505 T74 I88 2002

Main Library, UWIM LA505 T74 I88 2002

Main Library, UWICH LA505 T74 I88 2002

NALIS WI 370.972 983 Is

234

Payne, Monica Anne

Differential classroom treatment of male and female students: Teacher and student perspectives. 13 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov. 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

Locations

CGDS, UWIM LB3013/ Pamph. 797

CGDS, UWISA

235

Polydore, Kay M.

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

This study sought to discover Dominican students' attitudes to men and women teachers, their preference for teachers of a particular sex, and their general attitude to school. A questionnaire was used to collect data from a sample of 400 students from 4 secondary schools in Dominica (100 from each school). Results of the data analysis showed that (1) there was no significant relationship between social class, previous school attended, attitude to certain subjects, age, and attitude to teachers; (2) there was a significant difference between the attitude to men and women teachers, with men being rated higher; (3) there was a significant difference between the single-sex and co-educational schools in their attitude to men teachers, with students of co-educational schools rating men teachers higher; (4) in three schools, Form 3 students gave significantly higher ratings to women than to men teachers; (5) there was no signifi-

cant difference between the various age groups within schools, but in the upper forms of all the schools, the mean ratings for women were the lowest in the schools; (6) boys at the boys' school gave the lowest ratings to women teachers on the ability to keep order in the class, and girls at the girls' school gave women teachers the highest ratings on the same item; (7) when students had to express their preference for a particular sex of teacher, at least 75% of students of each school said it depended on the teacher; (8) in commenting on the schools, the three matters about which students were most vocal were punishment, the curriculum, and the material provision of the schools. They criticized not only teachers but also principals. They pointed out which teachers were unsuitable for teaching and felt that they ought to have a say in the hiring of teachers.

Educational Policies

236

Bailey, Barbara

Gender-sensitive policy and practice: The case of Jamaica. Mona, Jamaica: Centre for Gender and Development Studies, The University of the West Indies, 2003. 48 p. (Prepared for the Education for All—Global Monitoring Report, International Bureau of Education, Geneva, Switzerland)

This report explores sex stratification in the Jamaican education system and the overall impact of gender on the educational process. It provides an overview of the policies governing the education system in Jamaica, and concludes that a research agenda needs to be elaborated, which will not only examine the intersection of sex and social class but also race and ethnicity—all of which constitute hierarchies that determine life chances. It is hoped that this will result in a better understanding of the combined effects of these variables on access to schools' material and non-material resources, as well as to educational outputs and ultimate social outcomes.

237

Bailey, Barbara

Women's education: The Caribbean situation. [34] p.

Paper prepared for the Caribbean Subregional Ministerial Conference in Preparation for the 7th Session of Regional Conference on the Integration of Women into the Economic and Social Development of Latin America and the Caribbean, Georgetown, Guyana, 6–8 Aug., 1997. Sponsored by CARICOM; United Nations Development Fund for Women (UNIFEM); United Nations Economic Commission for Latin America and the Caribbean.

This paper seeks to assess the situation and status of women's education at all levels of the education systems throughout the region, and to identify gaps between practice and policy by (1) analysing quantitative and qualitative indicators to establish the position of women vis-à-vis men in the education system and the educational process; (2) analysing existing policy statements to determine the extent to which sex differences and gender issues that emerge from the analyses have been recognized and addressed in these statements; and (3) recommendations for providing future directions in policy and action based on the outcome of the policy analysis.

Locations

CGDS, UWIM LC1401/ Pamph. 1259

CGDS, UWISA BAILEY

WAND (729) 396.36 WO

238

Boyce, Ralph

Women and policy making in education in Barbados. [n.p.].

Paper prepared for the Symposium on the Role of Women in Policy Making in Education in the Commonwealth Caribbean, Bridgetown, Barbados, 14–16 Apr., 1992. Sponsored by UNESCO/CARNEID/ UWI.

239

Coakley, Brenda Yvonne

Labor market experiences of female and male graduates from the Bahamas Technical and Vocational Institute: A program in educational policy. Ph.D. diss., Pennsylvania State University, 1997. 169 p.

This study examined educational policies of the Government of the Bahamas, as they pertained to ensuring equitable employment and provided for vocationally oriented education or training to effect that purpose. It focused on the government's promises to provide fundamental economic development and the building up of a better-trained, indigenous labour force equipped with a more diverse range of skills (than those limited to the traditional occupations), to meet the needs of socio-economic stabilization and expansion. The political goals of gender equity in training and employment were of special interest. The study was restricted to an examination of the educational and employment patterns of the 1995–1996 graduates of the Bahamas Technical and Vocational Institute in the Electronics and Electrical Installation programmes. These female and male graduates constituted the group of respondents surveyed. Information was gathered using focus group methodology and from their transcripts. The study showed the students' entry and preparation in the Institute for 1995–1996 graduates in Electronics and Electrical Installation. Their subsequent employment patterns in key higher skill industries and trades were treated and further analysed for gender differences. This was joined to a study of the perceived effectiveness of the training process and the job satisfaction of the sample of subjects selected for the study. The results of the study were analysed and conclusions drawn.

240

Evans, Hyacinth L.

Issues in gender and gender equality in the Caribbean. In UNESCO, *Gender equality in basic education in Latin America and the Caribbean (state of the art)* (pp. 41–52). Santiago, Chile: UNESCO, 2002.

This section on the Caribbean is organized in three parts: (1) a general overview of basic education with special reference to gender issues; (2) policy responses and trends in the preceding ten years; and (3) suggested strategies for the realization of gender equality in basic education.

Locations

Main Library, UWIM Photocopy

Internet http://www.unesco.cl/pdf/publicac/igualdad_genero_ingles.pdf

241

Leo-Rhynie, Elsa

Gender analysis in educational policy and practice. *Journal of Education and Development in the Caribbean*, vol. 3, no. 1, 1999, pp. 1–17.

This paper presents guidelines for conducting a gender analysis within the formal education system. It emphasizes the need to reach beyond indicators that can be easily obtained from population census data and to explore, in depth, the actual process of education, and the differential consequences of this process for female and male students. It identifies the key issues/challenges in conducting a gender analysis in education as: (1) obtaining a clear quantitative picture of gender roles and ratios in various levels and areas of the educational system using gender disaggregated data; (2) identifying possible factors related to gender gaps and inequalities identified, and planning for the elimination of these factors; (3) assessing the special educational needs—immediate and practical, as well as long-term and strategic—of girls and boys, women and men, and planning specifically to meet these needs; and (4) ensuring that women and men share equitably in the decision making, management, administration, and delivery of education, and also benefit in terms of access, participation, and the allocation of resources.

Locations

SOE Library, UWISA SERIALS

Main Library, UWISA LA475 J68

Main Library, UWIM L11 J68

UVI Libraries LA475 J6

COB Library Periodical Collection

242

Mohammed, Patricia

Women and education in Trinidad and Tobago, 1838–1980. M.Sc. thesis, The University of the West Indies, St. Augustine, 1987. xi, 287 p.

This study attempted to understand the dynamics of female participation in education and its relation to the workforce in Trinidad and Tobago over the period 1838–1980. It proposed that development in the education system, as seen through educational policy, has differentially affected both genders, and examined the reasons for this differential. It traced the development of the education system, as affected by the changing economic and political circumstances of the society, and appraised the status of the different ethnic groups of women as the social structure itself developed. It also looked at how education policy was formulated and why changes were introduced, and illustrated how these changes reflected the concerns of the church and the educationalists in particular, and the social perception of women's roles in general. The study also examined the differential labour force involvement of both men and women by occupation and industry, analysing closely how their status in the labour force was determined by educational attainment levels combined with competing demographic, social, and cultural factors. The analysis revealed that despite greater equality in educational policy between 1838 and 1980, and equal access to primary, secondary, and tertiary education for both genders, by 1980 there was still evidence of gender stereotyping with regard to subject choices between boys and girls, and a persistent sexual division of labour vis-à-vis occupational and industrial pursuits of men and women. The study revealed the paradoxical nature of women's position in education. While policy developments have given them equal access, their actual educational and occupational choices have been influenced by other competing social, cultural, and economic factors, thus delimiting their equal participation in the education system and predetermining their roles in the economy.

Locations

SOE Library, UWISA WI RES LC1401 T8 M97 W72

Main Library, UWISA UWI Theses Collection

243

Osoba, Ermina, & Sheppard, Evelyn

Women and policy making in education in Antigua and Barbuda. [n.p.].

Paper prepared for the Symposium on the Role of Women in Policy Making in Education in the Commonwealth Caribbean, Bridgetown, Barbados, 14–16 Apr., 1992. Sponsored by UNESCO/CARNEID/ UWI.

244

Walker, Judith-Ann

Education, social change for women and the ministries of education in Jamaica and Trinidad & Tobago. In Judith-Ann Walker, *Development administration in the Caribbean: Independent Jamaica and Trinidad & Tobago* (pp. 149–189). New York: Palgrave Macmillan, 2002.

This case study of the Ministries of Education in Jamaica and Trinidad and Tobago is based on the assumption that educational attainment is a route to occupational mobility and women's occupational mobility is a good indicator of social change. The first section traces the evolution of educational policy and the role of the Ministries of Education over the decades of the 1960s, 1970s, and 1980s. The second section maps the network of organizations involved in educational policy formulation in both countries, and assesses the degree to which actual decision-making power was vested in structures not located at the centre. It also explores whether differences in educational attainment for women in both countries were associated with differences in the degree of participation of women's interest associations in educational policy formulation. The third section considers whether differences in the educational attainment of Indian and African women in Trinidad and Tobago between the 1960s and 1980s were associated with decentralization of educational policy formulation, beneficiary participation, and bureaucratic politics on the part of Ministry of Education bureaucrats.

Locations

Main Library, UWISA HC154 W35 2002

Main Library, UWIM HC154 W35 2002

NALIS REF WI 338.97292 Wa

Educational Psychology

245

Ali, Romeeda

Gender, power and schooling: A disaffected female student's perspectives of secondary school. M.Ed. thesis, The University of the West Indies, St. Augustine, 2004. iii, [ii], 52, [12] p.

This qualitative case study sought to explore the perspectives on schooling of a disaffected female student attending Brighton Senior Comprehensive School in Trinidad. It explored the student's experiences by examining her habits, beliefs, feelings, concerns, and her interpretations of what schooling meant for her. The study analysed adolescent development, school climate, classroom learning environments, gender relations, and resistance to authority. It illustrated the role of inequitable power and gender relations in creating a sense of powerlessness, alienation, and even resistance to authority in schools, as well as the need for greater pastoral care and the cultivation of a sense of belonging if loyalty, positive emotions, and participation are to be fostered among the youth of the nation's schools.

Location

SOE Library, UWISA WI Collection

246

Anderson-Fye, Eileen Patricia

Never leave yourself: Belizean schoolgirls' psychological development in cultural context. Ed.D. diss., Harvard University, 2002. 257 p.

This dissertation is written as a series of freestanding articles. The first article, "Never Leave Yourself: Ethnography as Mediator of Psychological Globalization Among Belizean Schoolgirls," argues that adolescent girls' central ethnopsychology of self-protection is the mediator of the psychocultural aspects of globalization in their lives. Two of the most important domains of girls' experience—abuse and body image—are discussed in light of this theory. The second article, "Beauty in Belize:

Pageants as Gendered Identity Rituals and the Negotiation of Cultural Change,” examines the phenomena of beauty pageants in San Andres. It argues that the pageants are a key cultural location where identity is negotiated in context of changes wrought by globalization. The third article, “Schoolgirls’ Experiences of Abuse and Cultural Change in Belize: Implications for Cross-Cultural Conceptualization of Child Abuse,” examines the term and concept of “abuse” in relation to child abuse and globalization in San Andres. It defines the changing notion of abuse according to San Andres girls’ experiences and representations, and argues for a more nuanced cross-cultural definition of abuse that accounts for cultural change, generational difference, and subcultural norms. The fourth article, “Psychocultural Motivation for and Effects of Girls’ Secondary Education: A Person-Centered Ethnographic Study in San Andres, Belize,” examines female secondary schooling in San Andres. It argues that the boom in girls’ schooling is related to psychological motivations linked to globalization. Taken together, these articles address key dynamics in girls’ development in San Andres in the context of cultural change related to globalization.

247

Bastick, Tony

Differences between anti-social adolescent behaviour in single sex schools and co-educational schools in Jamaica. 10 p.

Paper prepared for the Annual Meeting of the Society for Cross-Cultural Resesarch, 29th, New Orleans, USA, 22–27 Feb., 2000.

This study compared antisocial behaviour in students attending single-sex and co-educational schools in Jamaica. Students (N=112) were interviewed to determine the most prevalent school discipline problems. A sample of 1,193 students from 16 schools was then surveyed to determine the prevalence of antisocial adolescent behaviour in the school system. It was found that most of the antisocial behaviour was associated significantly more with males, although there were no male/female differences in absconding, disrespecting teachers, verbal abuse, and bad language use. Adolescent boys attending co-educational schools were less

antisocial than those attending single-sex schools. It was concluded that co-educational schools most significantly decreased adolescent males' antisocial behaviour, and that single-sex schools most significantly decreased adolescent females' antisocial behaviour.

248

Bastick, Tony

The measurement of teacher motivation: Cross-cultural and gender comparisons. 13 p.

Paper prepared for the Annual Meeting of the Society for Cross-Cultural Research, 29th, New Orleans, USA, 22–27 Feb., 2000.

This article introduces a new instrument for assessing teacher motivation and uses it to compare the motivation of male and female student teachers in Jamaica. The results are then compared with the gender-specific motivation found for teachers in other parts of the world. The instrument is a three-factor model: extrinsic motivation, intrinsic motivation, and altruistic motivation. The factor model was tested on 1,444 student teachers in Jamaica. It identified a 51% systematic variation in their responses. It was then used to compare the motivation of male and female student teachers and to explore how motivation for teaching was related to age and teaching experience. The results showed similarities and differences in the gendered motivation of teachers reported from other countries.

249

Bastick, Tony

Mediation of anti-social adolescent behavior by single-sex and co-educational schooling. [S.l.: s.n.], 2000. 13 p.

This paper reports on a study comparing antisocial behaviour of adolescent boys and girls in co-educational schools with that of a matching group in single-sex schools in Jamaica. The study identified the ten most common types of antisocial adolescent behaviour in Jamaican secondary schools by means of individual interviews with a random sample of 112 students representing the six different types of secondary schools in

Jamaica. These data were triangulated through interviews with principals and teachers. The prevalence of these behaviours was then determined by surveying a random sample of 1,193 adolescents from 16 representative co-educational and single-sex schools. The analysis showed that adolescent males exhibited significantly more antisocial behaviours than did adolescent females. These gender differences were less significant for verbally based antisocial behaviour. Findings indicated that boys in co-educational schools were less antisocial than boys in single-sex schools. Adolescent girls in single-sex schools tended to be less antisocial. The social problems of using co-educational schools to mediate antisocial violence among adolescent boys are discussed.

250

Hamilton, Marlene A.

Sex differences in the qualitative performance of Jamaican adolescents on the Circles Test of creativity. *Caribbean Journal of Education*, vol. 9, no. 2, Apr. 1982, pp. 124–134.

This paper reports on an exercise conducted with Jamaican adolescents, in which an attempt was made to probe the qualitative aspects of performance on non-verbal measures of creativity, on a gender basis. The Circles Test derived from the Minnesota Tests of Creative Thinking was selected for use in the investigation. The sample consisted of 247 fifth form students (70 boys and 177 girls) from secondary schools in the parish of St. Andrew, Jamaica. The results suggest that while creativity demonstrated is no different for either sex (at least as far as the simple Circles Test is concerned) there are undoubtedly strong qualitative variations present.

Locations

CERIS SERIALS: CJE

SOE Library, UWISA SERIALS

Main Library, UWISA L45 W5 C277 J8

Main Library, UWIM L11 C4

NALIS REF WI 370.509729 Ca

NLJ C3514

UVILibraries LA475 C37
COB Library Periodical Collection

251

Jackson, Jennifer V.

An exploratory study of achievement need among girls attending secondary schools in Jamaica. M.A. thesis, The University of the West Indies, Mona, 1979. 254 p.

This study was designed to investigate achievement need (n-Ach), and selected factors that might inhibit or enhance this need, in girls attending three types of secondary schools in Jamaica, namely, the traditional grammar school, the technical high school, and the New Secondary school. Data were collected from a sample of 165 Grade 11 girls from nine schools (four urban, five rural). Results of the data analysis suggested that: (1) girls in a good school environment, who had favourable early educational experiences, and also those in the “high-status” grammar schools, would display low n-Ach, while the converse would be true for girls in low-status schools, who had poor early educational experiences and an unfavourable school environment; (2) a poor home environment and low anxiety would result in low n-Ach, even if good study habits were in evidence, with the corollary also being true, that a good home environment and high anxiety would result in high n-Ach, even if study habits were poor; (3) School Type, Anxiety, and Early Education were the best predictors of n-Ach; (4) girls attending the “low status” institutions were the most appropriately placed; and (5) New Secondary girls had a significantly higher level of n-Ach than either of the other two groups.

