



REPORT ON
YOUTH PARTICIPATION IN THE
EASTERN CARIBBEAN

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BACKGROUND

UNICEF Eastern Caribbean Office has embarked on its new four year country programme, which has a strong focus on evidenced-based communication for social and behaviour change. In order to reach audiences effectively for behaviour change communication, as well as for advocacy purposes it is important to understand them and their barriers to adopting certain behaviours.

One of the areas of focus in the new programme is on youth participation both as a process and as an output. At present, information on the extent of in-school youth participation in Barbados and the OECS countries is sparse. In light of this, a consultant is required to conduct research on this issue which would help in.

LITERATURE REVIEW

An absence of available data on Youth Participation in the Caribbean means that a review of the literature reveals extensive findings within the Western industrialized nations (e.g. US, UK, Canada, and Australia). The current study seeks to address the lack of available data on a Caribbean level.

Youth Participation within the Community

The US based National Civic and Political Health of the Nation Survey (CPHS, 2006), examined young people's participation in politics and communities and their attitudes towards government and current issues, based on findings out of the Center for Information & Research on Civic Learning & Engagement (CIRCLE). Besides volunteering (36%), civic engagement took the form of the boycotting of products on ethical grounds (30%), the solving of community problems (20%), raising money for charity (25%), and voting (26% for those aged 20-25). The study revealed African-American and Asian-American minorities to be more civically engaged than any other ethnic youth group, including Caucasians. Specifically, African-Americans were the most politically engaged ethnic group, Asian-Americans the most likely to have volunteered, and Latinos were twice as likely (25%) to have participated in a protest of some kind. Thirteen percent of the sample were defined as 'dual activists', in that they engaged in at least two different forms of community engagement and two different forms of political participation; while 7% were termed 'hyper-involved', citing 10 or more different types of participation. Significantly for the current study, African-American youth were the most likely to be 'hyper-involved'. Despite these promising findings, the study also revealed a relatively large proportion (17%) of US youth to have lacked any form of civic participation within the preceding year.

The CPHS findings are comparable with a Pew Charitable Trust funded study (Keeter, Jenkins, and Andolina, 2003) involving a US telephone survey of 461 young people (aged 15-19) examining their civic and political activity and attitudes. The study found 40% of the youth to have volunteered within their community within the preceding year. The youth also had higher volunteering rates than all other generations surveyed ('GenerationXers', 32%, 'Baby Boomers', 32%, and 'Matures', 22%). Jenkins (2005) similarly found 45% of young women aged 15 to 25 reported having volunteered within the preceding 12 months for at least one type of non-political group (i.e. religious groups, 49%; environmental organisations 21%; civic or community groups, 20%; health or social services, 59%; youth and education oriented organisations, 76%). The percentage of young men who said they volunteered for a non-political group in the last 12 months was 36%.

Earlier studies provide some insight into avenues of participation. Bokerneier & Maurer (1984) for example found school-based clubs and organizations to be the most common avenues of youth participation (40.1%). Church clubs (34.8%), organized sports (31.2

%), and 4-H (26.8%) involvement followed closely. Eight further categories of participation were cited, with a mean participation rate of 4.5%. No crosstabulated data was presented to highlight participation in more than one club.

Youth Participation within the School

Participation within the school has been examined as a precursor to the psychological concept of self-efficacy in that a student's opportunities for positive peer interactions, group participation, and in-school decision-making contribute to a sense of both confidence and competence to effect change inside and outside of the school environment.

The 2006 CPHS study found participation in school activities and clubs to be pervasive, with 62% of US high school students claiming some involvement in organized clubs or groups. Keeter et al. (2003) provided a measure of explanation for the two-thirds participatory rate in their finding that 75% of schools either arrange or require service, while 21% of schools mandate it. Predictably, they further found students' volunteering rates to be higher when schools involve students in service activities. The Kaiser Family Foundation (2000) similarly found that 75% of US high schools and 65% of US colleges either arrange or offer service activities or volunteer work for students, and that these figures positively correlate with students' rates of participation. For instance, 45% of students at schools where community work is arranged reported volunteering in the recent past, with only slightly reduced participation rates (38%) for students of similarly-run colleges.

One of the largest-scale explorations into in-school participation was conducted by The International Association for the Evaluation of Educational Achievement (IEA, 1999, 2000). The two-phased study involved approximately 140,000 14 to 19 year olds from 28 countries, 85% of whom cited the belief that 'a good adult citizen would participate in activities to benefit people in the community'. Attitudes did not however, positively correlate with reported behaviours, as the percentages from participating countries revealed much lower rates of student participation in civic-related organizations and activities. Involvement ranged from 33% participating in a student council/parliament and collecting money for a social cause, to 5% belonging to a human rights organization. The IEA study notably included no countries with majority black populations, none from the Caribbean region, nor any rating other than medium or high on the Human Development Index (HDI). Thus, despite the wide cross-section of territories geographically, ethnically, and culturally, the study cannot be reliably generalised to the Caribbean. The findings are nevertheless useful in supporting the consistency of youth participation rates found across similar studies (Bokerneier & Maurer, 1984; Braungart & Braungart, 1996; CPHS, 2006; Keeter et al., 2003).

Youth Participation within a Caribbean Context

Factors Associated with Participation

According to the CPHS (2006), compared to their counterparts who do not volunteer, young volunteers are more likely to be single (79% v. 67%), female (52% v. 48%), enrolled in high school (44% v. 28%) and regular church attendees (46% v. 39%). In addition, they are more likely to report feeling that they personally can make a difference within their community (64% v. 49%). Regardless of the type of service activity, the biggest motivator for participation is the desire to help other people (e.g. 42% for those in political organisations, 52% for those in environmental organisations). The figures for participating to address a social or political problem were 41% and 23%, respectively.

College attendance is positively correlated with civic engagement. Seventy-seven percent of young people (aged 18 to 25) with no college experience claimed at least one civic engagement activity, compared to 86% of people with college experience. Similar figures pertain for regular voting activity (20% and 29%, respectively) (CPHS, 2006). Other activities associated with civic engagement are reading a newspaper daily (31%, 13% for non-readers), reading magazines (38%, 25% for non-readers), watching the daily news (26%, 15% for non-viewers), listening to daily radio news (20%, 11% for non-listeners), and using the Internet (41%, 5% for non or infrequent users) (CPHS). Keeter et al. (2003) found youth participation to be associated with attending religious services at least weekly, growing up in a household where someone volunteered, reporting following public affairs, and feeling able to make a difference in one's community.

Gender Differences in Factors Influencing Participation

The 2006 CPHS study found young men and young women to be more similar than different in their participation behaviours. For example, dual activism (engaging in at least two forms of both community *and* political participation) comprised 48% females and 52% males; disengaged respondents comprised equal percentages (50%) across sex. Differences were however, found in the types of participation undertaken by young men and young women. Females participated more in civic activities such as raising money for charity (27% v. 22% for men), regular volunteering for non-political groups (21% v. 16%), active group membership (22% v 18%), membership in political groups (17% v. 15%), and participating in a run/walk/ride for charity (20% v. 15%). Males were however, more likely than their female counterparts to engage in political forms of participation, such as voting regularly (28% v. 25% for women), persuading others to vote (39% v. 31%), donating money for a political campaign (9% v. 5%), and regularly volunteering for a political group (2.4% vs. 1.3%)

Jenkins (2005) also reported greater gender similarities than differences, finding that 45% of young women (aged 15 to 25) had volunteered for a non-political group within the preceding year, compared to 36% of their male counterparts. Despite this slight imbalance, males and females showed increased homogeneity in the types of civic behaviours in which they engaged. Twenty-nine percent of young women had participated in charitable fundraising over the preceding 12 months (compared to 27% of

young men). Approximately 14% of both sexes had participated in a walk/bike/run-a-thon for charity within the same timeframe; and approximately 20% of males and females were actively involved in a group or organization.