Locations

Main Library, UWISA UWI Theses Collection
Main Library, UWIM Theses Collection

252

McDonald, Betty

Self assessment skills in males and females. *Educational Research Journal*, vol. 19, no. 1, 2004, pp. 43–61.

This study examined how males and females applied self-assessment (SA) as a learning tool, using a sample of 256 females and 233 males from 10 secondary schools in Barbados. Participants from Form 5 were formally trained for three terms of one academic year. SA1 measured naturally occurring SA skills prior to formal training, while SA2 measured SA skills after formal training. Participants mastered making informed choices in life, learned and incorporated new ideas, demonstrated self-motivation and responsibility, established prior learning, and evaluated their own learning. However, while males tended to use significant others in the SA process, females appeared to be more autonomous. Females used post-its, checklists, self-tests, and several memory games, quizzes, and puzzles. Males thought about their tasks (cognitively and metacognitively) and showed autonomy about their actions and decision-making differently from females. Females were more apt to discuss and arrive at mutually agreeable conclusions than males.

253

McLaren, Ingrid Ann Marie

Sex differences in field independence and cognitive ability among UWI students. *UWILing: Working Papers in Linguistics*, No. 2, 1996, pp. 67–73.

This article explores the components of field dependence and independence of the cognitive styles of Jamaican university students. It shows that men are more field independent than women and display superior performance in the area of visual ability. The article argues that this outcome has important implications for education and gender. The importance of analytical and cognitive skills in both arts and sciences suggests the need for fostering and developing these skills in all students, particularly women.

Locations

Main Library, UWISA P1 U95

Main Library, UWIM P1 U84

254

McMillan, Veta

Academic motivation of adolescent Jamaican girls in selected single sex and coeducational schools. M.A. thesis, The University of the West Indies, Mona, 1981. 94 p.

This study investigated whether girls in selected Jamaican secondary schools differed in their level of academic achievement motivation according to their placement in single-sex or co-educational schools, through an examination of their academic self-concept, their perception of sex roles, their lifestyle, and their academic achievement motivation. A battery of four tests was used to gather data from a sample of 91 first-form students (47 co-ed, 44 single-sex) and 157 fourth-formers (81 co-ed, 76 single-sex) from four schools in both urban and rural areas. Results of the data analysis revealed significant differences in the academic self-concepts of students at urban as against rural schools, the latter having a higher estimate of their abilities. A significant relationship existed between academic self-concept and academic motivation for the total sample. A significant inverse relationship between lifestyle and the perception of gender roles also emerged. No significant difference was found between the academic motivation of first- and fourth-formers, or between girls attending different types of schools.

Location

Main Library, UWISA UWI Theses Collection

255

Molife, Peter C.

A study of the need for achievement of Jamaican and Guyanese adolescent boys. M.A. thesis, The University of the West Indies, Mona, 1982. 202 p.

This study sought to compare achievement need, along with personal and national identity in Guyanese and Jamaican secondary school boys. It also explored whether significant differences existed between Guyanese and

Jamaican boys on all the selected variables, and investigated the relationship between these variables in both countries, and their relationship with type of school, ethnic origin, nationality, socioeconomic status, and attitude to minorities. Data were obtained from a sample of 400 15+ year-old secondary school boys (200 Guyanese, 200 Jamaican), who were divided into sub-samples based on type of school and ethnic origin. Results of the data analysis showed that: (1) the Jamaican New Secondary school boys displayed the highest level of need for achievement; (2) Guyanese boys showed a stronger national identity than Jamaican boys; (3) boys from the technical high schools and the New Secondary schools in both countries had a poorer sense of personal identity; (4) East Indians, on the whole, were poorer in socioeconomic status, but in Guyana, it appeared that Africans and East Indians occupied parallel employment niches; and (5) there was a relationship between need for achievement and identity.

Location

Main Library, UWISA UWI Theses Collection

256

Ottley, Jeanette Myrtle

Some gender related issues in guidance and counselling in schools. [10] p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

This paper deals with four gender issues arising in guidance and counselling: gender identity in the self-concept, human sexuality, referral for aggression, and sex of counsellor/sex of student effect.

Locations

CGDS, UWIM LB1027/ Pamph. 2003
CGDS, UWISA

257

Oxtoby, R.

The attitudes and aspirations of boys in government secondary schools: A research report. Bridgetown, Barbados: Ministry of Education, 1974. ii, 34, [12] p.

This report describes the findings from an enquiry carried out in 1973 amongst a sample of Form 3 boys in government secondary schools in Barbados. It sought to obtain information about their hopes and future plans.

Location

Main Library, UWICH LB1117 O8 1974 Pamphlet

258

Richardson, Arthur G., & Cuffie, Joan C.

Subject choice, sex-role orientation, and learning style: A study of sixth-form students in Trinidad and Tobago. In Arthur G. Richardson (ed.), *Caribbean adolescents and youth: Contemporary issues in personality development and behaviour* [n.p.]. New York: Caribbean Diaspora Press, 1999.

Locations

Main Library, UWIM BF724 C37 1999

NALIS REF WI 155.509 729 Ca

COB Library W BF24 C37 1999

UVI Libraries BF724 C37 1999

259

Richardson, Mary F.

Fear of success and gender-role stereotyping. *Social and Economic Studies*, vol. 42, nos. 2–3, 1993, pp. 153–174.

This paper presents a qualitative examination of stories displaying “Fear of Success” (FOS) imagery, written by Jamaican teenagers in response to cues concerning male and female success. Generally, boys and girls characterized both cues in accordance with commonly held stereotypes, showing boys as self-directed and independent, while girls achieved their ends through manipulating others. The stereotypes were more rigid from

students in single-sex schools (SS), with the boys in particular being very hostile towards the successful female. Although more girls from mixed schools (COED) expressed FOS in relation to girls than either SS girls or COED boys, their responses did not dehumanize their gender. These data suggest that a COED upbringing might augur well for development of mutual respect and understanding between the sexes.

Locations

SOE Library, UWISA WI SERIALS
 Main Library, UWISA H1 S6
 Main Library, UWIM HN244 A1 S6
 CGDS, UWIM HD5701/Pamph. 2558
 NALIS REF WI 332.097292
 ECLACPOS CDC Serial
 NIJ S723
 COB Library Periodical Collection
 UVILibraries HN244 S6 1993
 CGDS, UWISA (RR)

260

Richardson, Mary F.

“Fear of success” and Jamaican adolescents. *Social and Economic Studies*, vol. 40, no. 2, Jun. 1991, pp. 63–82.

The objectives of this study were to examine the applicability of the construct “Fear of Success” (FOS) for a sample of Jamaican adolescents, and to compare the frequency of FOS imagery in responses from boys and girls to male and female cues inviting the expression of attitudes to success. The sampling procedure also allowed for investigation of co-educational versus single-sex schools, and Grade 11 versus Grade 13 differences. In contrast to American results, an examination of FOS, as expressed by Jamaican adolescents, revealed no significant overall gender differences in relation to either male or female success. Partitioning suggested that while education within a co-educational environment appeared to be linked to frequency of FOS imagery for girls, the reverse was true within the single-sex schools where more boys expressed FOS. Proportionally more older students expressed FOS than younger. Gener-

ally, age and type of school seemed more closely linked to FOS than either individual gender or gender of cue.

Locations

SOE Library, UWISA WI SERIALS
Main Library, UWISA H1 S6
Main Library, UWIM HN244 A1 S6
ECLACPOS CDC Serials
NLJ S723
COB Library Periodical Collection
UVI Libraries HN244 S6 1991

Engineering Education

261

Pile, Stephanie

Male and female staff and students at the Faculty of Engineering, The University of the West Indies. In *Caribbean social structures and the changing world of men* (pp. 47–52). Port of Spain, Trinidad: UNECLAC, 1997.

This paper discusses some perceptions of men and women in the Faculty of Engineering, The University of the West Indies (UWI), St. Augustine, as it pertains to staff and students, in the light of changing social structures. It presents a picture of what transpired in the faculty, traditionally a male-dominated sphere, over the early years of its existence, and traces the graduation trends of female graduates. It also discusses some perceptions of female members of academic staff with regard to gender issues and the powerlessness of non-academic staff, particularly males.

Locations

Main Library, UWISA HQ1090.7 C27 1997
CGDS, UWIM JX1977/ Pamp. 575
WAND (729) 396.12 CA
ECLACPOS CDC UN
CERIS 443:7
CGDS, UWISA

Gender and Development Studies

262

Biervliet, Wim E., & Macpherson-Russell, Phyllis

Report of the evaluation of the interinstitutional cooperation project between the University of the West Indies (UWI) and the Institute of Social Studies (ISS) aimed at teaching and research in Women and Development Studies. The Hague, Netherlands: Netherlands Organization for International Cooperation and Higher Education, 1990. 68 p. (Jamaica, SV/UWI/ISS/WDS)

This evaluation concludes that the inter-institutional cooperation project is a unique and complex experiment of support to a participative project among women organized in Women and Development study groups trying to raise the level of awareness, and stimulating teaching and research in women and development, and that it had been successful. The report presents short-term objectives and follow-up proposals relating to the extension of inter-institutional cooperation between The University of the West Indies (UWI) and the Institute of Social Studies (ISS). Recommendations are made for strategies for adequate integration of women and development studies within UWI's provisions.

Locations

Main Library, UWIM HQ1181 C27 B53 1990

Main Library, UWISA HQ1181 C27 B53

WAND (729) 396.3 RE

263

Davis, Michelle V.

YOUWE: Gender and development studies at The University of the West Indies from the perspective of a student. *YouWe Quality Assurance Forum*, No. 8, May 2002, pp. 28–29.

This article describes the experiences of a graduate student in gender and development studies at The University of the West Indies (UWI), Mona.

Locations

CERIS SERIALS: YOUWE QUALITY
Main Library, UWISA LB2331.65 C3 Y68
Main Library, UWIM LE15 M73 Y682

264

Ellis, Patricia

An introduction to women's studies. *Social Studies Education*, No. 18, Feb. 1981, pp. 13–17.

This mini-course on women's studies is intended for students at the upper secondary and post-secondary levels. It provides background information, a rationale, objectives, a course outline, which includes the topics to be examined, and a list of sources, resource persons and materials, suggestions for short-term course evaluation, and a list of references.

Locations

CERIS SERIALS: SOC. STUD. EDU
SOE Library, UWISA SERIALS
Main Library, UWISA LB1584.5 T8 A1 S678 S9

265

Gender and education: [papers of the] third disciplinary seminar, 19–24, 1989. [S.l.: s.n.], 1989. [1 v. in various pagings].

Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

Location

Main Library, UWIM HQ1240.5 C72 U54 1989c

266

Leo-Rhynie, Elsa

Gender studies: Interdisciplinary and pedagogical challenges. [n.p.].

Paper prepared for the Mona Academic Conference, 5th, Mona, Jamaica, 29–31 Aug., 2003. Sponsored by The University of the West Indies, Mona.

This paper presents the challenges encountered during the period of the introduction and institutionalization of gender studies at The University of the West Indies (UWI), and critically analyses the methods used to address them.

267

Leo-Rhynie, Elsa

Women and development studies: Moving from the periphery. In Patricia Mohammed (ed.), *Gendered realities: Essays in Caribbean feminist thought* (pp. 147–163). Mona, Jamaica: UWI Press, 2002.

his essay provides background information on the Women and Development Studies programme at The University of the West Indies (UWI), including its aims and objectives. It records the emergence and growth of gender studies at the tertiary level, and discusses the possibilities for empowerment of the sexes.

Locations

SOE Library, UWISA WI RES HQ1501 G463 2002

Main Library, UWISA HQ1501 G463 2002

Main Library, UWIM HQ1501 G468 2002

CGDS, UWIM HQ1501/ Pamph. 2440

WAND 396.11 GE

CGDS, UWISA MOH

UVILibraries HQ1501 G463 2002

COB Library HT1501 G46 2002

NALIS REF WI 305.309 729 Ge

ECLACPOS CDC 15852

268

Maharaj, Shalini

Gender studies at UWI. *YouWe Quality Assurance Forum*, No. 8, May 2002, p. 24.

This article records the reactions of a second-year undergraduate student at The University of the West Indies, St. Augustine to the gender studies courses offered at the campus.

Locations

CERIS SERIALS: YOUWE QUALITY
Main Library, UWISA LB2331.65 C3 Y68
Main Library, UWIM LE15 M73 Y682

269

Massiah, Joycelin

Establishing a programme of women and development studies in the University of the West Indies. *Social and Economic Studies*, vol. 35, no. 1, Mar. 1986, pp. 151–197.

This paper is an extensive report on the background and progress made towards setting up a Women and Development Studies Programme at The University of the West Indies (UWI). It also traces the first UWI links with women's studies, and looks at the employment of women academics at the institution.

Locations

SOE Library, UWISA WI SERIALS
Main Library, UWISA H1 S6
Main Library, UWIM HN244 A1 S6
NLJ S723
COB Library Periodical Collection

270

McKenzie, Hermione

Shifting centres and moving margins: The UWI experience. In Barbara Bailey & Elsa Leo-Rhynie (ed.), *Gender in the 21st century: Caribbean perspectives, visions and possibilities* (pp. 397–415). Kingston, Jamaica: Ian Randle Publishers, 2004.

This essay describes the experience of The University of the West Indies (UWI) as one that demonstrates the value of the academy, and outlines

the groundwork done to establish Women and Development Studies within UWI.

Locations

Main Library, UWISA HQ1501 G4673 2004

Main Library, UWIM HQ1501 G4673 2003

NLJ 305.309729 Ja Gen

271

Reddock, Rhoda

Women's studies at The University of the West Indies: A decade of feminist education? *Women's Studies Quarterly*, vol. 22, nos. 3–4, Fall/Winter 1994, pp. 103–115.

This article describes the introduction and institutionalization of women's studies at The University of the West Indies (UWI). It notes that despite all the efforts, a well-formulated programme related to national or regional educational policies still needed to be developed. However, it is concluded that the achievements to date were testimony to the commitment of a growing number of women and some men within the UWI system, which had continued against a backdrop of government financial constraints, cutbacks in contributions to universities, and the strongly held view that Caribbean women were strong matriarchs who were not disadvantaged.

Locations

Main Library, UWISA HQ1181 U5 W657

CGDS, UWISA (RR)

272

Thomas, Viola

Development of women studies programmes. St. Michael, Barbados: Women and Development Unit, The University of the West Indies, 1982. 5 p.

This paper discusses the objectives and content of a Women's Studies Programme in the Caribbean. Some of the issues raised include the need for male involvement in some aspects of the course, the need for women's consciousness at the level of the home and school, and the need for the programme to be guided by a theoretical framework. Subject areas to be covered by the course should include parental education, professionalism at work, small business management, abortion, and financial and legal discrimination against women. Other questions which needed to be addressed were the text books to be used and the method of evaluating the course.

Locations

ECLACPOS CDC 6204

WAND 374.2 DE

273

Yusuf-Khalil, Yasmeeen

Engendering development needs: 'Doing' gender through distance learning in the English-speaking Caribbean. [n.p.].

Paper prepared for the Pan Commonwealth Forum on Open Learning, 4th, Ocho Rios, Jamaica, 30 Oct.–3 Nov., 2006. Sponsored by Commonwealth of Learning; Caribbean Consortium.

This paper presents a case study of a distance undergraduate diploma programme in Gender and Development Studies offered at The University of the West Indies (UWI) to students in the English-speaking Caribbean. The programme seeks to develop a cadre of individuals in the Caribbean who can use gender as a tool of analysis in developing project proposals, programmes, and policies responsive to the needs of women and men in their respective countries. The paper identifies challenges faced, best practices, and invaluable lessons learnt.

Gender Roles

274

Campbell, Carl C.

Good wives and mothers: A preliminary survey of women and education in Trinidad 1834–1981. 27 p.

Paper prepared for the Annual Conference of the Association of Caribbean Historians, 19th, Martinique, 13–17 Apr., 1987.

This paper surveys the development of education in Trinidad from the 19th century well into the 20th century, and the place of women in that development. It shows that for much of the time, particularly in the earlier years, the role of women in education reflected the way society thought of women in general, that is, as good wives and mothers. Women were employed in primary schools only in very small numbers, and even then were expected to play the role of surrogate mothers to small children rather than teachers. Social, legislative, and educational change came during the years of the 20th century, albeit slowly, largely due to the efforts of the rise of secondary schools, and especially the denominational schools for girls. This paper discusses women in the role of both pupil and teacher, and particularly the place of East Indian girls in the development of education, since this group was hindered not only by societal norms but cultural differences. By the end of the period under discussion, women had become firmly entrenched in the education system at both levels; other types of educational institutions had been established, for example, vocational and technical, in which women played a part as both pupil and teacher, and female teachers were enjoying equal pay, training, and the same opportunities as their male counterparts.

Locations

Main Library, UWISA WI Collection

Main Library, UWIM F1601 C6 1987

275

Cuffie, Joan C.

Learning styles, sex-role orientation and subject choice of Trinidadian adolescents. M.A. thesis, The University of the West Indies, Cave Hill, 1991. 187 p.

This study sought to investigate the relationship between learning style, sex-role orientation, and subject choice among a sample of Trinidadian adolescents, selected randomly from the sixth forms of six single-sex and three co-educational secondary schools. Two instruments—one measuring learning style and the other measuring sex-role orientation—were administered to this sample. Results of the data analysis showed (1) significant inter-correlations among the subscales of each of the learning style and sex-role orientation inventories for the entire sample and the various sub-samples; (2) significant differences among the type of school sub-samples on the variables, Meaning Orientation, Operation Learning Style, Masculinity and Femininity; there were no significant differences among the subject choice sub-samples; (3) significant differences for the sex-role orientation sub-samples on all the variables except Reproducing Orientation; (4) significant sex differences on Meaning Orientation, Operation Learning Style, Masculinity and Femininity in favour of the females; and (5) sex differences in Subject Choice—more boys than girls chose the sciences and social sciences; more girls than boys chose the arts and mixed subjects.

Locations

Main Library, UWISA UWI Theses Collection

Main Library, UWIM Theses Collection

Main Library, UWICH

276

Ellis, Patricia

Education and women's place in Caribbean society. In Patricia Ellis (ed.), *Women of the Caribbean* (pp. 91–100). London: Zed Books, 1986.

This article argues that women are taught their “place” through socialization at home and at school, and that education has been a major factor in defining their status and the roles they play in Caribbean society. It examines women’s participation in education, the relationship between education and mobility and status, and women in the formal education system and in adult nonformal education programmes.

Locations

Main Library, UWISA HQ1501 W66 1986

Main Library, UWIM HQ1525.4 W66

COB Library W HQ1870.9 W65 1986

NALIS REF WI 305.409729

UVILibraries HQ1501 W66 1986

277

Gowrie, George

Teacher attitudes and gender-role stereotyping: A pilot study. In George Gowrie, *Current issues in sociology and education* (pp. 101–107). Curepe, Trinidad: DCT Publishers, 1993.

This chapter reports on a pilot study of the perceived changes in gender role attitudes of primary teachers in Trinidad and Tobago over the previous two decades. The gender role attitudes of a small sample of 24 final-year student teachers of Valsayn Teachers’ College were compared with a corresponding sample of experienced primary school teachers who were trained between 1975 and 1980. The results suggested that both groups of teachers appeared to be egalitarian in most of the items in three domains-social, professional, and educational.

Locations

SOE Library, UWISA WI RES HM66 G6 1993

Main Library, UWISA LC191.8 T7 G69 1993

Main Library, UWIM LC191.8 T7 G69 1993

Main Library, UWICH LC191.8 T7 G69 1993

NALIS REF WI 370.190972983 G6

278

Hamilton, Marlene A.

The attitudes of older Jamaican adolescents to “women in science”. *Journal of Education in Science for Trinidad and Tobago*, vol. 11, no. 3, May 1984, pp. 9–16.

A 35-item “Attitude to Women in Science” scale was developed along dimensions of gender roles, vocational concern, personality/temperament, educational considerations, and cognitive concerns. This was administered to a sample of 88 girls (58 from a single-sex, 30 from a co-educational school) and 93 boys (60 from a single-sex, 33 from a co-educational school). Girls scored significantly higher on the scale than boys; the girls from single-sex schools registering a more favourable attitude than the rest of the sample. Means for both sexes in the co-educational institution were almost identical. Schools had been matched for prestige, size, quality of staff, physical plant, and range of academic offerings.

Locations

CERIS SERIALS: JESTT
 SOE Library, UWISA SERIALS
 Main Library, UWISA Q181 A1 J58 J8
 NALIS

279

Hamilton, Marlene A., & Leo-Rhynie, Elsa

Sex roles and secondary education in Jamaica. In Sandra Acker, J. Megany, S. Nisbet, & E. Hoyte (eds.), *World yearbook of education, 1984: Women and education* (pp. 123–138). London: Kogan Page, 1984.

A brief outline of the structure of Jamaica’s educational system set the stage for a discussion of sex role differences at the secondary level of schooling. These were identified mainly through a review of local research carried out during the decade 1974–1984. Differential access to secondary schooling, the part played by the school in the socialization process, and the outcomes of this socialization in terms of cognitive abilities, personality characteristics, and academic attainment were examined

and discussed to reveal the implications for sex role development. Despite certain similarities between the sexes, especially in important areas such as motivation and achievement, the differences identified suggested that the active, independent male and passive, dependent female stereotypes still persisted.

Locations

SOE Library, UWISA L101 W67 Y43 1984

Main Library, UWIM LC1405 W67 1984

UVI Libraries LC1421 W65

280

James-Henry, Claudeth E.

Factors influencing students' views towards sex-role stereotyping in occupational choice. M.Ed. thesis, The University of the West Indies, Mona, 1984. 170 p.

This study was designed to investigate the views of students in technical education towards sex-role stereotyping in occupational selection. The relationship between variables tapping personal and environmental factors and the criterion was investigated using a traditional to modern scale. Variables were conceptualized in four groups—home, school, society, and personal. Data were collected through a questionnaire administered to a sample of 129 students (38 boys, 91 girls) of St. Andrew Technical High School, Jamaica. Results of the data analysis revealed significant relationships between the independent variables and students' views on sex-role stereotyping in occupational selection. It was concluded that (1) the home and the school are the greatest environmental predictors of views on sex-role stereotyping in occupational selection; (2) in the school, relationships between the variables were stronger for the girls; while in the home, the boys had the stronger relationships; (3) teacher behaviour was seen as the most significant predictor of students' views on sex-role stereotyping in occupational selection, this effect being more so directed towards the females; and (4) the girls were also seen as being more modern in their views.

Location

Main Library, UWISA UWI Theses Collection

281

Kilpatrick, Andrea Rose

Sex role socialisation in Jamaican high school girls: A case study. M.Sc. thesis, University of Oxford, 1994. v, 110 p.

This study is based on theories of sex role socialization, and seeks to examine the significant discrepancy between high female achievement in school and relatively low achievement in the workplace in Jamaica. It sought to determine Jamaican Grade 11 girls' perception of (a) certain of their own personality characteristics, (b) the school's role in developing these characteristics, and (c) the value of these characteristics in occupational success. The specific characteristics considered were traditionally male "leadership characteristics," namely, assertiveness, self-confidence, outspokenness, competitiveness, risk-taking ability, and ambition. Data were collected from a class of 25 Grade 11 females at a prestigious government-assisted, single-sex secondary school in Kingston, Jamaica, through the administration of two written exercises and semi-structured interviews. The results were analysed through the development of a detailed case study of the girls as a class, revealing the major themes of the girls' reactions to the study's concepts. It was found that most of the girls considered themselves ambitious, assertive, and independent, and regarded these characteristics as positive. Their responses were mixed as to whether they considered themselves competitive or outspoken, and most of them felt that they were neither self-confident nor risk-takers. While a few of the girls felt very strongly that their school had no influence on the development of their personality characteristics, most of the girls felt that their school, through its teachers, administrators, and other students, had either helped or hindered the development of certain characteristics such as outspokenness, self-confidence, and ambition. Most girls recognized the occupational benefits of the characteristics under study, although many girls felt that risk-taking would not necessarily be a valuable asset.

282

Leo-Rhynie, Elsa, & Hamilton, Marlene A.

Sex role stereotyping and education—the Jamaican perspective. *Interchange on Educational Policy*, vol. 10, no. 2, 1979–80, pp. 46–56.

This paper examines whether the Jamaican woman is still a symbol of “conspicuous consumption,” restrained by Westernized sex-role stereotyping, which limits her to child-rearing and certain lower-order vocations. It questions whether she is assured of such things as adequate educational opportunities, accessibility to rewards for efforts, and an environment that provides incentives to even greater efforts.

Location

SOE Library, UWISA SERIALS

283

Leo-Rhynie, Elsa, & Pencle, Carmen V.

Gender stereotypes: Perceptions and awareness of a sample of Jamaican adolescents. In Patricia Mohammed (ed.), *Gendered realities: Essays in Caribbean feminist thought* (pp. 201–218). Mona, Jamaica: UWI Press, 2002.

The research reported on in this paper sought to determine the extent to which students: (1) observed the sexual division of labour in their homes; (2) perceived occupations in terms of gender suitability; (3) perceived women’s roles in the year 2000 in traditional gender stereotypical terms; (4) accepted traditional sex role stereotypes; and (5) differed in their responses according to sex, stage of schooling, and school type. The sample consisted of 240 students (Forms 2, 4, and 6) drawn from three secondary high schools in Kingston, Jamaica—one single-sex girls’ school, one single-sex boys’ school, and a co-educational school. The results showed that male/female differences in perceptions all pointed to more traditional views being held by male than female students. However, these views were modified somewhat by the level of schooling of the respondents and the gender composition of the school population. Younger students expressed significantly more traditional views than their older schoolmates. Boys in co-educational schools were more

progressive in their views than those from single-sex schools but, generally, male expectations of domestic and occupational roles remained traditional. It was concluded that the gender gap, which is evident in this study, must be addressed in order to reduce the potential for male/female misunderstanding and conflict in the society.

Locations

SOE Library, UWISA WI RES HQ1501 G463 2002
 Main Library, UWISA HQ1501 G463 2002
 Main Library, UWIM HQ1501 G468 2002
 CGDS, UWIM HQ1501/ Pamph. 2440
 WAND 396.11 GE
 CGDS, UWISA MOH
 UVI Libraries HQ1501 G463 2002
 COB Library HT1501 G46 2002
 NALIS REF WI 305.309 729 Ge
 NLJ 305.309729 Ja general
 ECLACPOS CDC 15852

284

Morris, Jeanette

An investigation into the processes associated with the reproduction of gender inequality in the secondary school: A case study. M.A.(Ed). thesis, The University of the West Indies, St. Augustine, 1990. vii, 156 p.

This study investigated gender stereotyping in a co-educational school, seen particularly in the gender differentiation in subject choice, leading to different career paths for male and female students. It sought to explore the extent of gender stereotyping present in the school, the factors associated with the reproduction of gender stereotyping, and the effects on students' aspirations and school experiences. The study also explored students' own perceptions of gender stereotyping, their responses to it, and whether these varied according to race or class as well as gender. The findings showed that gender stereotyping existed within the school and that a variety of factors was involved. Students made stereotypical curriculum choices out of a desire to conform to accepted norms of gender appropriate behaviour, both in the family and the peer group, as well as in accordance with their personal future role. Very few students successfully

challenged the gender divisions within the school, and when this did occur, such a student was likely to be a girl.

Locations

SOE Library, UWISA WI RES LC212.83 T7 M67 1990

Main Library, UWISA UWI Theses Collection

285

Payne, Monica Anne, & Furnham, Adrian

Sex role ideology in the Caribbean: Teachers' views in Barbados and St. Lucia. *Journal of Psychology in Africa; South of the Sahara, the Caribbean, and Afro-Latin America*, vol. 1, no. 4, 1991, pp. 72–84.

In this study, 120 male and 131 female teachers in Barbados and St. Lucia completed the Sex-Role Ideology Scale. As predicted, females were more feminist in their views than males, and Barbadians more feminist than St. Lucians. The great majority of teachers, nevertheless, expressed fairly traditional ideologies, although views concerning occupational equality were more liberal than those relating to other areas of adult male-female relationships. However, factor analytic examination indicated that responses to some items on the scale had been influenced by financial and other considerations as well as, or instead of, sex role beliefs per se.

286

Pencle, Carmen V.

Students' perception of women's roles now and in the future. M.A. thesis, The University of the West Indies, Mona, 1993. x, 216 p.

This study investigated the extent to which selected personal, school, and home variables contributed to students' perception of women's domestic and occupational roles in 1986 and in the year 2000. It also sought to determine the relationship between these perceptions and the students' self-esteem, choice of vocation, parents' education and occupation, fear of success, students' locus of control, and the concept of sex role differentiation. Questionnaires were used to collect data from a sample of 240 Forms 2, 4, and 6 students from two schools (one single-sex girls', one

single-sex boys', one co-educational) in the Corporate Area of Kingston and St. Andrew, Jamaica. Results of the data analysis revealed that: (1) Sex Role Differentiation was the best predictor of women's roles in the Domestic Sphere for both 1986 and 2000, while Occupational Roles was the best predictor for the Occupational Sphere; (2) for girls in the coed schools, Sex Role Differentiation was the best predictor of women's roles in the Domestic Sphere in both time periods, while Occupational Roles was the best predictor for the Occupational Sphere; (3) Form 2 students had strong views on Occupational Roles but Form 4 and Form 6 students were influenced more by Sex Role Differentiation; and (4) perceptions of women's roles for both time periods were influenced by Sex Role Differentiation for the coed girls sample, and by Fear of Success for the single-sex girls.

Locations

Main Library, UWISA UWI Theses Collection

Main Library, UWIM Thesis Collection

287

Potter, Herbert E.

Program choice and sex-role orientation: A study of fourth form students in the British Virgin Islands. M.A. thesis, 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.

288

Richardson, Arthur G.

Sex-role orientation: Differences among students and teachers. *Social Behavior and Personality*, vol. 16, no. 2, 1988, pp. 165–168.

The Bem Sex Role Inventory was administered to 408 secondary school students and 393 teachers, randomly selected from seven Caribbean

states. This article analyses indicated marked differentiation of males (both teachers and students) and females (both teachers and students) in sex-role orientation. Students were more rigidly sex-typed than were teachers.

289

Russell, Karen Carpenter

Gender stereotypes in Jamaican pre-school children (towards personhood). M.A.(Ed.) thesis, The University of the West Indies, Mona, 1998. [ix], 168 p.

Location

Main Library, UWIM Theses Collection

290

Salter, Veronica Anne

Career choice in female Jamaican secondary students. Ph.D. diss., The University of the West Indies, Mona, 1996. x, 185, [xv] p.

This study examined the various factors, both psychological and situational, which were operational in the selection of a particular career by female secondary school students in Jamaica, with particular emphasis on careers that were thought to be non-traditional for females. Questionnaires were used to collect data from 380 female Grade 11 students, attending three different school types—high school, New Secondary school, and technical high school—in Kingston, Jamaica. Results of the data analysis showed that females who chose non-traditional careers were, for the most part, from the middle socioeconomic strata. They attended single-sex high schools, came from nuclear families, and had received support from their parents in their career choice. They were less authoritarian and held more egalitarian views on sexual equality than their counterparts who chose the more traditional female careers. The traditional career choosers, despite being concentrated in co-educational schools, where there might have been greater scope for taking non-

traditional courses, chose careers that reflected female orientations, such as service occupations—nursing, secretarial—or an androgynous career, which was again more service inclined, such as medicine or law.

Location

Main Library, UWISA UWI Theses Collection

291

Salter, Veronica Anne

Factors affecting female's choice of non traditional careers in Jamaica. 17 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–24 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

292

Senior, Olive

Education & gender-role stereotyping. In Olive Senior, *Working miracles: Women's lives in the English-speaking Caribbean* (pp. 44–64). London: J. Currey, 1991.

This chapter sought to examine (1) the educational system itself; the historical legacy that has shaped Caribbean education, including the ideology of female education, as well as some social and cultural factors that inhibit or advance access to education and progress in school, especially as these relate to women; (2) attainment and performance of Caribbean women in the school system and their occupational choices; and (3) the role that female socialization and gender-role learning might play in influencing women's educational performance and occupational choices.

Locations

Main Library, UWISA HQ1501 S46 1991

Main Library, UWIM HQ1501 S46 1991

NALIS REF WI 305.409729 Sc

NIJ 305.4209729 Ja Seb, DDC 20
UVI Libraries HQ1501 S46 1991

293

Wilkins, Julia, & Gamble, Robert J.

An examination of gender differences among teachers in Jamaican schools. *Multicultural Education*, vol. 7, no. 4, Summer 2000, pp. 18–20.

This study examined the absence of male teachers in primary schools in Jamaica. Principals and teachers in six schools in the parish of St. James in Montego Bay were interviewed. The findings indicated that Jamaican men perceived teaching young children to be a woman's job. It is surmised that this could be because gender roles in Jamaican society have remained very much steeped in tradition due to the absence of organized women's movements. The article concludes that unless there are some drastic changes in the social structure of the country, it is unlikely that more men will enter primary teaching in Jamaica.

Higher Education

294

Austin, Claudette Collette

The impact of women in management in higher education on women undergraduates at the University of Guyana. *McGill Journal of Education*, vol. 38, no. 3, Fall 2003, pp. 479–481.

Using data obtained from female lecturers, administrators, and students, this article examined the status of female managers and female students at the University of Guyana (UG). The findings highlight the fact that males predominate in academic positions at all levels, despite the fact that females comprise a majority of student enrolments.

Locations

SOE Library, UWISA SERIALS
Main Library, UWIM L11 M32

295

Bailey, Barbara

The feminization of tertiary education. *YouWe Quality Assurance Forum*, No. 8, May 2002, pp. 3–5.