Jenkins (2005) further found that education positively correlated with political engagement: 27% of female current or past college attendees always voted in local and national elections, compared to 18% of same-aged women (20 to 25) who never attended college. For males, the figures were 31% and 19%, respectively, reflecting an even stronger relationship between college attendance and voting behaviour. Forty-two percent of young women with a college history had volunteered for a non-political group (29% for non-college peers). There was a significantly weaker (unspecified) relationship between college attendance and volunteering amongst males.

In terms of young people's motivations to volunteer, the sexes were again highly similar, with 91% of females and 88% of males reporting being motivated by factors other than interest in solving a social or political problem. The following relationships are presented as ordinary least squares regression coefficients. For young women the biggest civic engagement motivator was their own cognitive engagement (2.29), followed by mobilization (1.64), and television avoidance (1.51). Young men's biggest motivators were television avoidance (2.92), cognitive engagement (2.34), and social networking (1.78). Other significant gender differences were for engagement's relationship with religious attendance (1.50 for males, .79 for females), and mother's education (1.06 for females, .53 for males).

Hooghe (2004) cites the term 'resources theory' to account for the greater participation of adult males found within segments of the literature, referring to the possible increased availability of resources and civic skills to males compared to females. However, in his own investigation into whether this trend was characteristic of youth participation amongst US based 14 year olds, he found more positive volunteering attitudes amongst young females than young males. For example, 78% of girls indicated that they would in the future engage in volunteering for an organisation, while 53% of boys reported the same. However, consistent with similar studies (CPHS, 2006; Jenkins, 2005), more potentially confrontational engagement activities such as running for political office or demonstrating show a higher motivation level for boys than for girls.

METHODS

Participants

The study involved a questionnaire survey administered to 950 school children. Students were randomly selected from forms 2 – 5. Form one was excluded due to the fact that as new students, they would have limited knowledge of the Students' Council. The ages of the respondents ranged from 11-17 and with the help of the school, an attempt was made to ensure that the sex composition of the respondents reflected that of the school. Questionnaires solicited information on the level of participation as well as the manner of participation of males and females in each school. Students were also asked questions relating to their reasons for participation or non-participation, their own notions on effective participation, as well as their recreational activities.

In order to gain an understanding of the nature of participation within the Students' Council, we felt it was essential to get the views of the council itself. To this end, interviews were held with high ranking members of the Students' Council in each school that had one. Where schools did not have a Council, the Head Boy or Girl was interviewed in order to get their perspective on the general participation among the student body, and their thoughts on whether or not a Students' Council would be effective in their school.

Following guidelines for research in schools, consent to approach the research participants and to gain their voluntary participation was obtained from the school Principals.

Procedure

The UNICEF Barbados office covers ten islands in the Eastern Caribbean. A sample of four was taken for in-depth study (Barbados, Antigua, St Lucia, Grenada). The study was conducted in two phases.

Phase one consisted of a desktop/telephone review of existing data on Student Councils in the four islands. The review began with an audit of Government documentation to ascertain

- a) The number of schools currently in operation.
- b) Whether or not there was legislation governing the establishment of Students' Councils in the four islands.

Each school was then contacted to determine the various extra curricular activities that they had to offer as well as whether or not there was an active Students' Council.

Phase two represented to main method of inquiry and was carried out during the first few weeks of the new school year (September 2008). A 20% sample of Secondary schools in the four islands was taken. This revealed a total of 19 schools across the sample:

- ✚ **Barbados:** Harrison College, Alleyne, Lester Vaughan, St. Leonards, St. George
- ✚ **Antigua:** Antigua Grammar, Jennings, McChesney, Antigua Girls
- ✚ **Grenada:** St. Mark's, St Rose Modern, Westerhall, Anglican Girls, Grenada Boys
- ✚ **St Lucia:** St. Mary's, St. Joseph's Convent, Ciceron, Choiseul, Anse Ger

Schools were selected so as to have representatives based on three criteria.

1. Geographical region: As best as possible an attempt was made to include one rural and one urban school
2. Educational achievement: As best as possible an attempt was made to include the highest and lowest achieving schools in the island. This was based on the previous years CXC results.
3. Sex of school population: As best as possible an attempt was made to include single sex schools of both sexes as well as at least one mixed sex school

Research was conducted during school hours at the convenience of the school Principal. Respondents for the questionnaire survey were placed in one classroom so that the questionnaires could be administered at the same time. This was done so as to cause as little disruption to school proceedings as possible.

RESULTS

BARBADOS

COUNTRY DATA

There are 21 public secondary schools currently in operation in Barbados. In addition to sports which are offered by all the schools, a variety of after – school activities are offered across the island. All 22 schools offer some form of activity/club. Where they differ is in the number of options for activity. This ranges from just one in the case of Grantley Adams Memorial School to as many as 17 in the case of Alexandra School. The schools and clubs are listed below.

- **Alexandra School:** Guides, Cadets, Rangers, Scouts, Boys Club, Dance, Tae kwon do, Etiquette Club, Foreign Language Club, Environmental Club, Drama, Art, ISCF, Science Club, Gavel Club, Key Club, Red Cross, Choir
- **Alleyne School:** Cadets, Chess Club, karate, Etiquette Club, Hiking, Art and Craft, Choir, band, Drama
- **Coleridge and Parry School:** Cadets, ISCF, Chess Club, Choir, Band, Environmental Club
- **Combermere:** Cadets, Red Cross
- **Deighton Griffith Secondary:** Red Cross, Girl Guides, Cadets
- **Ellerslie Secondary:** Cadets, Environmental Club, 4H, ISCF, Red Cross, Steel Pan
- **Christ Church Foundation School:** Girl Guides, Interact Club, 4H
- **Garrison Secondary:** Cadets, Girl Guides, Gen-Link, Optimists/Debating, Red Cross, Steel Pan,
- **Harrison College:** Key Club, HIV/AIDS Club, Scouts, Guides, Cadets, Literary/Debating Club, Peer Support Group
- **Lester Vaughan School:** Red Cross, Key Club, Guides, Foreign language Club, Maths Club
- **Parkinson Memorial School:** Key Club, ISCF, Healthy Heart, Cadets, Spanish Club, Home Economics Club
- **Princess Margaret Secondary:** ISCF, Guides, Cadets, Scouts
- **Queen's College:** Cadets, Drama, Debating, Duke of Edingburgh, Foreign language Club, Guides, ISCF, Optimist Club, Key Club
- **Springer Memorial Secondary School:** No info provided
- **Lodge School:** ISCF, Key Club, Cadets, Geography Club
- Grantley Adams Memorial School: Cadets
- **The St. Michael School:** Cadets, Interact Club, ISCF, Foreign Language Club, Drama
- **St. Leonard's Boys:** Cadets, Reading Club, martial Arts, Choir, ISCF
- **St George's Secondary:** Cadets, Key Club, Peace Ambassadors, Girl Guides, ISCF
- **St. James's Secondary:** Key Club, Interact Club, ISCF
- **St Lucy Secondary:** Cadets, Drama, Debating, Duke of Edinburgh, Foreign Language Club, Girl Guides, ISCF, Optimist Club, Key Club

Students' Council

Legislation

Since 2007 the Ministry of Education in Barbados has mandated that every public secondary institution should have a Students' Council which should consist of elected representatives of students with at least one Staff Advisor elected by the students.