This article discusses the patterns of female participation in higher education, against the backdrop of the increasing number of female graduates at The University of the West Indies (UWI). It poses questions related to the global shift to higher female participation at the tertiary level, and implications of the under-participation of females in the physical sciences, technology, and engineering.

Locations

CERIS SERIALS: YOUWE QUALITY
Main Library, UWISA LB2331.65 C3 Y68
Main Library, UWIM LE15 M73 Y682

296

Carty, Linda E.

Gender relations at UWI and beyond: The more things change, the more they remain the same. *YouWe Quality Assurance Forum*, No. 8, May 2002, pp. 8–10.

This article examines the role of women in the administration of The University of the West Indies (UWI), within the context of a society that has historically placed women in a subordinate position. It argues that UWI remains a bastion of male power despite the fact that over 60% of the enrolment and graduates of UWI are women. It concludes that as the largest, and leading, academic institution in the region, UWI needs to take a leadership role in challenging the patterns of development that have historically been detrimental to the progress of women. It recommends a transformation in the area of gender relations to bring the institution into the future. This transformation should be accompanied by a transformation in its ruling structure.

Locations

CERIS SERIALS: YOUWE QUALITY

Main Library, UWISA LB2331.65 C3 Y68

Main Library, UWIM LE15 M73 Y682

297

Carty, Linda E.

The political economy of gender inequality at The University of the West Indies. Ph.D. diss., University of Toronto, 1988. [vii], 294 p.

This study sought to explore the workings of The University of the West Indies (UWI) in order to determine where women were located as academics, administrators, and support staff, and how they survived within the system. It analysed the way in which female academic and support staff perceived their role in the university, and their relationship to the administrative hierarchy of the institution. It was argued that women at UWI were subordinated to men by the system of capitalist patriarchy that fostered the reproduction of gender inequality in the wider society. Data were collected through interviews with 100 members of the staff of the three campuses of UWI, including 60 female members of the academic staff (46 teaching and research, and 14 administrators), 25 female support staff, and 15 senior academic and administrative males. Since UWI was founded in 1948, women had had a very minimal role, either as faculty or administrators although as students their numbers had increased dramatically. The reproduction of gender inequality at the university manifested itself in fewer women being found as instructors in the historically male dominated fields of Natural Science, Medicine, Engineering, and Law, while their largest concentration was in the traditional “women’s fields” of Education, and Arts and General Studies. Even though women had begun to catch up with or surpass men as students in some of the traditionally male-dominated fields, particularly Medicine and Law, their potential for equality in the control and influence of these fields continued to be thwarted by the patriarchal forces that securely maintained the power base of the male ruling elite. In order to demonstrate the real workings of the patriarchy at UWI, an analysis was made of the attempt

by the University Women's Studies Group to introduce women's studies to the university's curricula, and the response of the administrators and some senior male faculty to this endeavour. Finally, the relationship between the academic and support staff women at UWI was explored to determine how they perceived their subordination as women, and an attempt was made to extrapolate whether this relationship, which was structured by class nuances, could suggest any prospects for the women's movement in the Caribbean.

Location

Main Library, UWISA HD6060 C37 1988

298

Chipman-Johnson, Rhonda, & Vanderpool, Joan

Gender participation in higher education within the anglophone Caribbean. Caracas, Venezuela: International Institute for Higher Education in Latin America and the Caribbean, 2005. 48 p. (Higher Education in the Caribbean; 5)

Location

Internet

<http://www.iesalc.unesco.org.ve/programas/GENERO/Resumenes/Informe%20Genero%20-%20Caribe%20-%20Resumen.pdf>

299

Figueroa, Mark

Thinking about gender at UWI. *YouWe Quality Assurance Forum*, No. 8, No. 8, May 2002, pp. 16–17.

This article raises several questions about the issue of gender at The University of the West Indies (UWI) (1) What are the main gender imbalances at UWI? (2) Why are only the ones that impact on males being highlighted? and (3) Why do the fundamental gender stereotypes persist despite significant progress by women? It is suggested that considerable research needs to be undertaken to produce a complete analysis of the total gender picture at UWI and to design appropriate national policies.

With respect to UWI, internal and external factors need to be examined, including the issue of institutional culture.

Locations

CERIS SERIALS: YOUWE QUALITY

Main Library, UWISA LB2331.65 C3 Y68

Main Library, UWIM LE15 M73 Y682

300

Gordon-Stair, Angela

Mature women in higher education: Exploring conflicts and stresses. Ph.D. diss., The University of the West Indies, Mona, 2000. viii, 187 p.

This study examined the impact on the lives of mature women of their participation in full-time undergraduate degree programmes at The University of the West Indies (UWI), Mona. Factors explored included the women's stated motives for entering the university, differences in the motives based on specific demographic and biographic characteristics, the impact of this experience on their multiple gender roles, the personal and/or institutional challenges faced, and the coping mechanisms they employed in order to persist with their programmes of study. Data were collected from 67 women aged 30 years and older through questionnaires and from 16 of them through in-depth interviews. Results showed that most of the women had career-related motives for entering the university. All the women experienced, in varying degrees, the conflicts and the resulting guilt with anxiety and/or depression as they attempted to meet the varying role expectations. Their perception of the impact of their student role on their relationships with their partner and their children varied. Disruption in the areas of both their reproductive and productive roles was the main personal barrier the women faced, while institutional barriers were of two types: those related to their academic life and those of a service nature. Means and mechanisms employed by the women in order to persist in their academic programmes included seeking help at various levels both within and outside the family, including paid help, reliance on their religious faith, and support from other students with whom they studied. Compartmentalization of their lives, denial, and rationalization were among the coping mechanisms used.

Locations

Main Library, UWISA UWI Theses Collection
 Main Library, UWIM Theses Collection

301**Hamilton, Marlene A.**

UWI—A progressive university for women? *Caribbean Quarterly*, vol. 47, nos. 2–3, Jun–Sep. 2001, pp. 58–82. (Also published in Working Paper Series (Cave Hill); No. 2 under the title: Women and higher education in the Commonwealth Caribbean: UWI: A progressive institution for women?)

This article queries some of the broad-based statements arising from heated debates on gender issues in education, which included talk of male marginalization and underachievement, and concern that women were outnumbering men in tertiary-level institutions, using The University of the West Indies (UWI) as a case study. It shows that despite growing numbers of women at UWI, their numbers are not reflected in senior positions at the institution. The article suggests that women academics are able to empower female students in the university, whose own notion of identity and autonomy are partly framed in response to this. It is therefore argued that the visibility of women scholars and administrators at UWI is of paramount importance.

Locations

Main Library, UWISA F1601 C4
 Main Library, UWIM F1601 C37
 NALIS REF WI 972.9005 Ca
 COB Library Periodical Collection
 CGDS, UWIM
 CGDS, UWISA

302**Hamilton, Marlene A.**

Women and higher education in the Commonwealth Caribbean: UWI: A progressive institution for women? Cave Hill, Barbados: Centre for Gender and

Development Studies, The University of the West Indies, 1999. [ii], 39 p. (Working Paper Series (Cave Hill); No. 2)

This paper considers the question of women's access to The University of the West Indies (UWI) as students, and as academic and/or administrative staff over the first 50 years of the institution's existence, and attempts to gauge the impact that women have had, or are having, particularly within the university setting. It presents data on total enrolment patterns, distribution of the top academic awards, and subject orientation, in order to provide a contextual setting.

Locations

SOE Library, UWISA WI RES LB2332.34 C27 H36 1999

Main Library, UWISA LC1567 H35 1999

UVILibraries LB2332.3 H36 1999

303

Hamilton, Marlene A., & Leo-Rhynie, Elsa

Women in higher education: A Caribbean perspective. In Dennis R. Craig (ed.), *Education in the West Indies: Development and perspectives 1948–1988* (pp. 75–87). Mona, Jamaica: Institute of Social and Economic Research, The University of the West Indies, 1996.

This study sought to examine access patterns and graduation rates of Caribbean women pursuing undergraduate degrees at The University of the West Indies (UWI), and to explore variations in academic staffing at UWI, by gender, during the period 1948/49 to 1985/86. An attempt is made to suggest reasons/causes for any marked trends over the period under review, which can be attributed to gender.

Locations

SOE Library, UWISA WI RES LA476 E373 1996

Main Library, UWISA LA476 E386 1996

Main Library, UWIM LA476 E386 1996

Main Library, UWICH LA476 E386 1996

NLJ 370.1 Ja Edu

COB Library LA476 E48 1996

UVILibraries LA476 E373 1996

304

Hosein, Gabrielle

The “It Takes Two” Revolutionary School: A case study in peer education in gender studies. *YouWe Quality Assurance Forum*, No. 8, May 2002, pp. 25–26.

This article reports on a project undertaken by a core group of young female students at the St. Augustine Campus of The University of the West Indies (UWI) to challenge the lack of gender analyses in teaching across the university by presenting an “alternative curriculum.” They created the “It Takes Two” Revolutionary School, which presented three participatory classes that made gender analysis central to the topics taught.

Locations

CERIS SERIALS: YOUWE QUALITY
 Main Library, UWISA LB2331.65 C3 Y68
 Main Library, UWIM LE15 M73 Y682

305

Johnson, Rosemarie A., & Gordon-Stair, Angela

Experiences of mature women in higher education: Implications for practice and policy. In Monica M. Brown & Clement T. Lambert, (eds.), *Transforming the educational landscape through curriculum change* (pp. 188–202). Mona, Jamaica: Institute of Education, The University of the West Indies, 2002.

This essay examines the perceptions mature women attending the Mona Campus of The University of the West Indies (UWI) have of the institution. Additionally, it examines the implications of these perceptions for policies and programming given this growing segment of the population. Data were gathered from 67 women attending the Mona Campus through a questionnaire. The findings showed that mature women faced a number of problems relating to their academic life and a number relating to the quality of service received. It was concluded that given the stress the mature women face in their attempts to cope with full-time undergraduate programmes, UWI, as the regional university, should recognize the importance of flexibility and examine its policy of

programme offerings and delivery, if it is to meet the goal of student-centredness.

Location

Main Library, UWIM LB1564 J36 T72 2004

306

Perry, Anthony M.

Gender gap at UWI: A widening chasm? *YouWe Quality Assurance Forum*, No. 8, 2002, p. 7.

This article argues that there is no indication that men will enter university in any large numbers in the near future—certainly not in numbers that would significantly narrow the gender gap.

Locations

CERIS SERIALS: YOUWE QUALITY

Main Library, UWISA LB2331.65 C3 Y68

Main Library, UWIM LE15 M73 Y682

307

Rogers, Sonja-Gai Mercedes

Inhibiting and enabling factors to male participation in tertiary education in Jamaica. M.Sc. thesis, The University of the West Indies, Mona, 2001. vi, 82 p.

This study examines the issues that were identified in the literature as contributing to the problem of declining male participation in tertiary education: curriculum, pedagogy, masculine school culture, peer group influence, home socialization, financial constraints, and social class. Data were collected through a questionnaire, focus group discussions, interviews, and observations. The sample consisted of Form 5 male students from two school types in St. Andrew, Jamaica. The findings indicated that all these factors could in fact influence a boy's decision to participate in tertiary education.

Location

CGDS, UWIM Thesis

308**Wedderburn, Judith; Small, Karen; & Nicholson, Hilary**

Gender issues in media and communication courses. *YouWe Quality Assurance Forum*, No. 8, May 2002, pp. 27, 29.

This article examines some of the factors hampering efforts to incorporate analysis of women and gender relations into traditional areas of media and communication study at The University of the West Indies (UWI).

Locations

CERIS SERIALS: YOUWE QUALITY

Main Library, UWISA LB2331.65 C3 Y68

Main Library, UWIM LE15 M73 Y682

309**Williams, Gwendoline**

Women managers in higher education: A Caribbean perspective. In *Women managers in higher education: Summary report of the ACU-CHESS Steering Committee Meeting, London 25–27 May 1993* [n.p.]. London: Commonwealth Secretariat, 1994.

This is one of the five background papers included in Appendix C of the report of the Steering Committee Meeting of the Association of Commonwealth Universities—Commonwealth Higher Education Support Scheme (ACU-CHESS). It identifies (a) specific gender-based training needs in the Caribbean, (b) priority areas for action, and (c) the need for collaborative links with voluntary and professional associations in order to overcome funding constraints.

310

Williams, Gwendoline, & Harvey, Claudia

Staff development and gender equity in the Commonwealth Caribbean universities: The experience of the University of the West Indies. In Hena Mukherjee & Mary-Louise Kearney (eds.), *Women in higher education management* (pp. 187–202). Paris: UNESCO, 1993.

This paper briefly describes some of the developments that took place as a result of the efforts made by The University of the West Indies (UWI) to promote the career advancement of women academics and administrators. Particular attention is paid to one of the major staff development exercises that took place in mid-1990—the regional workshop on Women Managers in Higher Education—which went some way to consolidating the policy and programme initiatives that were in train. The paper describes the context in which the workshop was planned, its objectives, and the perceived outcomes. It also comments on the contribution that staff development can make to promoting a gender-based approach to career development and general human resource management in Caribbean universities.

Location

Main Library, UWISA LB2341 W66 1993

Language and Literature Education

311

Bryan, Beverley A.

Gender, literacy and language learning in Jamaica: Considerations from the literature. *Caribbean Journal of Education*, vol. 24, no. 1, 2002, pp. 23–40.

Locations

Main Library, UWIM L11 C4

NALIS REF WI 370.509729

NIJ C3514

UVI Libraries LA475 C37

COB Library Periodical Collection

312

Savory Fido, Elaine

Where do we go from here?: Literature in English and the women's studies programme at UWI. In Patricia Mohammed & Catherine Shepherd (eds.), *Gender in Caribbean development: Papers presented at the Inaugural Seminar of the University of the West Indies, Women and Development Studies Project* (pp. 314–323). Mona, Jamaica: Women and Development Studies Project, The University of the West Indies., 1986. (2nd edition published in 1999 by Canoe Press, with a new foreword by Elsa Leo-Rhynie. Original foreword by Lucille Mathurin Mair)

This chapter summarizes the history of gender-focused literary criticism in the Caribbean region, and suggests some areas that the programme needs to address.

Locations

SOE Library, UWISA WI RES HQ1240.5 C27 U55 1986b
 Main Library, UWISA HQ1240.5 C27 U55 1986
 Main Library, UWIM HQ1240.5 C27 U55 1986
 NALIS REF WI 305.488009 729 Se
 NLJ 305.4209729 Ja Wom
 COB Library W HQ1240.5 C27 U55 1999
 UVI Libraries HQ1240.5 C27 U55 1999

Mathematics, Science, and Technology

313

Alleyne, Brian

Sex differences in response to General Certificate of Education and Caribbean Examinations Council courses in computer studies: A case study of Jamaican high schools. M.Sc. thesis, The University of the West Indies, Mona, 1993. iv, 96 p.

This paper examines the responses of students in three Jamaican schools to courses in computer studies that lead to the General Certificate of

Education (GCE) and Caribbean Examinations Council (CXC) examinations. Existing work on different approaches to epistemology and cognitive style, and different styles of computer usage, was reviewed. An attempt was made to conceptualize a continuum of styles of computer usage, which ranges from abstract and formal on the one hand, to concrete on the other, and to develop a scale that could be used to measure this range. The study employed a questionnaire and a standard test of cognitive style as its main data gathering instruments. Teachers of computer studies in each of the three schools were interviewed. No statistically significant sex differences were found. The two syllabi were compared and both were found to favour an abstract approach to computer usage. While some of the items in the scale of computer usage styles were found to be significantly correlated with each other, the scale as a whole was not found to be internally consistent. Several factors identified in the literature were found, which restrict student access to computer studies as a subject choice. The study concluded that while no sex differences were found for the sample, this could not be used as a basis for generalization to the wider school population.

Locations

CERIS 648:01

ECLACPOS CDC 12591

314

Baccus-Taylor, Gail S. H., & Suite, Winston H. E.

The role of women in science and technology education in the development process—The case of Trinidad and Tobago. 24 p.

Paper prepared for the Women, Science and Technology for Sustainable Development Conference, Cape Town, South Africa, 8–11 Feb., 1999. Sponsored by Third World Organisation for Women in Science.

This paper identifies and reviews major science and technology-focused initiatives taken in Trinidad and Tobago in the post-independence era (1962–1998). It focuses specifically on public policy, curriculum development, examination and testing philosophy, and results using data from primary, secondary and tertiary level institutions. It presents an analysis of the role

of women in policy development and implementation, as well as the male/female split among the student population and the teaching staff. The paper concludes by offering an alternative strategy for enhancing the role of women in science and technology education in order to liberate the full potential of Caribbean societies.

Location

Main Library, UWISA LB2831.824 T7 B33 1999

315

Bailey, Barbara, & Leo-Rhynie, Elsa

Factors affecting the choice of science subjects by high school students: A pilot study. In Barbara Carby & Vilma McClenan (eds.), *Gender, science and technology: [Proceedings of the Conference on Gender, Science and Technology, UWI, Mona, February 1994]* (pp. 47–64). Mona: Centre for Gender and Development Studies and Faculty of Natural Sciences, The University of the West Indies, 1997.