Through the Students' Council, the students shall have the right to:

- a) Democratically elect their representatives
- b) Have meetings with the Secondary School Board
- c) Meet with the Principal, and staff or both, on any matter affecting the students' welfare and interest
- d) Hold regular meetings to conduct business on their behalf, but with due regard to the smooth functioning of the institution

Through an official document circulated to all public Secondary Schools in the island, the Ministry stresses its position that the Students' Council is the most important of all youth organizations. It is the medium by which students are able to have their say in all matters related to the operation of his/her institution of learning. It is through the council that students are to be able to make administrators aware of the issues facing them in schools. It is seen as an avenue for the addressing of issues, as well as for students' participation in the education system. Table 1 shows the prevalence of Students' Councils in Barbados.

Table 1. Prevalence of Students' Councils - Barbados

Secondary Schools
Alexandra School
Alleyne School
Combermere
Deighton Griffith Secondary
Ellerslie Secondary
Christ Church Foundation School
Garrison Secondary
Harrison College
Princess Margaret Secondary
Queen's College
Springer memorial Secondary School
Lodge School
The St. Michael School
St Leonards Boy's
St James Secondary
St Lucy Secondary
St George Secondary
Lester Vaughan

Eighteen secondary schools reported having a functioning Students' Council (86% of total public schools). Many of the councils were dormant until recently, however with the Ministry of Education making it mandatory, they have for the most part been revived. Nevertheless, it appeared that many of the schools were having problems getting the councils to thrive. Reasons centered mainly on a lack of desire by the students:

*'It is not as active as it should be as there is mediocre activity from the students'
'I think it is due to a lack of enthusiasm by the students'*

Those which did not have a Students' council in operation, cited lack of interest by the students or a shortage of staff as reasons why they have not been able to develop or maintain one:

'It should resume once [the teacher who normally organizes it] is back from her studies'

THE QUESTIONNAIRE SURVEY

GENERAL PARTICIPATION

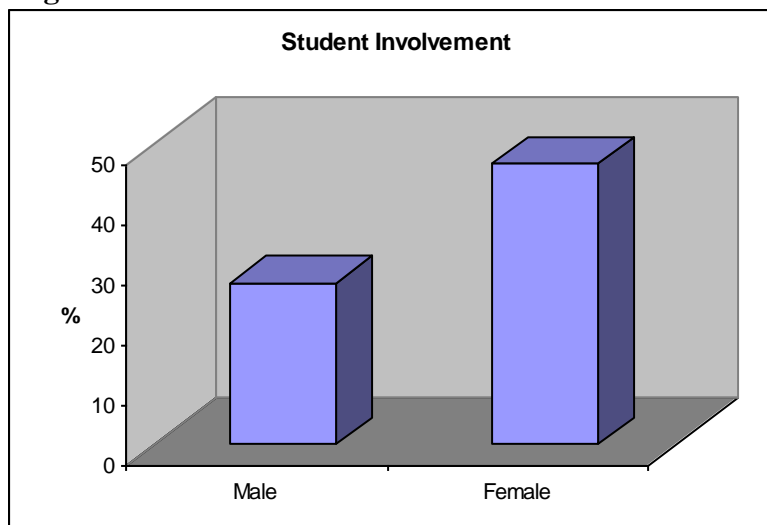
Knowledge of opportunities for participation

Knowledge of the various opportunities for student participation was very high across the sample. All of the students interviewed indicated knowledge of clubs and organizations that their school had to offer. The school administrations were responsible for the bulk of this awareness as 79 percent of the sample was informed in this way. Some students also were made aware by their friends (19%).

Participation

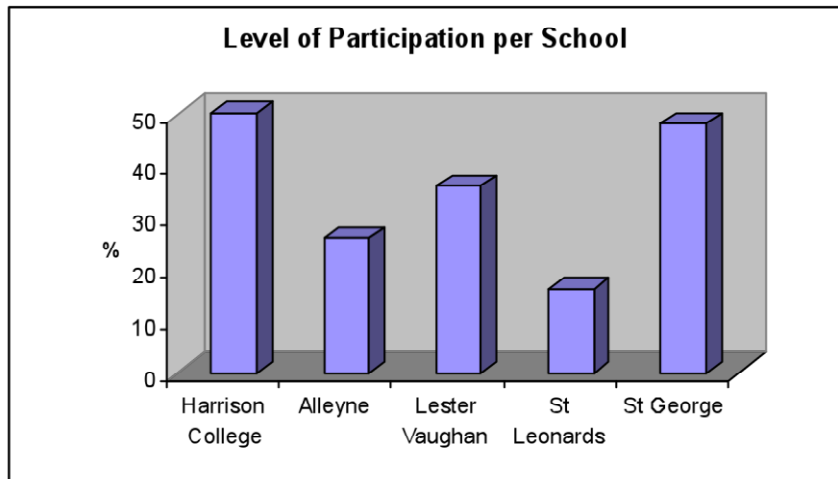
Participation in student based organizations in Barbados was low. Only 35 percent of the sample indicated that they were involved in one or more organization that their school had to offer. Participation was low for both sexes but particularly so for the males. While 47 percent of the female respondents were active, this was true of only 27 percent of their male counterparts (Fig. 1).

Fig. 1.



Student participation was low in each of the schools involved in the study. The school with the highest level of participation was the top performing Harrison College (50%). Academic achievement appeared not to play a significant role however as surprisingly, the school with the lowest academic performance (St. George High School) was next with 48 percent of its respondents indicating involvement. This was followed by Lester Vaughan (36%), Alleyne (26%). St Leonards High School had a particularly low level of performance which was in keeping with the low level of overall male involvement, as this was the only all boys school in the sample and (16%) (Fig 2.).

Fig. 2.

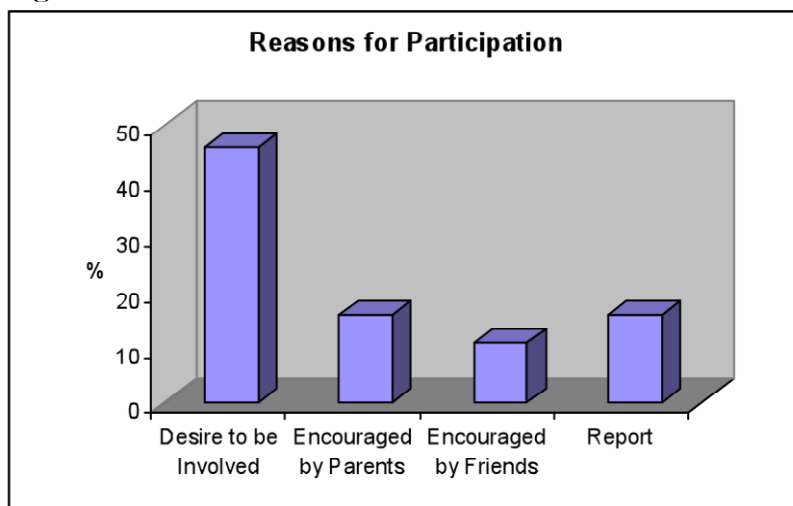


There was a similar range of clubs within which males and females participated in across the sample. Male involvement mainly took the form of three clubs – Cadets, The Students’ Council and Key Club. The majority of females in the sample were also involved in three clubs. These were Key Club, Girl Guides, and The Students’ Council. The Key Club appeared to be the most popular club across the sample although females accounted for the majority of those involved (75%).

Motivations for becoming involved

Though overall participation was low across the sample in Barbados, those respondents who did indicate some level of involvement did so for a variety of reasons. The most popular reason was a desire to get more involved in school. 46 percent of the sample indicated this as one of their motivating factors. Considerable numbers also attributed their participation to encouragement from their parents (16%), feeling that it would look good on their report (16%), and being encouraged by the fact that their friends were joining (11%) (Fig 3.). The pattern was the same for both males and females with both sexes displaying a desire to get involved as their most popular reason. This was more likely to be the deciding factor for females however.

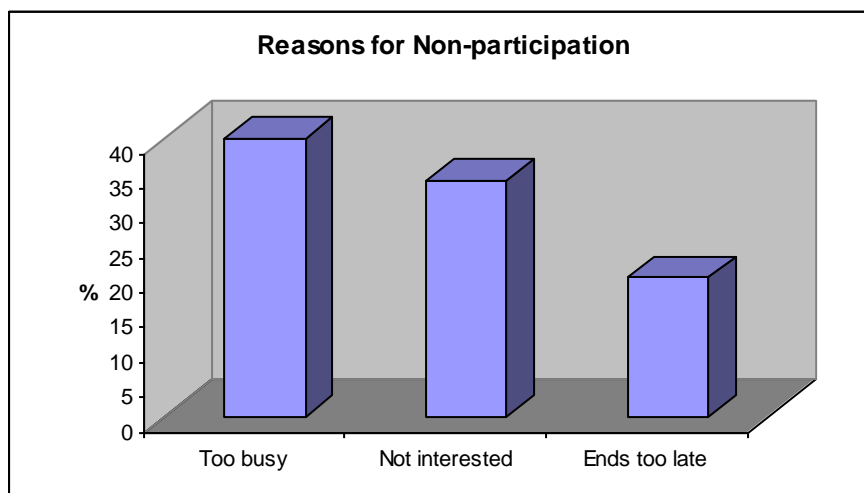
Fig. 3.



Deterrents

The most popular reasons given across the sample in Barbados for their lack of participation are illustrated below. Forty percent of those who did not participate, indicated that this was because they were too busy. This was followed by not being interested (34%), and the fact that the activities end too late (20%) (Fig. 4.). Both males and females revealed being too busy as the most popular reason for non involvement, followed by a lack of interest. Those who indicated that the activities ended too late were however overwhelmingly male. 91 percent of those who gave this answer were boys.

Fig. 4.

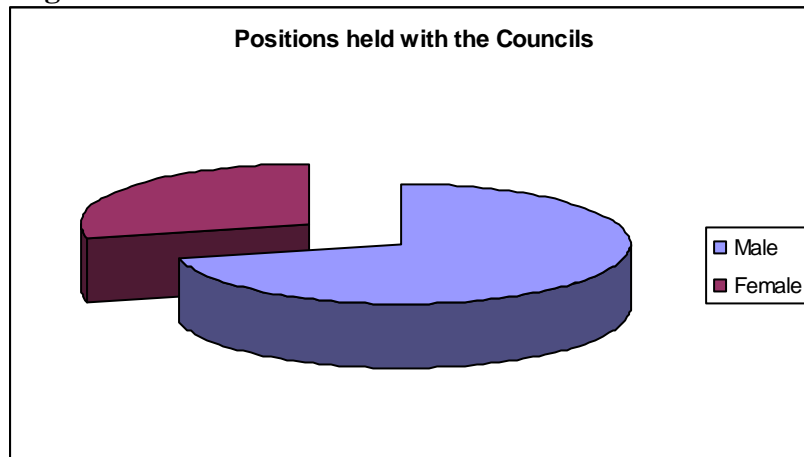


There were no significant differences relating either to the location of the school or the level of achievement.

THE STUDENTS' COUNCIL

All the schools in the sample had a Students' Council. Knowledge of the council within the school was relatively high as generally speaking, most respondents interviewed were aware of its existence. The academically low achieving St George High School was the only school with a large number (37%) of respondents who were unaware that there was a students' Council at their school. The system in Barbados is such that Students' Council members are elected by their class. As a result there is a limit to the number of members that the council will have. This was reflected in the responses. Only 10 percent of the respondents across the sample were actually members of the Students' Council. The low achieving St. Leonards had the largest number of Students' Council members in the sample. Interestingly, the highest achieving school (Harrison College) was the only school with no students indicating membership across the sample.

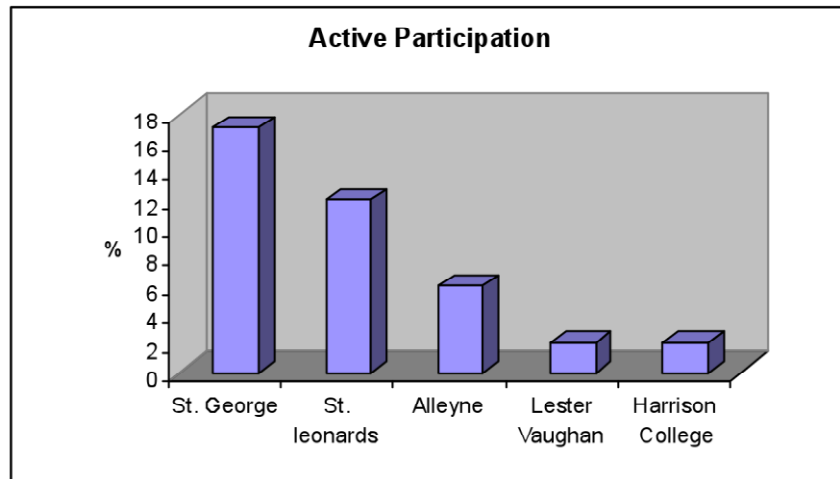
Fig. 5.



Though the overall level of male participation in student organizations was poor across the sample, the level of male membership in the Students' Council was higher among them than the females. 11 percent of the male respondents were members of the Council. This was true of 8 percent of their female counterparts. Males again emerged as more active when positions held within the Students' Councils were taken into consideration. 71 percent of all the positions held were held by males (Fig. 5).

Respondents were asked whether or not they considered themselves to be active participants within the Council, as this would include students who were not necessarily members (Fig. 6). Involvement was very low at only 7% with both males (8%) and females (7%) exhibiting similarly low levels of involvement. The highest level of involvement came from St George High School (17%). This was followed by St. Leonards (12%), Alleyne (6%) Lester Vaughan (2%), and Harrison College (2%).

Fig. 6.

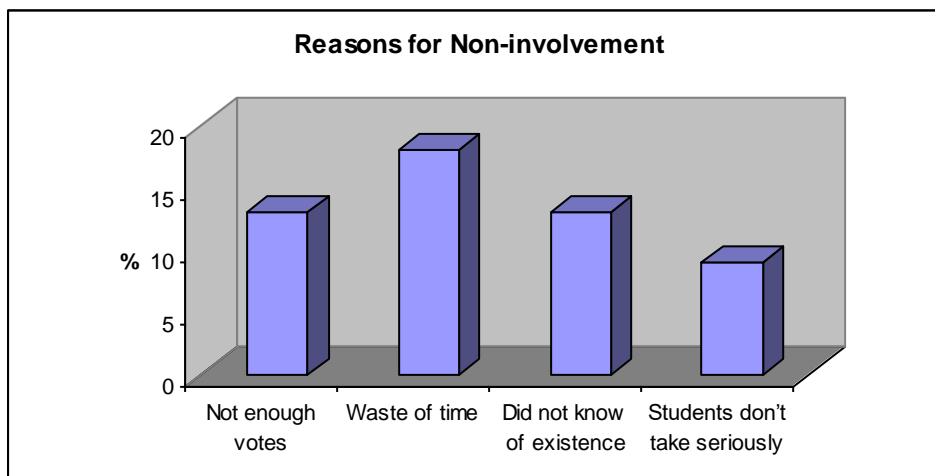


The very low level of participation with the Students' Council was not a reflection of the manner in which the students viewed the organization. There was a recognition throughout the sample of the importance of organizations like these which give students a voice in the decision making process. 87 percent of the respondents were of this view. There were three main reasons given by Barbadian students as to why they felt their voice was important. Firstly they felt that it was important for students to be given the forum to express themselves (25%). Some felt that it was the students and not the administration that were best suited to make decisions about the school (15%). Still others felt that it was important to discuss those issues which teachers may not think are important (11%).