This paper explores some of the factors that operate when students in secondary school have to make science subject choices, and the gender differences in these choices. Data were obtained from a questionnaire administered to 80 students, randomly selected from the Grade 10 classes of a co-educational secondary school in the Kingston and St. Andrew Metropolitan Area of Jamaica. It was found that boys and girls in the sample appeared to have very similar experiences in terms of: (1) their reasons for electing to do science; (2) the extent to which they identified science as a favourite subject; (3) their satisfaction with their choices and with the courses they had been allowed to pursue; (4) the factors which influenced these choices; and (5) their opinions of science and the study of science. Minor sex differences that emerged and which seemed worthy of investigation are identified.

Locations

CERIS Photocopy #91

SOE Library, UWISA Q130 C672 1994

Main Library, UWISA Q130 C672 1994

Main Library, UWIM Q130 C672 1994

Science Library, UWIM Q130 C672 1994
 NLJ 305.4 Ja Gen

316

Bernard, Myrna C.

Participation by female students in natural science and technical programmes, Guyana: Implications for classroom practice and curriculum management. In Barbara Carby & Vilma McClenan, (eds.), *Gender, science and technology: [Proceedings of the Conference on Gender, Science and Technology, UWI, Mona, February 1994]* (pp. 78–105). Mona: Centre for Gender and Development Studies and Faculty of Natural Sciences, The University of the West Indies, 1997.

This paper sought to (1) examine the characteristics of participation by female students in natural science and technical areas in secondary schools and tertiary institutions in Georgetown, Guyana; (2) investigate, through a small-scale survey, the perceptions of students, teachers, and administrators of secondary schools with respect to the participation of females in these areas; and (3) highlight implications of the findings for classroom instruction and curriculum management in secondary schools. Data were collected from a sample of 185 fourth-form female students and 69 fourth-form teachers of natural science and technical/vocational subjects, from 11 secondary schools in Georgetown—2 senior secondary, 5 junior secondary, and 4 community high schools. It was found that there were overt administrative practices, especially in community high schools, which limited the participation of female students in certain subject areas. The evidence presented indicates that the images and perceptions that students have concerning participation in the areas under review may have, in some measure, been influenced by the practices of schools, both with respect to the way in which the curriculum is managed and the classroom practices of teachers.

Locations

CERIS Photocopy #88
 SOE Library, UWISA Q130 C672 1994
 Main Library, UWISA Q130 C672 1994
 Main Library, UWIM Q130 C672 1994

Science Library, UWIM Q130 C672 1994
NLJ 305.4 Ja Gen

317

Blondel, Ezra

Mathematics as a barrier to learning science and technology among girls in Dominica (Eastern Caribbean). In Ved Goel & Leone Burton (eds.), *Mathematics as a barrier to the learning of science and technology by girls: Report of a conference, Ahmedabad, India, 11–12 January, 1996* [n.p.]. London: Commonwealth Secretariat, 1996.

This paper reports on a pilot study of the link between mathematics and Dominican girls' consideration of a career in science and technology. Data were collected from 25 girls and 5 teachers drawn from the technical wing of Clifton Dupigny Community College, and two all-girls' and one co-educational school in Roseau. The results of the data analysis suggested that, at secondary school, the majority of girls considering jobs in science and technology liked mathematics. However, after secondary school, the link between mathematics and science appeared to be tenuous, as very few women actually took up the science option. It is recommended that the influence of mathematics on science needs to be investigated in the wider context of the factors that influence career choices for boys and girls in Dominica.

318

Brown, Launcelot I.

Gender and academic achievement in math: An examination of the math performance data on seven- to nine-year-olds in Trinidad and Tobago. *Caribbean Curriculum*, vol. 12, 2005, pp. 37–56.

There is general concern in Trinidad and Tobago and the wider English-speaking Caribbean about the gender differential in performance on regional and national examinations. Previous studies had shown boys not performing as well as girls. Utilizing scores from the math component of the Continuous Assessment Programme (CAP), this study investigated

whether the trend was evident among the younger primary school students. The final sample comprised 1,682 students in Standard 1, Standard 2, and Standard 3 (age group 7–9 years). Total scores, Z scores, scores for students attempting all items, and composite scores for the low-level and high-level items were computed. The proportion of boys and girls in the upper ($z = 1.00$) and lower ($z = -1.00$) tails of the distribution were examined, as was the gender differential in the number of students omitting test items. Overall, girls scored higher than boys, more boys than girls omitted items, and a significantly greater proportion of boys were in the lower tail of the distribution. The Hindu schools were the exception to this general finding. The non-response to items could be addressed by schools teaching test-taking skills. However, more important may be the underlying reasons for the phenomenon, and the implications for boys' future academic achievement and employment opportunities.

Locations

CERIS SERIALS: CARIB. CURR

SOE Library, UWISA SERIALS

Main Library, UWISA LH45 C37

319

Brown, Launcelot I., & Kanyongo, Gibbs Y.

Differential item functioning and male-female differences in a large-scale mathematics assessment in Trinidad and Tobago: An examination of Standard 1 mathematics assessment. *Caribbean Curriculum*, vol. 14, 2007, pp. 49–71.

This study investigates gender differences and the existence of gender-related differential item functioning (DIF) in a large-scale Standard 1 assessment in Trinidad and Tobago. Although research consistently shows that mathematics scores for male students are higher than for female students at the secondary and tertiary levels, the differences are not very clear at the primary level. Results from this study show that female students performed slightly better than male students on the examination. Logistic regression procedure was used to detect DIF items, and the results show that about 17 per cent of the items in the examina-

tion displayed gender-related DIF; however, for all DIF items the effect sizes were negligible.

Locations

CERIS SERIALS: CARIB. CURR

SOE Library, UWISA SERIALS

Main Library, UWISA LH45 C37

320

Byron, Maria K.

Confronting the verbal/visual issue: The mathematical problem solving processes of a small group of female junior secondary students. Ph.D. diss., Ohio State University, 1995. xiii, 223 p.

This study examined the mathematical problem-solving processes of a group of female Grade 8 junior secondary students in Trinidad and Tobago. Research interest was in the pattern of problem solving for verbally and visually presented mathematics problems with respect to cognitive, social, and instructional issues. Data collection was completed over three phases. In Phase 1, the year group comprising 164 females was given two cognitive style tests and the results used to select 45 students for interviews, in which each verbalized the solution to a non-routine mathematics problem. From this group, 11 students were selected for Phase 2, in which the students solved non-routine problems from the topics Logic, Geometry, and Number. From this group, four students were selected for Phase 3. The students' problem-solving efforts on problems similar to those presented in Phase 2, as well as their activities on the computer, were documented. The research used the grounded theory methodology and data were analysed employing coding procedures associated with the methodology. The patterns that emerged from the data showed students' problem-solving success to be affected by factors such as presence of cognitive mechanisms, problem type, mode of presentation, language competence, dispositions toward interaction, and students' beliefs in their adequacy as problem solvers. Implications for mathematics instruction and research were derived from these factors.

Location

SOE Library, UWISA QA43 T7 B9

321**Carby, Barbara, & McClenan, Vilma, eds.**

Gender, science and technology: [Proceedings of the Conference on Gender, Science and Technology, UWI, Mona, February 1994]. Mona, Jamaica: Centre for Gender and Development Studies, and Faculty of Natural Sciences, The University of the West Indies, 1997. iv, 174, [6] p. (Cover title: Readings in gender, science and technology)

These readings record highlights of a seminar, which was the final in a series of interdisciplinary seminars held over a seven-year period by the Women and Development Studies groups on the Mona, Cave Hill, and St. Augustine campuses of The University of the West Indies (UWI). It examined a number of themes—the Science Culture of the Caribbean, Science Education and the Gender Issue, Gender and Sustainable Development, New Technologies and the Quality of Life, and Networking among Scientists. Two broad sub-themes can be identified from the papers selected for inclusion in this report of the conference proceedings: (1) Involvement of women in science and technology, and (2) Impact of science and technology on the lives of women. The papers presented under Sub-Theme 2: Science Education and the Gender Issue were as follows: (1) Factors affecting the choice of science subjects by high school students: A pilot study—Barbara Bailey and Elsa Leo-Rhynie; (2) Science textbooks in Jamaican high schools—Gender fair?—Peter Whiteley; and (3) Participation by female students in natural science and technical programmes, Guyana: Implications for classroom practice and curriculum management—Myrna Bernard.

Locations

SOE Library, UWISA Q130 C672 1994

Main Library, UWISA Q130 C672 1994

Main Library, UWIM Q130 C672 1994

Science Library, UWIM Q130 C672 1994

NLJ 305.4 Ja Gen

322

Carter, Alexis Alethea

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

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

323

Chadee, Keith

An investigation of self-concept, parental influence, teacher influence and test anxiety as factors affecting math achievement for males and females at St. George's College. M.Ed. thesis, The University of the West Indies, St. Augustine, 1990. v, 150 p.

This study sought to investigate four of the many factors that may affect achievement in mathematics, with respect to gender, at St. George's College, Trinidad. Data were gathered through a questionnaire administered to a sample of 120 students (60 boys, 60 girls), consisting of 5 boys and 5 girls from each class of Forms 1–4. Results of the data analysis revealed that there was no relationship of statistical significance between the factors and mathematics achievement. However, average scores on each factor revealed certain patterns for boys and girls. Scores on self-concept were higher for boys than girls at all levels. With the exception of Form 3 girls, scores on parental influence were higher for boys, whilst scores on test anxiety were higher for girls than boys at all levels. However, girls outperformed boys in mathematics at all levels.

Locations

Main Library, UWISA UWI Theses Collection
Main Library, UWIM Theses Collection

324

Eastmond, Henderson, & Haynes, Anthony

Gender performance in CXC Information Technology examinations, 1995–1999. In *Papers of the Information Technology in Education Conference (ITEC 2000)* (pp. 278–289). Port of Spain, Trinidad: NIHERST, 2000.

Information Technology in Education Conference, Port of Spain, Trinidad, 28–30 Sep., 2000. Sponsored by National Institute of Higher Education, Research, Science and Technology.

This paper briefly examines international and regional views on technology education, with emphasis on information technology (IT). Gender trends in information technology are discussed, and a gender analysis of the entry trends and performance of candidates writing the Caribbean Examinations Council (CXC) IT examinations at the General, Technical, and Caribbean Advanced Proficiency Examinations (CAPE) levels is presented. The conclusions show that for the information technology courses offered by CXC, female candidates outnumber males at both the Technical and General Proficiency levels, and that there is no significant difference in performance between males and females.

Locations

SOE Library, UWISA WI RES LB1028.3 P37 2002

Main Library, UWISA LB1028.43 I84 2000

325

Evans, Karen

Barriers to participation of women in technological education and the role of distance education. Vancouver, Canada: Commonwealth of Learning, 1995. 16 p. (Occasional Paper; No. 1)

Throughout the world, women are under-represented in technical fields as a result of the segmentation of the labour market and the internalization of expectations for women. Distance education can make an important contribution to overcoming barriers to women's participation in technology in the developed and the developing world. The Open Uni-

versity in Britain has been successful in using distance education to recruit women into a course designed to help those who had qualified as engineers to bridge career breaks with updating their education. An Australian initiative for rural women involved a community-based distance education programme intended to increase the number of mature women entering science and engineering courses, characterized by its consultative approach to programme development and strong student support systems. In Guyana, a community-based distance education programme involved training for local women in the design, construction, and use of appropriate technologies related to energy saving. These distance education initiatives involving bridging courses, conversion courses, and community-based programmes show that distance education can achieve results in facilitating the participation of women, both young and mature, in technological education.

326

George, P.

Paradoxes: The interplay of gender, social class and mathematics in the Caribbean. In J. Novotna, H. Moraova, M. Kratka, & N. Stehlikova (eds.), *Proceedings of the 30th Conference of the International Group for the Psychology of Mathematics Education (PME 30), v. 3* (pp. 169–176). Prague, Czech Republic: Charles University, 2006.

327

Hamilton, Marlene A.

Advanced level performance in the sciences in single-sex and coeducational Jamaican schools. In J. Daniels & J. Kahle (eds.), *Contributions to the Fourth GASAT (Girls in Science and Technology) Conference, Vol. 1* (pp. 70–78). Michigan: National Science Foundation, University of Michigan, 1987.

This study examined the performance level of Jamaican students in the General Certificate of Education (GCE) Advanced Level science examinations to establish whether the trend observed at the Ordinary Level, whereby students of both sexes attending single-sex institutions outperform their counterparts in the co-educational setting, especially in the

sciences, was maintained. Data were collected for 1,877 candidates in the 1985/1986 base year from a sample of 38 schools—7 boys' single-sex, 9 girls' single-sex, and 22 co-educational schools. Findings showed that, at the Advanced Level, girls in the single-sex setting outperformed their counterparts attending co-educational schools in the sciences. The performance of boys in the co-educational schools was significantly improved over their performance at the Ordinary Level.

Location

SOE Library, UWISA Q130 G57 F68

328

Hamilton, Marlene A.

Girls and science: Some observations relative to Jamaican samples. 6 p.

Paper prepared for the Interdisciplinary Seminar on Women and Development, 1st: Gender, Culture and Caribbean Development, Mona, Jamaica, 8–19 Jun., 1987. Sponsored by Women and Development Studies, The University of the West Indies, Mona.

This paper summarizes the findings of Jamaican-based investigations of science achievement with respect to the effects of two variables—school type and attitude to science.

Location

SOE Library, UWISA WI RES LC1441 C27
CGDS, UWIM Q130/Pamph. 1743

329

Jackson, Trevor A.

Women in geology: A University of the West Indies case study (1961–1992). In D. A. Stow & G. J. McCall (eds.), *Geoscience education and training* (pp. 765–773). Rotterdam, Netherlands: Balkema, 1996. (AGID Special Publications Series; No. 19) (An earlier version of this paper was presented at the Third Disciplinary Seminar on Women and Development Studies: Gender and Education, Mona, Jamaica, November 1989)

This article examines data collected up to 1992 on male and female graduate and postgraduate geologists from The University of the West Indies (UWI). It compares the academic performances of the two sexes, their preferences, and areas of employment. Comparisons are made between Jamaica and Trinidad and Tobago, the two countries from which most of the graduates come. Some factors that may contribute to gender-based differences in employment of geology graduates are discussed.

Locations

Main Library, UWISA QE40 G467 1996

Science Library, UWIM QE40 G467 1996

330

Laidlow, Leandra D.

Gender differences in mathematics achievement: An analysis of the 2003 Common Entrance Examinations in the Commonwealth of Dominica. M.Ed. thesis, Ohio University, 2004. 70 p.

This study analysed the mathematics scores of 436 students of the Roseau public primary schools on the 2003 Common Entrance Examination (CEE) to investigate the presence or absence of gender differences. These differences were analysed with reference to geographic location and districts. Results showed that girls outperformed their male counterparts, and that there are urban and rural differences as well as western and eastern differences between males and females in mathematics performance.

Location

Internet http://www.ohiolink.edu/etd/send-pdf.cgi?acc_num=ohiou1103056911

331

Leo-Rhynie, Elsa; Bailey, Barbara; & Whiteley, Peter N.

The status of science and technology education in the Anglophone Caribbean with special reference to gender. Christchurch, Barbados: UNESCO/CARNEID, 1995. [n.p.]. (Report of a survey conducted in ten Caribbean countries by

the Centre for Gender and Development Studies, The University of the West Indies, and a seminar held to discuss the survey findings)

The survey found that, with the exception of integrated science at the Caribbean Examinations Council's Caribbean Secondary Education Certificate (CSEC) level, performance in the sciences was generally quite weak. At that level, there was a tendency towards a greater number of female entrants in the "softer sciences" such as biology, human biology, and integrated science. However, there was no marked difference in the performance of males and females in these subjects. Where there was a marginal difference, it tended to favour the performance of male entrants. By contrast, there were far greater numbers of male than female entrants for CSEC physics. At Advanced Level, the regional performance was average; biology and zoology being the two subjects with the highest failure rates. More males were entered for science at 'A' level, with biology being the only subject for which more females were entered. Males performed better in chemistry and zoology, while female entrants performed better in physics. However, greater numbers of male students were passing A'level because there were more male entrants. There was little difference in male/female performance in biology. Recommendations are offered for improving science education in the region.

332

Moore, E. A.

Women in science and technology in the Caribbean. In A. M. Faruqui, M. H. A. Hassan, & G. Sandri (eds.), *The role of women in the development of science and technology in the Third World: Proceedings of the conference organized by the Canadian International Development Agency and the Third World Academy of Sciences, ICTP, Trieste, Italy, 3–7 October 1988* (pp. 614–631). Teaneck, NJ: World Scientific, 1991.

This paper notes that although there is a large economically active female population within the Caribbean, its participation in the labour force in the fields of science and technology is not commensurate with its numbers in the labour force. It cites the research findings which indicate that

sex-stereotyping within and outside the school, as well as the education process itself, have continued to socialize girls into accepting conventional female roles in the society, resulting in girls being more limited in their occupational choices than boys.

Locations

Main Library, UWISA Q130 R65 1991

Science Library, UWIM Q130 R65 1991

333

Morris, Jeanette

Gender differences in science and mathematics in CXC examinations. [13] p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–24 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

This study sought to examine the Caribbean Examinations Council's Caribbean Secondary Education Certificate (CSEC) examination results in the science and mathematics subject areas for girls and boys who took the examination in 1987 in Trinidad and Tobago. The subject areas examined were: Integrated Science—Basic and General Proficiency; Mathematics—Basic and General Proficiency; Physics; Chemistry; Biology; and Agricultural Science—General Proficiency. Entry statistics were examined to see whether gender was a significant factor in the numbers taking the examination in these subjects. The results were examined by subject area to see whether significant differences existed in achievement between boys and girls. The results showed that girls outnumbered boys in three subject areas—Mathematics-Basic and General, and Biology. In Integrated Science-Basic and General, Physics, Chemistry, and Agricultural Science, boys outnumbered girls although, except for Physics, the differences were slight. Of a total of 13,541 boys who sat the examinations in these subjects, 4,913 (36.28%) obtained Grades 1 and 2. The total

number of girls sitting the examinations was 17,198, of whom 4,558 (26.5%) obtained Grades 1 and 2.

Location

CGDS, UWIM

334

Rampersad, Joycelyn

Patterns of achievement by gender in school science. *Caribbean Curriculum*, vol. 7, no. 1, 1999, pp. 37–50.

Against the background of ongoing debate on the extent of gender differences in science achievement, as well as gender differences in access to science education and science-related careers, in both developing and developed countries, this paper examined the enrolment patterns and achievement levels in science and mathematics of students attending schools in Trinidad and Tobago, as well as in the wider English-speaking Caribbean. The purpose was to determine if, and at what levels, gender stratification existed, and whether there were gender differences in achievement. The data suggested that more boys than girls were accessing science and mathematics at the secondary level but, with the exception of mathematics, there were no gender differences in science achievement.

Locations

CERIS SERIALS: CARIB. CURR

SOE Library, UWISA SERIALS

Main Library, UWISA LH45 C37

Main Library, UWIM L45 C4

335

Sookdeo, Vidya, & Wharton, Alwyn E.

Gender differences in students' concepts of wave motion at the CXC level. [31 p.].

Paper prepared for the Gender, Science and Technology Seminar, Mona, Jamaica, 23–25 Feb., 1994. Sponsored by Centre for Gender and Development Studies and Faculty of Natural Sciences, The University of the West Indies, Mona.

This study was undertaken as a result of dissatisfaction with the poor performance of students on the topic “Waves” in physics at the Caribbean Examinations Council’s Caribbean Secondary Education Certificate (CSEC) level. A Misconception Diagnostic Objective test was administered to Form 5 physics students in 10 secondary schools in Trinidad and Tobago, chosen to represent the four major categories of secondary schools—prestige, 5-year, comprehensive, and private. The results showed that there were no significant difference in the overall performance of males and females. Females performed better than males on the searching type questions. Females showed negligible differences in their performance in answering the theoretical and practical type questions, whereas males tended to answer the practical type questions better. It was also found that females performed better than males when the teacher was female, and conversely when the teacher was male. This was true both for co-educational schools taken separately and for the entire group of schools.

336

Soyibo, Kola

Gender differences in Caribbean students’ performance on a test of errors in biological labelling. *Research in Science and Technological Education*, vol. 17, no. 1, May 1999, pp. 75–82.

This study investigated the extent to which there were gender differences in the performance of some Form 5 (Grade 11) students on a test of six categories of biological labelling errors. The study sample of 1,216 students (525 girls and 691 boys; mean age = 16.50 years) was randomly selected from 32 high schools in Barbados, Belize, Jamaica, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago. Data were

collected using a researcher-developed instrument. Results showed that the performance levels of both boys and girls were low on the six categories of errors (except on labels without guidelines). However, the girls performed significantly better on each category than the boys. The implications of the findings are highlighted.

Location

CERIS Download #4

337

Soyibo, Kola, & Whiteley, Peter N.

Gender differences in students' perceptions of the democratization of science lessons. *Caribbean Journal of Education*, vol. 18, 1996, pp. 179–192.

This study used the Individualized Classroom Environment Questionnaire (ICEQ) and interviews to determine the nature of students' perceptions of the democratization of five aspects of their science lessons, and to establish whether there were significant gender differences in their perceptions.

Locations

SOE Library, UWISA SERIALS

Main Library, UWISA L45 W5 C277 J8

Main Library, UWIM L11 C4

NALIS REF WI 370.509729

NLJ C3514

UVI Libraries LA475 C37

COB Library Periodical Collection

338

Walter, Howard Maurice

An investigation into the affective profiles of girls from single-sex and co-educational schools, as they relate to the learning of mathematics. M.Ed. thesis, University of Exeter, 1997. 156 p.

This study sought to determine whether or not a single-sex environment has a positive impact upon girls' attitudes and beliefs, as they pertain to the learning of mathematics. It is argued that all learners of mathematics are enveloped by the social practices pertaining to both mathematics and society at large. The study focuses on one major component of the learner-related domain—that of affect—and attempts to identify important affective variables and the role that they play in the learning of mathematics. An investigation into these affective components—as they pertain to girls educated in a single-sex and a co-educational environment—was carried out in Bermuda. Data were collected through the use of a questionnaire. Results of the data analysis showed that for the sample used, the co-educational environment may lead to a degree of affective impairment for girls, particularly with regard to confidence. Additionally, it was suggested that the more positive affective profiles of the single-sex educated girls should become the reference point for further analysis, thus annulling the view that girls are somewhat deficient. It also proposed that the classroom situation could not be seen in isolation; instead, investigations pertaining to mathematics and gender should account for gender-specific norms and values that are reinforced and promoted by elements contained within the wider socio-political domain.

Location

Internet <http://www.ex.ac.uk/~PErnest/walter.PDF>

339

Whiteley, Peter N.

Equal opportunity? Gender and participation in science education in Jamaica. [n.p.].

Paper prepared for the Biennial Cross-Campus Conference on Education, 3rd, Cave Hill, Barbados, 1994. Sponsored by Faculty of Education, The University of the West Indies, Cave Hill.

340

Whiteley, Peter N.

Gender issues in Caribbean science education. *Science Education International*, vol. 6, no. 1, 1995, pp. 7–12.

341

Whiteley, Peter N.

Gender issues in science education. In Patricia Mohammed (ed.), *Gendered realities: Essays in Caribbean feminist thought* (pp. 183–200). Mona, Jamaica: UWI Press, 2002.

This paper provides data on science examinations in the Caribbean at both secondary and tertiary levels, which suggest the existence of gender-related inequalities in science education in the Caribbean. It then surveys relevant research into factors that may be contributing to these inequalities, both from the region and elsewhere. Findings highlight the underinvolvement of females in science education, and illustrate how sexual difference is deeply embedded in the choices made by boys and girls.

Locations

SOE Library, UWISA WI RES HQ1501 G463 2002

Main Library, UWISA HQ1501 G463 2002

Main Library, UWIM HQ1501 G468 2002

CGDS, UWIM HQ1501/ Pamph. 2440

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CGDS, UWISA MOH

UVILibraries HQ1501 G463 2002

COB Library HT1501 G46 2002

NALIS REF WI 305.309 729 Ge

NIJ 305.309729 Ja general

ECLACPOS CDC 15852

Medical Education

342

Cox, Cheryl

Medical education, women's status, and medical issues' effect on women's health in the Caribbean. *Health Care for Women International*, vol. 18, no. 4, Jul–Aug. 1997, pp. 383–393.

This paper suggests that gender bias in medical education and practice influences treatment of women and obstructs their advancement to policy-making levels in the design and delivery of programmes that bear on maternal and child health, among others. It identifies the major women's health issues in the English-speaking Caribbean as sexually transmitted diseases (STDs), domestic violence, abortion, adolescent pregnancy, cancer, hypertension, and diabetes, which is a similar situation to what obtains in the USA. However, it argues that in the Caribbean these health problems are rooted in unique cultural, socioeconomic, and environmental contexts that affect their resolution. For example, as a result of poverty and their low social status, women in the Caribbean are relatively powerless in sexual decision-making and disadvantaged in terms of protecting themselves against AIDS, other STDs, and unwanted pregnancy. The paper further notes that Caribbean-trained physicians directly influence the quality of women's health in the Caribbean. Their medical school education affects their diagnostic and interpersonal skills in clinical values, and the ethical values that form the basis of policy making. During 1990–1991, 438 male and 350 medical students were enrolled in the Faculty of Medical Sciences of The University of the West Indies (UWI). The relatively high female enrolment reflects the fact that Caribbean doctors are poorly paid and not highly esteemed, making the field more open to women. However, only 3 of the 31 lecturers in the UWI medical faculty were women. Gender bias further hinders the ability of female physicians to form the professional relationships necessary for advancement. It is concluded that more female role models in medical

education and female policy makers would substantially alter the scope and effectiveness of reproductive health programmes.

Nursing Education

343

Rodney, Patricia

Nursing education: The continued problem of class, race and gender stereotyping. St. Michael, Barbados: Women and Development Unit, The University of the West Indies, 1993. 12 p. (Occasional Paper; 1/93)

This paper examines nursing education as a part of the subordinating apparatus in which the devalued domestic role assigned to women mediates the terms on which nurses participate in the medical profession. It argues that nursing education cannot be separated from the wider range of social institutions that form the governing apparatus of society.

Location

CGDS, UWIM HQ1101/ Pamph. 1649

Primary Education

344

Hamel-Smith, Angela

Primary education and East Indian women in Trinidad 1900–1936. 13 p.

Paper prepared for the Conference on East Indians in the Caribbean, 3rd: Beyond Survival, St. Augustine, Trinidad, 28 Aug.–5 Sep., 1984.

This paper notes that the proportion of boys to girls attending primary school in Trinidad and Tobago changed very slowly between 1900 and 1956, and that the most important reason offered for lower female enrolment in primary schools was related to the low attendance of East Indian

girls. The paper outlines the reasons, both cultural and social, for this low attendance.

Location

Main Library, UWISA F1629 E1 A1 E1

Secondary Education

345

Bailey, Barbara

Gendered realities: Fact or fiction? The realities in a secondary level coeducational classroom. In Patricia Mohammed (ed.), *Gendered realities: Essays in Caribbean feminist thought* (pp. 164–182). Mona, Jamaica: The University of the West Indies Press, 2002.

This paper is based on research conducted in a co-educational classroom at the secondary level in Jamaica. It focuses on the delineation of patterns based on sex differences in curriculum participation, and the sexual politics of the interactions between teachers and students, and students and students. This study aimed to identify and report on the gendered realities in a mixed-sex setting to determine the extent to which traditional gender codes were evident and transmitted through pedagogical and social processes.

Locations

SOE Library, UWISA WI RES HQ1501 G463 2002

Main Library, UWISA HQ1501 G463 2002

Main Library, UWIM HQ1501 G468 2002

CGDS, UWIM HQ1501/ Pamph. 2440

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WAND 396.11 GE

UVI Libraries HQ1501 G463 2002

COB Library HT1501 G46 2002

NALIS REF WI 305.309 729 Ge

ECLACPOS CDC 15852

346

Cuffie, Joan C.

Gender and subject choice in secondary schools. 19 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

This paper examines the relationship between gender and subject choice and how this affects male and female students in co-educational and single-sex schools. The study was conducted among sixth form students in Trinidad. It is concluded that there is a gender difference in relation to subject choice, with boys tending to choose science subjects, specifically the physical sciences, and girls choosing Arts at the Advanced Level. Subjects and occupations designated “male” are given higher status and rewards than those designated “female.” This creates problems in subject choice for both boys and girls as it limits them.

Location

CGDS, UWIM

347

Flores, Rhona

Marginalization of male secondary school students. In *Caribbean social structures and the changing world of men* (pp. 32–34). Port of Spain, Trinidad: UNECLAC, 1997.

This paper uses primary data to examine the mechanisms through which the male becomes marginalized in secondary schools in Trinidad and Tobago.

Locations

Main Library, UWISA HQ1090.7 C27 1997

CGDS, UWIM JX1977/ Pamph. 575

WAND (729) 396.12 CA

ECLACPOS CDC UN
 CERIS 443:7
 CGDS, UWISA

348

Handa, Sudhanshu

The determinants of teenage schooling in Jamaica: Rich vs. poor, female vs. males. *Journal of Development Studies*, vol. 32, no. 4, Apr. 1996, pp. 554–580.

This study analysed the household determinants of secondary education in Jamaica, addressing three main questions: (1) What is the role of family background variables such as income and parental education in the demand for children's education? (2) Is the impact of family background robust to controls for community level heterogeneity? and (3) Are the household factors affecting education different for males and females? Results of the analysis showed that: (1) socioeconomic background is an important determinant of the demand for secondary schooling in Jamaica, and an even more important determinant of enrolment in high school; (2) there are important differences in the demand for schooling by gender; (3) household income has a much bigger effect on the probability of enrolment, especially high school enrolment, for females than for males, indicating that income constraints are more binding for females; and (4) there is limited impact of the secondary education system in reducing inequality in Jamaican society, due to the dualistic secondary system which places children from higher socioeconomic backgrounds in the academically elite high schools, and those from poor backgrounds in lower-level all-age or technical and vocational schools.

Locations

SOE Library, UWISA WI RES LB1501 J25 H36 1996
 Main Library, UWISA HC10 J86 D4
 Main Library, UWIM HN1 J6
 UVILibraries HC10 J58

349

Jules, Vena

Race and gender as factors of students' survival to the Fifth Form in Trinidad and Tobago. In Selwyn Ryan (ed.), *Social and occupational stratification in contemporary Trinidad and Tobago* (pp. 257–286). St. Augustine, Trinidad: Institute of Social and Economic Research, The University of the West Indies, 1991.

This study raised questions of student survival both at the level of the individual and the race group. The specific questions addressed were: 1) Who, in terms of race, gender and education region, survived the guaranteed five years; 2) What is the survival rate of students from Fourth to Fifth Form? 3) How do those who survive the Fifth Form perceive school? and 4) How are they helped with school work outside of school? A questionnaire was administered to a sample of 2,198 students, of whom 1,744 completed it. Results of the data analysis showed that overall (1) students of all major race groupings survive the guaranteed five years equally well; and that (2) while students may have entered secondary school with varying perceptions of it, once there, there was no significant difference in their perceptions and expectations of secondary schooling that could be related to race. Significant variations were found in other categories—school locality or education region, occupation of parents, and sex of student.

Locations

SOE Library, UWISA WI RES HN46 T7 S63 1991

Main Library, UWISA HN246 Z9 S62 1991

Main Library, UWIM HN246 A6 S64 1991

ECLACPOS CDC 10884

NALIS REF WI 305.572983 So

UVILibraries HN246 A8 S63

350

Leo-Rhynie, Elsa

Gender issues in secondary school placement. 7 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

This paper examines differential access to secondary education for Jamaican boys and girls, using data from the Common Entrance Examination (CEE), a selection examination to identify students who will participate in secondary level academic education. It identifies gender issues that have arisen as a result of the CEE and secondary school placement, and discusses implications for Jamaica's development.

Locations

CGDS, UWIM LB1601/ Pamph. 1062

CGDS, UWISA

351

Leslie, Sybil Iona

The provision of secondary education for girls in Barbados 1875–1950. 29 p.

Paper prepared for the Annual Conference of the Association of Caribbean Historians, 19th, Martinique, 13–17 Apr., 1987.

This paper provides information on the provision made for the secondary education of girls in Barbados during the period 1875–1950, and sheds some light on the level of importance attached to the education of girls. The emergence of secondary education for girls in Barbados and the underlying educational philosophy that provided motivation are also examined. A look at the curriculum that developed during the years under review provides a useful guide to the destination of girls and their role in the island's society then and later on in its history. In the course of the discussion, the paper reveals the nature and extent of educational opportunities for girls vis-à-vis boys, as well as the inadequacy of the provisions for this group of students.

Locations

Main Library, UWISA WI Collection

Main Library, UWIM F1601 C6 1987

352

Newton, Earle H.; Payne, Monica Anne; & Brathwaite, Workeley E.

Coeducation in secondary schools in Barbados: The perceptions of heads, teachers and students. Cave Hill, Barbados: Faculty of Education, The University of the West Indies, 1988. [iv], 177 p. (Research report prepared on behalf of the Ministry of Education by the Faculty of Education)

This study investigated the climate of co-educational schooling in Barbados, focusing on the secondary stage. Its major objectives were to (1) establish a good literature and local research base on co-education; (2) identify major perceived advantages and likely problems associated with co-education; and (3) articulate possible strategies for alleviating some short-term and long-term problems perceived to be associated with co-education.

Locations

SOE Library, UWISA WI RES LC160 B35 N49 1988

Main Library, UWISA LB1620 N481

Main Library, UWIM LB1620 N48 1988

Main Library, UWICH LB1620 N481

353

Parry, Odette

Inside out: The production and reproduction of gender difference in the high school classroom. Mona, Jamaica: Institute of Social and Economic Research, The University of the West Indies, 1995. [n.p.].