Deterrents

Those students who indicated that they were not involved with the Students' Council were asked to give reasons for their decision. The most popular answers received are illustrated below. The reason given by the largest portion of respondents was that they felt the Council would be a waste of their time. This was followed by not getting enough votes, and not knowing that there was a Council (13%). A few respondents also indicated that they did not think that students took the organization seriously enough.

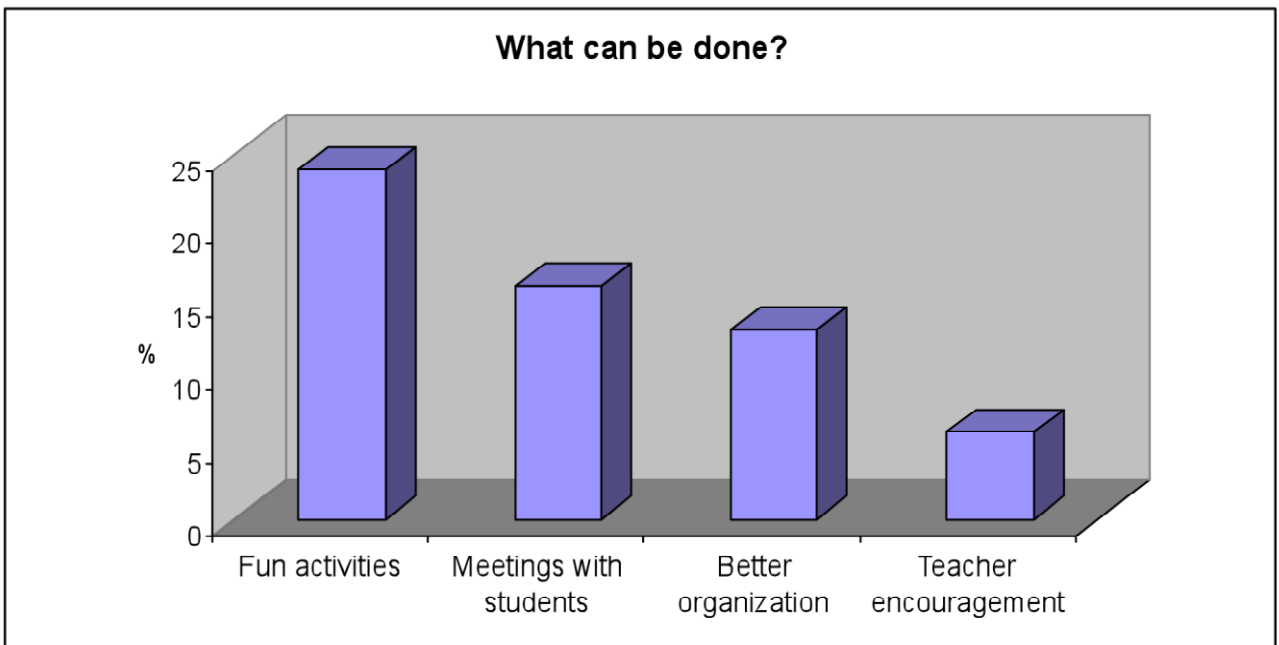
Fig. 7.



The majority of the male respondents that were not involved in the Council, indicated that this was because they felt it was a waste of time. For females, the most popular reason was that they did not get enough votes (Fig. 7).

As stated earlier, the levels of participation in the Students' Council among both male and females in Barbados was relatively low. In order to gain insight into student opinions on why more students are not involved, respondents were asked to indicate what they think needs to be done (Fig. 8). The students gave a variety of answers, the most popular of which are listed below. The largest proportion of respondents (24%) indicated a desire for 'more fun' activities as one of their answers. This was followed by a desire for more meetings explaining to students the benefits of joining such an organization (16%). Others felt that their existing Council needs to be better organized in order to attract more students (13%). Finally a small portion argued that more encouragement was necessary from the school administration (6%).

Fig. 8.



There were no observed differences based on sex, academic achievement or location of the school.

COMPETING ACTIVITIES

Extra-curricular Activities

A large number of the Barbados sample was involved in extra-curricular activities. 75 percent of the sample indicated that they were involved in some kind of organized activity once school had ended. Both males and females had similar levels of overall involvement with the most popular activities being sports (67%) and clubs (17%). Males,

despite the school they attended were more likely to be involved in some form of sport with 82 percent of those who were involved indicating that they did so in this manner. The same was true of 41% of the females.

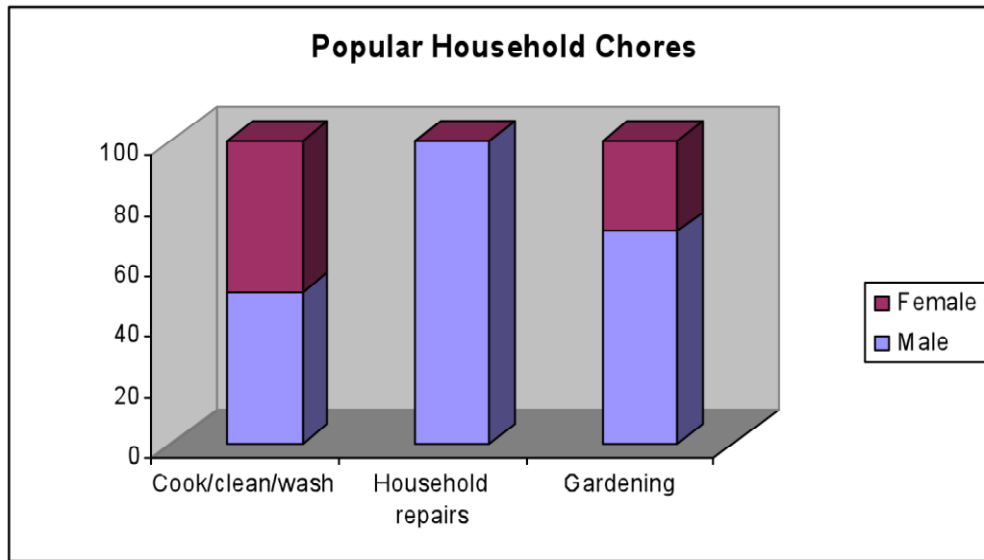
Recreational Activities

Respondents were asked to indicate what they did in their free time. The most popular recreational activity across the sample was socializing with friends. 45 percent of the respondents included this as one of their activities of choice. This was followed by sports (42%), reading (26%) and watching TV (22%). The recreational activity that was most popular among both the male and female respondents was sports.

Chores around the home

Household chores were a common activity throughout the Barbados sample (Fig. 9). 82 percent of the respondents indicated that they spent some of their time at home engaged in this activity. The vast majority of respondents contributed through cooking/cleaning/washing. 72 percent of the respondents indicated this as one of their household chores. This was followed by household repairs (10%) and gardening (9%). Interestingly, both males and females had similarly large numbers involved in cooking/cleaning/washing. Household repairs and gardening were however dominated by the boys in the sample, with the former being an exclusively male activity.

Fig. 9.



The general lack of interest in being a part of organizations such as the Students Council was illustrated by the fact that very few students indicated that these competing activities actually affected their desire to participate. Over 90% in each school indicated that regardless of what they do in their spare time, they simply were not interested in being a part of the Students' Council.

THE QUALITATIVE ENQUIRY

Level of participation

In keeping with what was revealed by the questionnaire survey, all of the interview participants felt that the levels of overall participation within their schools were very low. This perception extended to the Students' Council as, with the exception of the participant from Harrison College, the general feeling among those interviewed was that here too, participation was very low. Those participants that indicated a low level of participation from the student body all shared the belief that this was due mainly to a lack of male interest. They offered a variety of explanations as to why they felt this was the case. Some felt that male students tended to 'follow their friends' and since there is a general view that the Students' Council is boring, then you do not have many male students wanting to join.

'Some feel that their friends will not accept them if they join the students' council.'

'Boys try more to be accepted. For boys, acceptance is key, especially at secondary level, everybody wants you to do what they are doing and if you don't you are stupid or a nerd'

'Doing drugs, drinking, having sexual intercourse with other people, all this is done for acceptance and they prefer this to participating. That is what they all want to do now.'

Male students it was felt, were deterred from joining organizations such as the Students' Council because of how they are looked upon by other students when they join. He felt that if a student had already made a good reputation for himself before joining then it is easier but if not people will see them as 'nerds'.

'If you were not already popular then you are a nerd that is throughout the school. Nobody cares if you feel bad, you are a nerd and that's how they classify you. So guys shy away from organizations like this.'

The respondent felt that there appeared to be a certain level of shame attached to joining organizations.

'Students want to be accepted, that is the bottom line.'

As a result, males were very reluctant to join the Students Council. Some of the participant argued that it is only when they feel they have something to gain that they might join.

Another view offered to explain the lack of male participation spoke to the issue of intimidation. The participant argued that the perceived domination of this activity by girls often left boys feeling that they cannot compete.

'I think that some boys feel that to be in these kinds of organizations makes them less powerful. I think they see girls speaking well and feel that if they speak so well they must be smarter, and then they just sit back and don't participate.'

Though the respondents did acknowledge that there are many girls that do not participate, the general consensus was that it is effectively a male problem. It was felt that girls possessed the qualities necessary to succeed in organizations such as this.

'Probably because we are more outspoken and jubilant than boys are. Males tend to be more in the background and go along with things. . .'

'Girls don't tend to shy away from things like this. They step up to the plate. They don't care what others say.'

An interesting finding to emerge from the qualitative study was the gender dynamic at Harrison College. While the respondent reported a similar situation to that of the other schools in that female participation overall outstripped that of their male counterparts, the situation was reversed with respect to the Students' Council. According to the participant, there was a level of male dominance that was not observed at any other school in the study.

Though he was unsure of the reason for their lack of participation, he opined that this may be because of their heavy involvement in other school activities. It appeared that the Students Council was the one organization where boys were eager to get involved.

What can be done?

The lack of male participation in the Students' Council dominated the discussions on what needs to be done to attract more students. It was felt that in order to bring about a change, strategies need to be employed to attract boys.

Participants also looked towards the school administrations for greater support. Promotion was a recurring theme as it was felt that a greater awareness among both the male and female members of the student body would bring about a greater desire to get involved. This was essential to enabling other students not only to know what is going on within the Council, but also to be aware of its existence as many of the students did not even know that there is one.

'I think there need to be brochures given out so that students can see that this is an organization in which I can say something to the board and see something come out of it and not be intimidated.'

It was felt that students were often too intimidated to make their views known around teachers but the students' council gives them an avenue to do this. It was important that the administration put some thought into some new ways of encouraging students to join.

'They can speak about it more at assembly or mention it at the beginning of term so that when new students come in they know that this is something that they can participate in and they are not left out.'

The task of improving student participation then was placed at the feet of the administration. Though there was no indication that the respective administrations were uninterested in the activities of the Councils, each participant felt that a greater role was necessary to raise the overall level of interest.

ST. LUCIA

COUNTRY DATA

There are 23 public Secondary Schools in St. Lucia. A variety of clubs are available across the island the most popular of which is 'Junior Achievers' which appears in 13 schools. The number of options for activities varies from none in the case of 3 schools (Micoud Secondary, Vieux Fort Technological School, Piaye Secondary School) to as many as 17 clubs in the case of St. Mary's College. The schools and clubs are listed below.

- **Babboneau Secondary School:** Peer Helpers, Interact Club
- **Gros Islet Secondary School:** Peer Counseling, Junior Achievement, Boy Scouts, Girl Guides
- **Corinthe Secondary School:** Duke of Edingburgh, Young Leaders, Red Cross, Dance/Drama, Craft, Junior Achievement, Cadets, Girl Guides, Choir, Peer Helpers, Drug Free
- **Castries Comprehensive:** No information provided
- **St Mary's College:** Environmental Club, Junior Achievers, Chess, SMC Cooperative Savings, Steel band, Air Troupe, Drama, Young Leaders Club, Pro Life, Cadets, Peer Counseling, Dance Troupe, Red Cross
- **Sir Ira Simmons Secondary:** No information provided
- **Vide Bouteille Secondary:** Peer Counseling, Duke of Edingburgh, Junior Achievers, ISCF
- **Botage Secondary:** Junior Achievers, Drug Free, Duke of Edingburgh, Sign Language, Red Cross, Music, Environmental Club
- **Entretot Secondary:** Junior Achievers, Young Leaders, Red Cross, Cadets, Theatre, Duke of Edingburgh

- **Leon Hess Comprehensive:** Duke of Edinburg, Red Cross, Environmental Club, Junior Achievers, Young Leaders, ISCF, Cadets, Girl Guides, Rangers
- **St. Joseph Convent:** Duke of Edinburg, red Cross, Junior Achievers, Young Leaders, Girl Guides, Drama
- **George Charles Secondary:** Red cross, Junior Achievers, Drama, Young Leaders
- **Ciceron Secondary:** Young Leaders, Junior Achievers, Red Cross, Debating
- **Marigot Secondary:** No clubs
- **Grand Rivere Secondary:** Enrichment, Chess Club, cadets, Environmental Club
- **Clendon Mason Memorial Secondary:** No clubs
- **Micoud Secondary:** Red Cross, Folk Group, Cadets, Choir
- **Anse Ger Secondary:** Junior Achievers, Young Leaders, Drama Club
- **Vieux Forte Technological School:** No clubs
- **Vieux Forte Comprehensive Secondary:** Young Leaders, Junior Achievers, ISCF, Peer Counsellors
- **Piaye Secondary School:** No clubs
- **Choiseul Secondary School:** Red Cross, Young Leaders, Science Club, Cadets, **Environmental Club:** UNESCO, Junior Acievers, Thrift Co-op
- **Soufriere Comprehensive Secondary School:** No clubs

Students' Council

Legislation

The Ministry of Education in St Lucia although in the preparation stage of a revised school governance document, makes no provisions for the regulation of students' councils. The decision as to whether or not to have a students' council is one which is left to the administration of each school. Table 2 shows the prevalence of Councils in St Lucia.

Table 2. Prevalence of Students' Councils – St. Lucia

Secondary Schools
Babboneau Secondary School
Gros Islet Secondary School
Corinithe Secondary School
St Mary's College
Vide Bouteille Secondary
Botage Secondary
Leon Hess Comprehensive
St. Joseph Convent
George Charles Secondary
Grand Rivere Secondary
Micoud Secondary

Fourteen Secondary Schools in St. Lucia reported having a functioning students' council (61% of total schools). The majority of these were established relatively recently, however a few schools had students' councils in operation for over 15 years with Vieux Forte Comprehensive's being in operation from as far back as 1963. Although many schools referred to their students' councils as 'very active', here too the vibrancy of the councils appeared to be an issue in a number of schools. Common reasons given were a lack of interest from the students as well as the teachers.

'There is a lack of guidance for the students'

'We can't find the right teachers to inspire and motivate the students'

'There is a lack of interest from the students.'