354

Payne, Monica Anne

Sexuality and the secondary school: Some observations on coed and single-sex environments. 14 p.

Paper prepared for the Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

This paper considers some of the ways in which secondary schools impact, directly or indirectly, upon the sexual development of their students. Observations are organized under three headings: (1) individual adjustment to the physical changes of puberty and the development of sexual awareness; (2) sexuality within the context of student-student relationships; and (3) sexuality within the context of student-teacher relationships. The data collected indicate that: (1) the co-educational experience is likely to lead to antagonistic and even aggressive attitudes towards the opposite sex at school; (2) the school should try to alleviate the difficulties students face as adolescents, even outside the school context; and (3) both staff and students are concerned by the occurrence, or suspected occurrence, of improper sexual behaviour on the part of some teachers. It is suggested that these issues need to be addressed so that undesirable and counterproductive influences can be eliminated, and schools assisted to have a more positive and constructive impact on the sexual development and adjustment of their students.

Location

CGDS, UWIM

355

Payne, Monica Anne, & Newton, Earle H.

Major determinants of teachers' and students' approval or disapproval of coeducational secondary schooling. *High School Journal*, vol. 73, no. 3, 1990, pp. 168–175.

This report provides details of a factor-analytic examination of the dimensions underlying teachers' and students' evaluations of co-education in Barbados. A total of 1,186 students (571 boys and 615 girls) participated, comprising one second form and one fourth form from each of the 21 state schools. Twelve teachers at each school, selected from a range of seniority levels and curriculum areas, were invited to participate, and a total of 246 responses (109 males, 137 females) was obtained. The findings suggest that the educational outcomes achieved with the change from single-sex to co-educational schooling at the secondary level will be significantly influenced by the manner in which change is initiated, and the extent to which adequate provision is made for both material resources and professional training.

Location

SOE Library, UWISA SERIALS

356

Payne, Monica Anne, & Newton, Earle H.

Teachers' and students' perceptions of the major advantages and disadvantages of coeducational secondary schooling. *Australian Journal of Education*, vol. 34, no. 1, Apr. 1990, pp. 67–86.

Teachers (N=246) and students (N=1186) from all government secondary schools in Barbados rated various aspects of teacher/student behaviour and of more general school functioning, according to the extent they perceived co-educational schools to be at an advantage or disadvantage relative to single-sex institutions. Overall, both groups saw co-education as most advantageous in respect of the school's ability to prepare students for future occupational and interpersonal roles, and to impact most negatively on students' conduct and adherence to school rules. Male students tended to express more positive views on co-education than females, although such a trend was not consistent among teachers. Teachers and students in single-sex schools tended to have more positive views than those in co-educational schools, with the most negative opinions being voiced by teachers (especially females) working in schools which were formerly single-sex and had recently become co-educational.

Location

CERIS Photocopy #17

Teacher Education

357

Bailey, Barbara, Brown, Monica M., & Yusuf-Khalil, Yasmeeen

Gender issues in Caribbean education: A module for teacher education. Mona, Jamaica: Centre for Gender and Development Studies, The University of the West Indies, 2000. [1 v. in various pagings].

This module presents concepts of gender, gender equality, and gender equity for use in the training of teachers. It identifies areas that build awareness of these concepts and provide teachers with the knowledge and skills to adopt and promote a gender-sensitive approach to instruction and all other school-related activities.

Locations

SOE Library, UWISA WI RES LC212.83 C27 G46 2000

Main Library, UWIM LC212.93 C27 B3 2000

Main Library, UWICH LC212.93 C27 B3 2000

ECLACPOS CDC 15279

NLJ 305.307 WI Bro

358

Maylor, Uvanney

The experiences of African, Caribbean and South Asian women in initial teacher education. Ph.D. diss., Open University, 1995. [n.p.].

This study is based on research into the subjective views and experiences of a group of black women student teachers. It is through the women's own voices that an insight is given into the experience of teacher training for black women. The women's motivations to enter initial teacher education (ITE), their perceptions of ITE, their experiences of ITE, and their experiences as practising teachers are examined through the life

history method. The study provides a detailed account of the interpretation and meanings black women students applied to their ITE experiences and how those experiences contributed to their learning in ITE. It also illuminates black women's views of primary teaching and their role as primary teachers. In addition, the inadequacy of multicultural and equal opportunities policies in teacher education is explored. This is followed by an in-depth examination of the role of race during teaching practice placements for black women students, and the influence of race and gender in the experience of practising black teachers.

359

Miller, Errol L.

Marginalization of the black male: Insights from the development of the teaching profession. Mona, Jamaica: Institute of Social and Economic Research, The University of the West Indies, 1986. 88 p.

This study investigated the phenomenon of male marginality as it developed in the training and employment of primary school teachers in Jamaica since 1836. It examined teacher education from the perspective of the social, economic, and political factors that shaped it over 150 years, and in terms of the institutional provisions, enrolment, recruitment of students, and the supply of teachers to the schools from 1834. It is concluded that the evidence shows that primary school teaching and teacher education shifted from being male dominated to being female dominated as a result of the intention of the ruling class to release black men from service-type occupations to make them available for agricultural and industrial labour, and to stifle the possible emergence of militant black educated men who could possibly overthrow the power structure.

Locations

Main Library, UWISA LC191.8 J25 M54 1986

Main Library, UWIM HN230 Z9 M26

NIJ Pam 371.11 Ja Mil

UVI Libraries LC191.8 J25 M54

360

Miller, Errol L.

Marginalization of the black male: Insights from the development of the teaching profession (2nd ed). Kingston, Jamaica: Canoe Press, 1994. [xi], 136 p.

This work seeks to describe the phenomenon of male marginalization in the society by particular reference to the experience of black males in Jamaica, and to explain this phenomenon by the application of a new theory of society; the theory of place. This theory asserts that society is organized on the basis of place (the relative position of individuals and groups with respect to power, resources, status, belief, and culture); that relative inequality is the reality of society, as a consequence of which places in society are scattered between centre and margin; and that at any particular moment in time, therefore, some individuals and groups in society will be more central and others more marginal. The study relates the structure and governance of the primary school system to the place structure and changes over time, in light of challenges from Blacks and responses from the ruling central groups. Data were collected on the institutional provisions for primary schools and teachers' colleges; the gender composition of primary school teachers and principals; and the enrolment, by gender, in teachers' colleges. Some data are also reported on secondary school and university enrolment, by gender, especially when Blacks began to gain access to these institutions in appreciable numbers. Analysis of the data suggests that the marginalization of the black man in the Jamaican educational system has been the result of a complex interaction of social, economic, and political factors operating in the interrelations between different ethnic groups in Jamaican society. Primary school teaching and teacher education shifted from being male dominated to being female dominated in an attempt to limit the upward mobility of black men.

Locations

Main Library, UWISA LC191.8 J25 M54 1994
 Main Library, UWIM HN230 Z9 M261 1994
 Main Library, UWICH LC191.8 J25 M54 1994
 NALIS REF WI 370.19097292 Mi
 NLJ 371.11 Ja Mil
 COB Library LC191.8 J25 M54 1994

Teachers and Teaching

361

Downes, Aviston D.

Gender and the elementary teaching service in Barbados, 1880–1960: A re-examination of the feminization and marginalization of the black male theses. In Eudine Barriteau (ed.), *Confronting power, theorizing gender: Interdisciplinary perspectives in the Caribbean* (pp. 303–323). Mona, Jamaica: UWI Press, 2003.

This chapter offers an empirical study of the primary teaching service in Barbados between 1880 and 1960 as a case study to test the validity of the feminization and black male marginalization hypotheses. It revisits the concept of feminization to determine its analytical usefulness, and seeks to test the socioeconomic explanations of this perceived phenomenon. The analysis does not explore the many varied dimensions of the marginalization/place theory advanced by Errol Miller but concentrates on those major interpretations advanced in support of the thesis. The chapter contends that the reordering of the primary teaching service from the 1890s to 1960 may be interpreted as a classic case of the construction and consolidation of hegemonic masculinity, with its implied ordering of competing masculinities and the further subordination of women.

Locations

SOE Library, UWISA WI RES BF210.4 C66 2003

Main Library, UWISA BF201.4 C66 2003

Main Library, UWIM BF201.4 C66 2003

NALIS 155.333 09729 CO

NLJ 155.333 Ja Con

ECLACPOS CDC 15850

UVI Libraries BF201.4 C66 2003

362

Miller, Errol L.

Elementary school teaching and the liberation of women (3rd ed.). Kingston, Jamaica: Shortwood Teachers' College, 1992. 37 p. (Shortwood Teachers College Founders' Day Lecture, No. 3)

Locations

Main Library, UWIM LB1776 M54
NLJ Pam 331.41231376 Ja Mil

363

Miller, Errol L.

Feminization of elementary school teaching in the Commonwealth Caribbean. *Institute of Education Annual*, vol. 1, 1998, pp. 3–42.

This article discusses the feminization of teaching in North America and Western Europe, and traces gender changes in the composition of the primary school teaching force in the Commonwealth Caribbean from the time of the LaTrobe reports of 1837 and 1838 to the present.

Locations

SOE Library, UWISA WI RES LA476 I57 C27 1998
Main Library, UWIM L11 I58
NLJ 15974787
COB Library W L101 C37 I57 1998

364

Miller, Errol L.

Gender composition of the primary school teaching force: A result of personal choice? 18, [3] p.

Paper prepared for a Disciplinary Seminar on Women and Development, 3rd: Gender and Education, Kingston, Jamaica, 19–25 Nov., 1989. Sponsored by Women and Development Studies and Faculty of Education, The University of the West Indies, Mona.

This paper seeks to answer the following questions: (1) What determines whether an occupation will be inhabited by men or women and in what proportions? (2) What are the factors that determine the gender composition of primary school teaching? (3) Is occupational selection purely a matter of personal choice?

Locations

CGDS, UWIM LB1501/ Pamp.h. 99

CGDS, UWISA

365

Miller, Errol L.

The transformation of schooling and teaching in the Commonwealth Caribbean. In Errol L. Miller, *The prophet and the virgin: The masculine and feminine roots of teaching* (pp. 339–395). Kingston, Jamaica: Ian Randle, 2003.

This chapter attempts to examine the beginning of the transformation of schooling and the masculine and feminine roots of teaching in the Commonwealth Caribbean in circumstances in which Europeans were the dominant minority who had to allow schooling to be provided to the marginal African and Indian majority.

Locations

Main Library, UWISA LC212.9 M55 2003

Main Library, UWIM LC212.9 M54 2003

COB Library LC212.9 M55 2003

NLJ 306.43 Ja Mil

366

Skervin, Hyacinth

Learning patterns of Caribbean boys in the secondary school. In Tony Bastick & Austin Ezenne (ed.), *Teaching Caribbean students: Research on social issues in the Caribbean and abroad* (pp. ??). Mona, Jamaica: Department of Educational Studies, The University of the West Indies, 2003.

Location

Main Library, UWIM LB1028.25 C72 T42 2003

Teaching Materials

367

Bailey, Barbara, & Parkes, Lois

Gender, the not-so-hidden issue in language arts materials used in Jamaica. *Caribbean Journal of Education*, vol. 17, no. 2, Sep. 1995, pp. 264–278. (Special Issue in honour of D. R. B. Grant: Early Childhood Education, edited by Rose Davies)

This study sought to determine the extent to which gender stereotypes and male dominance are portrayed in the pictorial and word content of a series of language arts textbooks used in Grades 1 to 3 at the primary level of the Jamaican school system. The analytical approach was mainly quantitative, comparing proportional representation of male and female person-types (boys/girls, men/women) in the following areas: (1) pictorial content of the texts; (2) word content; (3) central character in stories and number of speech acts appropriated to person-types; and (4) behaviour patterns of person-types in both pictorial and word content. The data indicated an under-representation of female person-types, in the pictorial and word content of the books, as main characters and as directing and controlling speech acts. Males and females were also characterized as displaying gender-appropriate behaviours. Images presented in the books leant towards an overall pattern of male dominance and corresponding female subordination and invisibility.

Locations

SOE Library, UWISA SERIALS.
 Main Library, UWISA L45 W5 C277 J8
 Main Library, UWIM L11 C4
 CGDS, UWIM LB1501/ Pamph. 1105
 NALIS REF WI 370.509729 Ca
 NLJ C3514
 UVILibraries LA475 C37
 COB Library Periodical Collection

368

Buckley, Helen, & Walters, Gene

A report prepared for the Commonwealth of Learning for consideration in a handbook for developing gender sensitive educational materials. Castries, St. Lucia: Organization for Cooperation in Overseas Development, 1994. 113 p.

This report includes sample components of the Comprehensive Teacher Training Programme (CTTP)—a distance education programme offering four academic upgrading courses to Caribbean women who are untrained primary school teachers. Though the bulk of the publication is made up of materials from these distance education courses, the opening section contains descriptions of the programme's general goals, its design for easy access, its flexibility, its relevance and functionality, its teaching and learning processes, its accessibility and gender inclusiveness and simplicity, and its delivery and support system. These points suggest that the programme is well-designed to serve non-traditional women students. The sample materials appended include (1) the programme brochure; (2) tables of contents for mathematics modules and for the integrated science school-based assessment assignments showing programme accessibility; (3) information on designing materials for and supporting busy learners to show course management flexibility; (4) graphics, reading exercises, and home science experiments showing relevance and functionality; (5) an integrated science module table of contents, introduction, summary and glossary, a module test marking sheet, and a science module; (6) data on programme employee gender, sample edits of programme materials highlighting sexist material, and material on identifying and correcting sexist language to demonstrate the programme's accessibility, inclusiveness, and simplicity; and (7) a sample radio announcement to show the programme's delivery and support system.

369

Drayton, Kathleen B.

White man's knowledge: Sex, race and class in Caribbean English language textbooks. In Elsa Leo-Rhynie, Barbara Bailey, & Christine Barrow

(eds.), *Gender: A Caribbean multi-disciplinary perspective* (pp. 159–182). Kingston, Jamaica: Ian Randle Publishers in association with The Centre for Gender and Development Studies, The University of the West Indies and the Commonwealth of Learning, 1997.

This paper focuses on the power of textbooks to perpetuate Eurocentric and patriarchal biases in contemporary Caribbean society. The Marxist theories of capitalism and the sexual division of labour are presented, providing the framework for examining the intersection of race, class, and gender in both the textual and non-textual elements of the texts.

Locations

CERIS Photocopy #101
 SOE Library, UWISA WI RES HQ1501 G46 1997
 Main Library, UWISA HQ1501 G46 1997
 Main Library, UWIM HQ1501 G46 1997
 CGDS, UWIM HQ1101/Pamph. 1329
 CGDS, UWISA LEOR
 NALIS WI 305.3 Ge
 NLJ 305.3729 Ja general
 COB Library KA49 F4 G46 1997
 ECLACPOS CDC 14106
 WAND (729) 396.1 GE
 UVILibraries HQ1501 G46 1997

370

Harvey, Claudia; Jules, Vena; Williams, Gwendoline; Thurab, Diane; & Carrington, Roslyn

Gender bias in primary school textbooks used in selected Commonwealth Caribbean countries: An exploratory study. London: Commonwealth Secretariat, 1990. vi, 130 p. (Prepared for the Commonwealth Secretariat)

Primary school textbooks from five countries: Barbados, Guyana, Jamaica, St. Kitts-Nevis, and Trinidad and Tobago were selected for study. An instrument was devised to analyse the texts targetted at 8- and 11-year-olds in the subject areas of language arts, social studies, mathematics, and science. The study examined the portrayal of characters divided into eight age and gender groups: girls, women, senior women,

female personifications; boys, men, senior men, and male personifications, in order to determine whether bias was displayed. The findings are presented in two ways. In the body of the report, the data are presented in a summary manner by country, while in Section 4, an analysis of each text is presented. The data revealed that gender bias obtained in different ways and to different degrees in textbooks used in all the countries. Moreover, age and class biases were also indicated.

Location

SOE Library, UWISA WI RES LB3045.66 H37 1990

371

Milne-Home, Josephine Mary

Education and cultural imperialism: Gender and ethnicity in reading textbooks used in primary schools in Trinidad and Tobago. M.Ed. thesis, University of Alberta, 1980. ix, 403 p.

This content analysis of reading textbooks used in primary schools in Trinidad and Tobago attempted to understand some of the ways in which curriculum materials for reading instruction had been colonized along ethnic and gender lines. It posited that stereotyping or colonization of knowledge shapes not only the social consciousness but also the individual consciousness or personality such that individuals come to accept the images assigned to them in the process of socialization or enculturation. A selection was made of 10 primary readers available to the primary school teachers in the Trinidad and Tobago school system at different points in time. The content analysis included (1) story-type analysis; (2) themas analysis (looking at behaviour and roles); (3) biographies; (4) occupations; and (5) illustrations. The results of the analyses showed that traditional concepts of gender and ethnicity had been integrated into curriculum materials. The reading textbooks were therefore telegraphing stereotypes of gender and ethnicity to children in the school classrooms. White males dominated over females and members of other ethnic groups throughout—they were presented more often as main characters in stories; they were more often the main characters of active mastery themas; they were treated almost exclusively in biographies; they were shown

in more occupations, including occupations that were accompanied by prestige, status, and power; and they also appeared more often in the illustrations. Those readers written for children in the Caribbean had made progress in the direction of including members of different ethnic groups, but females were still being cast in the stereotyped mould.