Those schools which did not have a student council again cited a lack of interest from the students or an inability for them to take it seriously when it was in operation.

'The Council members focused on insignificant things such as Dress Down Day. They did not advocate for empowerment or address serious school or other issues.'

THE QUESTIONNAIRE SURVEY

GENERAL PARTICIPATION

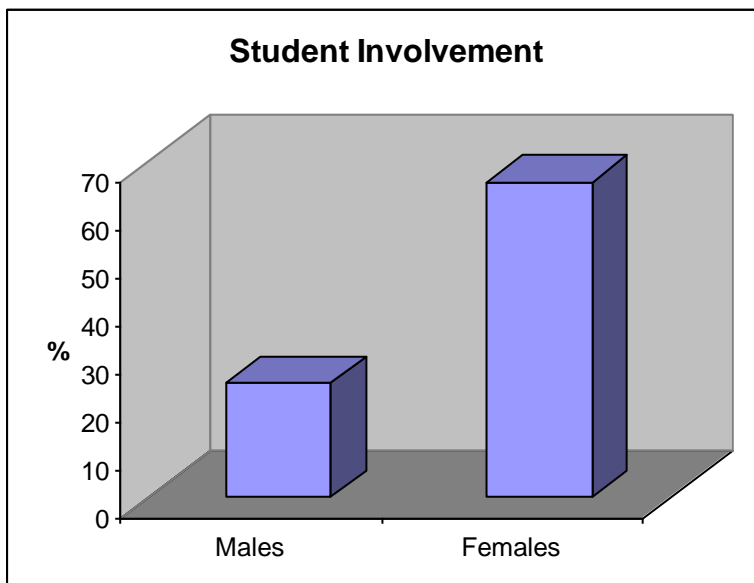
Knowledge of opportunities for participation

Knowledge of the various opportunities for student participation was very high across the sample. Ninety-eight percent of the respondents indicated some knowledge of opportunities for participation with only three students indicating that they knew of none. All three of these students came from Anse Ger High School. All the school administrations did a very good job in informing their students about the available clubs. Eighty-eight percent of the respondents reported being informed in this way with the remaining students being informed by their friends.

Participation

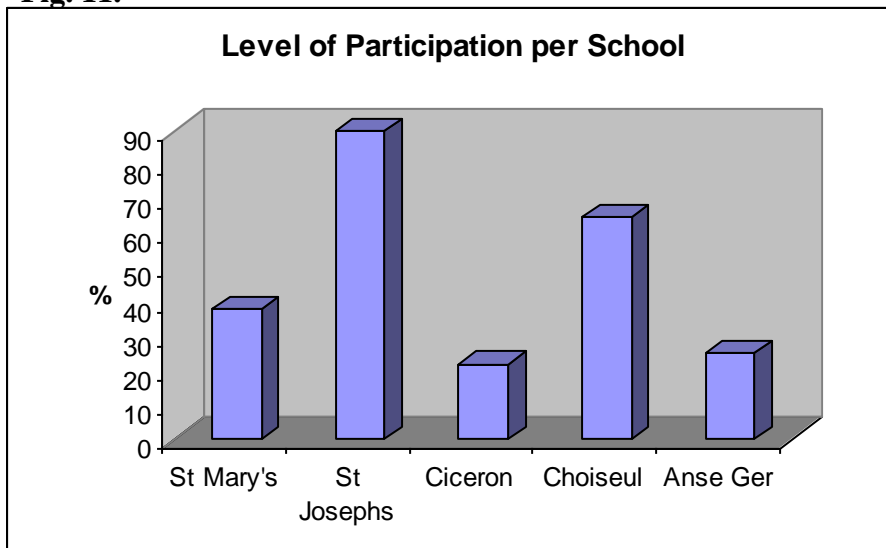
Participation in student based organizations across the sample in St. Lucia was low. Only 48 percent of the overall sample indicated that they were involved in one or more activity that their school had to offer. Male participation was particularly low creating a considerable gulf between the levels for the two sexes. Sixty-six percent of the female respondents indicated some level of involvement while the same could be said of only 24 percent of the male respondents. In each school, the participation of females far outstripped that of their male counterparts (Fig. 10).

Fig. 10.



The high level of female involvement was particularly evident at the all girls St Josephs Convent (Fig. 11). Here, 90 percent of those that were interviewed indicated involvement in at least one activity. By contrast the all boys St Mary's College revealed a very low percentage of 38. St. Josephs Convent however, was also the highest achieving school in the island and their level of participation is compared with that of the lowest performing school (Ciceron, 65%) it is clear that academic achievement is also related to the level of involvement. St Josephs Convent was followed by Choiseul (65%), St Mary's, Anse Ger (25%) and Ciceron. There was also a significant difference between the level of involvement based on location. While 64 percent of students attending those schools classified as urban reported some level of involvement, their rural counterparts revealed a percentage of only 45.

Fig. 11.

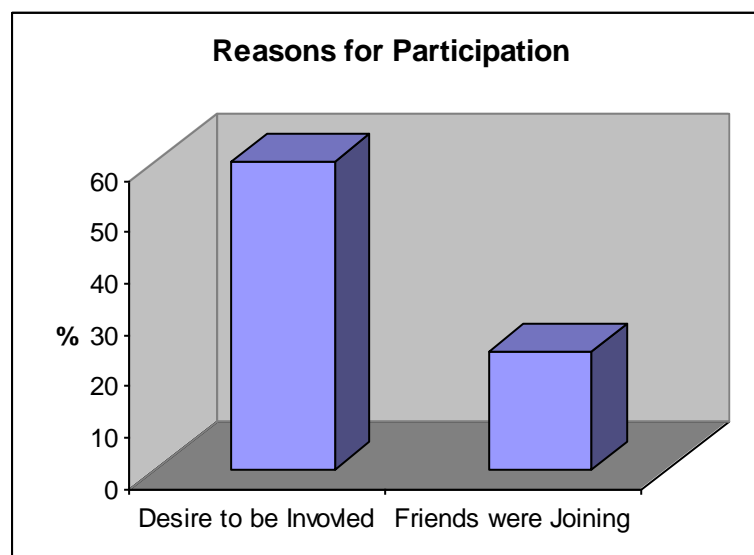


The few males that were involved in school activities did so mainly in the form of three clubs – peer Helpers, Young leaders and Cadets. Females exhibited a wider array of activities but the bulk of their participation was in Red Cross, Peer Helpers, Young Leaders and the Students’ Council. The highest level of involvement for females across the sample was in the Red Cross. Twenty-one percent of those who participated in activities indicated that this was their club of choice.

Motivations for becoming involved

Respondents were asked to indicate the various motivating factors that may have played a role in their involvement in one or more of these organizations. A number of reasons were put forward by the students in the sample but generally, respondents in St Lucia joined these clubs for two reasons –a desire to get more involved in school and because their friends were joining (Fig. 12). Females were more likely to join as a result of a desire to be more involved in school. Fifty-nine percent of the female respondents were motivated by this desire. Boys on the other hand were attracted to these organizations mainly due to the fact that their friends were joining.