Location

SOE Library, UWISA WI RES LB3045.6 T8 M55 1980

372

UNICEF, & UNIFEM

Gender analysis of Belizean textbooks. Belize City: UNICEF; UNIFEM, 1991. 72 p.

This document provides verification lists to identify sexist content in the language and images of Belizean textbooks. It reviews the country's textbooks and offers recommendations to avoid sexism in education.

373

Whiteley, Peter N.

The gender balance of physics textbooks: Caribbean and British books, 1985–1991. *Physics Education*, vol. 31, no. 3, May 1996, pp. 169–174.

A survey of seven physics textbooks in use in the Caribbean and Britain found a gender imbalance showing frequent depiction of males, particularly as adults, which may have an adverse effect on the numbers of girls continuing their studies in physics.

Location

SOE Library, UWISA SERIALS

374

Whiteley, Peter N.

The gender fairness of integrated science textbooks used in Jamaican high schools. *International Journal of Science Education*, vol. 18, Dec. 1996, pp. 969–976.

This study compared a popular three-volume integrated science textbook series published for use in the Caribbean in the 1970s and a new edition of the same series. The study aimed to determine (1) whether changes had occurred in the direction of gender fairness in the “main” Caribbean textbook series; (2) the gender fairness of other textbooks being used; and (3) possible changes that might be considered desirable. It was found that some change had occurred in the direction of gender fairness between the late 1970s and the late 1980s. However, current editions of integrated science textbooks showed adult males in illustrations more frequently than adult females, named very few female scientists, revealed other evidence of “male bias,” and implicitly supported gender stereotypes. This bias may encourage the maintenance of a masculine image of science and tend to discourage girls from pursuing scientific careers in Jamaica.

375

Whiteley, Peter N.

Science textbooks in Jamaican high schools—Gender fair? In Barbara Carby & Vilma McClenan (eds.), *Gender, science and technology: [Proceedings of the Conference on Gender, Science and Technology, UWI, Mona, February 1994]* (pp. 65–77). Mona, Jamaica: Centre for Gender and Development Studies and Faculty of Natural Sciences, The University of the West Indies, 1997.

This paper outlines some of the reasons that might be advanced for the provision of a suitable and motivating science education for all students, irrespective of gender. It notes the unequal numbers of males and females among those students pursuing the physical sciences to the General Proficiency Level of the Caribbean Examinations Council’s Caribbean Secondary Examinations Certificate (CSEC) in Jamaican secondary schools. It then considers the “gender fairness” of two editions (1976–9 and 1989) of a series of integrated science textbooks commonly used in Jamaican secondary schools. A comparison is made between the two editions, as well as an analysis of one volume of each of four other similar current “Caribbean” series and of a series published for use in Britain. It was found that, overall, most of the integrated science textbooks used in Jamaican secondary schools exhibit a male bias.

Locations

CERIS Photocopy #90
SOE Library, UWISA Q130 C672 1994
Main Library, UWISA Q130 C672 1994
Main Library, UWIM Q130 C672 1994
Science Library, UWIM Q130 C672 1994
NLJ 305.4 Ja Gen

Technical and Vocational Education and Training

376

Adams, Daphne

Vocational training in Jamaica and the opportunities for female participation. In International Labour Organization; CINTERFOR; Netherlands Government, *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [3 p.]. Port of Spain: ILO Caribbean Office, 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16-18 Nov., 1981.

This paper describes vocational training programmes for women in Jamaica provided by the Ministry of Education and the Ministry of Youth and Community Development.

Location

Main Library, UWISA HD5715.5 C27 C371 1981

377

Alleyne, Marva B.

International Labour Organization. Caribbean Office

An assessment of the problems and observations in relation to vocational training of women in the Caribbean. In *Final report of the Caribbean Regional*

Seminar on Coordination of Vocational Training of the Woman [4 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper identifies 13 problems, including: (1) the variety of vocational training opportunities offered at national levels and the apparent lack of linkage and relationship existing between sponsorship agencies in terms of programme content, structure, and relationship to each other; (2) the apparent lack of consistency in the specific relationship of vocational training programmes to national development projects and programmes; (3) the apparent difficulty in recognizing the human resource needs of the various countries and the inability to utilize the skilled resources of women; (4) the problems of development planning without a thorough and prior analysis of the human resources training needs related to the specific areas planned for or envisaged, for example, in tourism; (5) the apparent need for planners and policy makers to treat with urgency and priority the collection and use of human resource assessment such as inventories and evaluations in the aspects of nation(al manpower, sectoral manpower, and project-related human resources; (6) the need for standardization of certification or accreditation in similar areas of skills; (7) the frustration where vocational training efforts by societal attitudes seem to be treated with too high a degree of indifference; (8) the need to implement research studies to assess the societal need for skills, not only those of projected large-scale development plans, but also the needs of the householder and the general community.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
ECLACPOS CDC 2615

378

CINTERFOR

Second analysis of the ILO/CINTERFOR survey (1981) on the level of participation of women in vocational training programmes and the status of coordination of vocational training programmes (14 English-speaking Caribbean countries and Suriname). [S.l.: s.n.], 1981. [n.p.].

This is a second analysis of the results of an ILO/CINTERFOR survey on the level of participation of women in vocational training programmes and the status of coordination of vocational training programmes in individual countries. It comprises five sections: (1) vocational training and the labour force; (2) fields of training; (3) agencies administering vocational training; (4) vocational training and relationship to national development from the countries' perspectives; and (5) the status of coordination of vocational training in the countries.

Location

ECLACPOS CDC 6914

379

Cox, Michael Dec

A study of involvement of female students in industrial arts/technology education in Barbadian secondary schools. M.S. thesis, University of Wisconsin-Stout, 1988. 76 p.

380

Daley, G. E.

A comparison of gender perception of vocational education in two high schools in urban Jamaica. Mona, Jamaica: The University of the West Indies, 1989. [n.p.].

381

Ellis, Patricia

Measures for increasing the participation of girls and women in technical and vocational education and training: A Caribbean study. London: Commonwealth Secretariat,

1990. xii, 108 p. (Published in association with the Caribbean Association for Technical and Vocational Education and Training)

This study identified successful initiatives taken by governments and non-governmental organizations (NGOs) to increase the participation of women in technical and vocational education and training. These included: (1) the formulation of supportive policies at the national level; (2) the organization of research activities; (3) the introduction of nonformal skills training programmes and income-generating activities; and (4) the implementation of integrated development projects. The concept of project success was examined and attention is drawn to the complex interplay of contextual factors that critically affects the outcomes of projects and programmes. It was concluded that nonformal education programmes and small-scale projects had succeeded in increasing participation of girls and women, and that it was the NGOs which had pioneered initiatives.

Locations

CERIS 180:03

Main Library, UWICH LC1506 C27 E55 1990

Main Library, UWIM LC1506 C27 E45 1990

382

Ellis, Patricia

The need for female participation in technical and vocational education in the Caribbean. *Journal of Cooperative Education*, vol. 26, no. 3, Spring 1991, pp. 77–81.

Although more females than males participate in education in the Caribbean, few choose vocational-technical, math, science, or technology programmes. Barriers such as sex-role perceptions, socialization, stereotypes, and lack of female role models perpetuate the gender divisions in education and training.

383

Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman. Port of Spain: ILO Caribbean Office, 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This seminar sought, among other objectives, to (1) examine the institutional and functional aspects of the vocational training units in the Caribbean and to assess the nature and extent of coordination existing in the various countries; (2) assess the impact of vocational training on the development of women in the region; and (3) examine the nature of the coordination necessary to ensure the meaningful contribution of vocational training opportunities to the participation and further integration of women in the economic and social development of the countries of the region. The report presented the addresses, documents, and papers presented at the seminar.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
ECLACPOS CDC 2615

384

Hurst, Natalie A.

International Labour Organization. Caribbean Office

Antigua and Barbuda: Coordination of vocational training for women. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [5 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This country paper for Antigua and Barbuda indicated that the Technical College provided technical/vocational training on a standardized basis. Pre-vocational education was offered in some government schools. Statistics indicated that the male enrolment for welding, engineering, auto mechanics, electrical installation, and so on, was higher than that for females, but in the business education and hotel and catering courses,

although a fairly high percentage of males enrolled, there were usually more females. It is still traditional that tasks which demand more strenuous labour are pursued by males, though females are free to enrol. Areas of emphasis for development identified include teacher training, improvement of home economics centres, and handicraft programmes.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
ECLACPOS CDC 2615

385

Inniss, Fred O’N.

State of vocational training in Barbados with reference to the participation of women. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [3 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John’s, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper provided an overview of the labour force in Barbados and the technical/vocational training facilities that existed. Vocational training for women was undertaken within the wider national development strategy aimed at reducing unemployment and increasing the pool of skilled workers. During 1980–81, an estimated 3,700 persons were said to have benefitted from vocational training at various governmental institutions, of which 2,415 were females and 1,285 males. Although sex-role stereotyping was noted to be still rather evident in the area of career choice, it was stated that the government seemed firmly committed to a position of creating conditions within the society that would enable women to achieve their maximum potential and to participate fully and on equal terms in the life of the nation. General developments in the area of vocational training, and in women’s participation in particular, were outlined.

Female participation in some traditionally male areas had risen, for example, in auto mechanics, masonry, and so on, and greater encouragement was being given to females to participate in more non-traditional programmes in the technological fields.

Locations

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International Labour Organization. Caribbean Office

Country paper: British Virgin Islands. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [2 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper indicated that at both primary and secondary education levels, the only vocational course available to women was home economics in one high school. Tourism was the main industry and on-the-job training was provided for those employed in the industry. It was noted that women did not apply for nor were they given jobs that the society felt should be done by men. Private companies granted scholarships to women in the areas of typing, shorthand, commerce, and bookkeeping. Government also offered training opportunities overseas for men and women. There were no other vocational training activities sponsored by government or non-governmental organizations (NGOs).

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
ECLACPOS CDC 2615

387

International Labour Organization. Caribbean Office

Country paper: Guyana experience. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [7 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper indicated that the ratio of persons in vocational training was: 2,239 male, 911 female. It provided a statistical breakdown for vocational institutions indicating skill area and enrolment by gender. Women were said to be taking full advantage of programmes available. The idea of income-generating schemes as a form of self-reliance had been grasped by many women's organizations, both governmental and non-governmental, and despite limited resources to provide relevant training, many such projects had been undertaken.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
ECLACPOS CDC 2615

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International Labour Organization. Caribbean Office

Country paper: St. Vincent and the Grenadines. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [4 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper noted that 90% of those who registered with the Youth Employment Service, which was successful in finding unskilled jobs, were women. Industrialization efforts had opened up opportunities in

factories for women, and some factories carried out in-service training of employees. The report lists vocational training centres and their programmes, where the main area of concentration for women was in handicraft and textiles.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
ECLACPOS CDC 2615

389

International Labour Organization. Caribbean Office

Vocational training for women in the Bahamas. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [3 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper described a six-month training course provided by the Industrial Training Division of the Ministry of Education and Culture.

Locations

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ECLACPOS CDC 2615

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Jayasinghe, Daphne

More and more technology, women have to go home: Changing skill demands in manufacturing and Caribbean women's access to training. *Gender and Development*, vol. 9, no. 1, Mar. 2001, pp. 70–81.

This article focuses on case studies from Barbados, St. Lucia, and Trinidad and Tobago, where since the 1970s, many women have been employed in export processing. In the factories, stereotypes among women's "natural" abilities have been used to devalue the skills they have

brought to labour intensive factory work and to keep wages low. In order for the Caribbean to continue to compete in a competitive global employment market, and for women workers to continue to have access to paid employment, it is essential that women's existing skills be augmented by training to meet the requirements of new industries and that gender stereotypes concerning women's abilities to perform male-dominated jobs be challenged.

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Jones, Funmilayo M.

A report of the ILO/CINTERFOR survey on the level of participation of women in vocational training and the status of coordination of vocational training programmes in ten English-speaking Caribbean countries and Suriname. [Port of Spain, Trinidad: International Labour Organization. Caribbean Office], 1981. [n.p.].

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This survey sought to obtain information on (1) female labour force participation in the Caribbean; (2) female participation in vocational training; (3) agencies administering vocational training programmes; and (4) the status of coordination of vocational training in the individual countries. Questionnaires were mailed to 19 countries but data for only 10 English-speaking Caribbean countries and Suriname were received. The survey found that women constituted between 30–36% of the Caribbean labour force, and despite what appeared to be a higher level of participation of women in vocational training, women were over-represented in clerical training and traditional skill areas associated with being female. Neither were women sufficiently represented among those receiving managerial or technical skills required for jobs that paid significantly well. Country responses regarding the relationship of vocational training to national development were found to be superficial. Eighty-seven and one-half percent (87.5%) of the countries viewed coordination of vocational train-

ing as necessary. It was recommended that: (1) a system be instituted to determine to what extent women were being absorbed into the labour market; (2) Caribbean countries collaborate regarding vocational training; and (3) a more in-depth study of female participation in the labour force be conducted.

Location

ECLACPOS CDC 2660

392

Meade, Alfreda

Vocational training in Montserrat (with special reference to vocational training for women). In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [3 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper provided an overview of vocational training activities that were sponsored either by the government or by voluntary bodies. In formal training areas, secretarial courses had attracted the females, and mainly women were involved in the knitting, spinning, weaving, embroidery, and sewing of the enclave industries. The Social League of Women in Plymouth provided training skills in plain sewing, wine making, tapestry, and rug making, while the Women's League of Bethel was involved in a cotton cultivation project. Ad hoc women's groups had been organized by the Social Welfare Division of the Ministry of Education, Health and Welfare in different parts of the island from time to time. Skills in sewing, cooking, and food preservation had been the main focus.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
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Pooran, Peter Compton**International Labour Organization. Caribbean Office**

Some technical aspects of coordinating training activities for women. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [4 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper discussed the precise areas in which coordination of training activities for women could be established, the manner in which this could be achieved, and the means of implementation. It noted that there was a need to develop greater technical capacity and services that could initiate, promote, and sustain vocational activities for women. National education and training systems were found to be overtaxed and sometimes unable to cope with normal in-school situations. It was observed that while developing and sustaining high academic standards, the education and training systems had been slow in responding to demands of societies in meeting new technological demands, in satisfying the needs of socially disadvantaged groups, and in coping with population growth. The academic tradition had left those promoting vocational training for women outside the school system with the task of fostering attitudinal changes in favour of vocational training and the elimination of prejudices against the employment of women in some fields of activity. The demand for one kind of national educational training, integrated into national and education structures to improve effectiveness, respectability and attractiveness, was stressed.

Locations

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Shorey, Norma

Work of the Women and Development Unit within a strategy for vocational training for women. In *Final report of the Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman* [4 p.]. Port of Spain, Trinidad: ILO Caribbean Office, 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981.

This paper outlined the efforts of the Women and Development Unit (WAND), as a regional agency within the Extra Mural Department of The University of the West Indies (UWI), in supporting and promoting programmes that help women to develop their full potential and contribution to their community.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
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St. Kitts-Nevis. Department of Labour

The St. Kitts-Nevis position. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [5 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper indicated that the existing position with respect to the vocational training of women in St. Kitts-Nevis was a product of a combination of the nature of the economy and contemporary views concerning the place of women in the economy. It noted that all organized training was in the public sector and that women had gravitated towards certain occupations.

Locations

Main Library, UWISA HD5715.5 C27 C371 1981
ECLACPOS CDC 2615

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Welch, Vinston C.

Industrial arts for girls: Desirability of a program of industrial arts for girls of Barbados. Oswego, NY: State University of New York, College of Education, 1971. vi, 83 p. (Industrial Arts Education, State University College (Oswego, N.Y.). Research Papers)

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Williams, Amoy

International Labour Organization. Caribbean Office

Country paper: Dominica. In *Final report of the Caribbean Regional Seminar on Coordination of Vocational Training of the Woman* [5 p.]. [Port of Spain: ILO Caribbean Office], 1981.

Caribbean Regional Seminar on Coordination of the Vocational Training of the Woman, St. John's, Antigua, 16–18 Nov., 1981. Sponsored by International Labour Organization; CINTERFOR; Netherlands Government.

This paper indicated that vocational training was done by government institutions as well as non-governmental organizations (NGOs) like the Social League, the Northern District Progressive Women's Club, and the Women's Institute of Portsmouth, which all carried out basically the same time of training. The Clifton Dupigny Technical College offered both part-time and full-time courses. A junior secondary programme had been launched by the Education Department, and the Technical College was also expected to provide on-the-job training for school leavers.

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