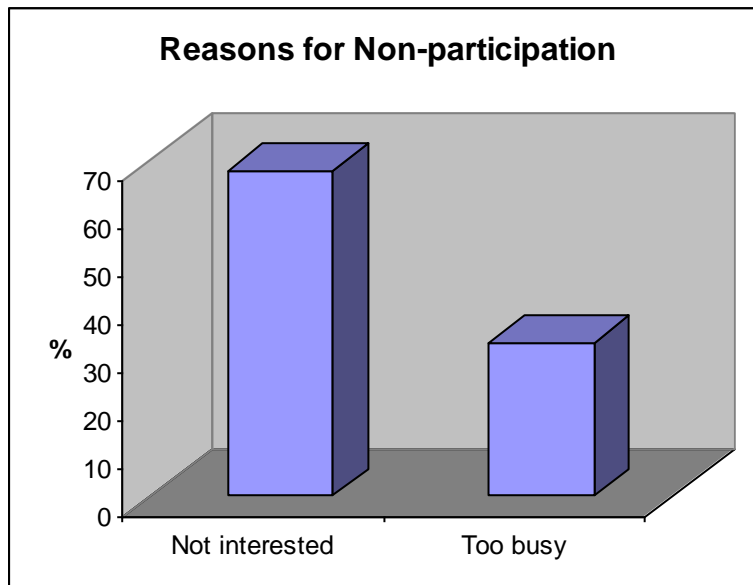
Fig. 12.



Deterrents

The most common reasons given for a lack of involvement among the students in St. Lucia are illustrated below. There was an overwhelming lack of interest in school activities on the island. Sixty-eight percent of the respondents who did not participate, cited a lack of interest as the reason behind their decision. The other significant reason was that they were too busy (32%) (Fig. 13)

Fig. 13.

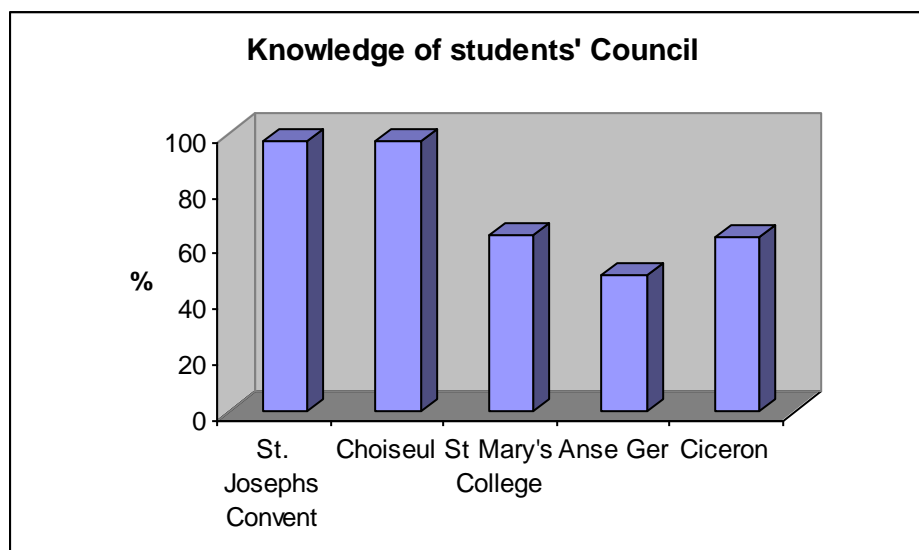


The trend was similar for both males and females with the vast majority identifying these two reasons as their deciding factors. Males however had a larger proportion of their respondents citing a lack of interest. While 48 percent of the females reported this as their reason, as many as 64 percent of their male counterparts showed no interest. There were no significant differences relating either to the location of the school or the level of achievement.

THE STUDENTS' COUNCIL

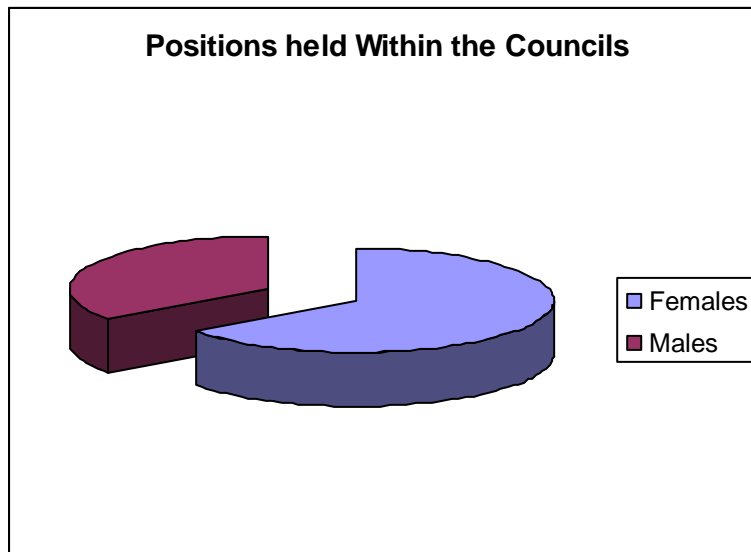
All of the schools that made of the sample in St. Lucia, had an active Students' Council. Knowledge of the councils among the student body in some cases however was curiously low (Fig. 14). St Josephs Convent (98%) along with Choiseul (98%) had the highest levels of knowledge. These were followed by St Mary's College (64%) and Anse Ger(49%). Even more interesting was the fact that while in St Mary's College, the largest proportion of those that did not know about the existence of the Students' Council came from Form 2, those at Anse Ger were spread equally throughout the school.

Fig. 14.



As with the other islands in the study, the system in the St Lucian schools is such that representatives are elected by their classmates to be on the Students' Council executive. As a result there are limits to the number of students that would be able to be members of the council. As expected therefore, the level of membership across the sample was low. Only 10 percent of all those interviewed indicated that they were members of the students council. The numbers were roughly the same regardless of the school, with both males and females revealing the same level of membership (6% each). Females again exhibited their higher level of participation however, when positions within the councils were taken into consideration (Fig. 15). Of all the positions available across the sample, females held 65 percent of them.

Fig. 15.

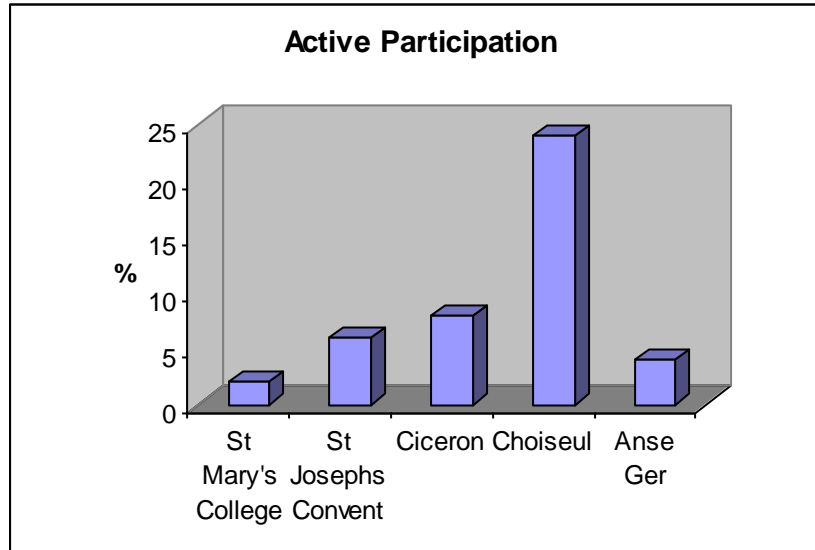


Within the three mixed sex schools that (Choiseul, Ciceron and Anse Ger), girls held the majority of the positions. The lowest number of positions held within the sample was at Anse Ger where only one student interviewed reported holding a position. This was a female student.

With the knowledge that the number of Students' Council members would not give an accurate account of overall participation, respondents were asked to indicate whether or not they considered themselves to be active participants of their Council. Participation in the Students' Council by the general student body across the sample was very low indicating that even some who were members of the council did not consider themselves to actively participate. Only 9% felt that they did, with both males (4%) and females (6%) exhibiting similarly low levels of involvement. The level of scholastic achievement did not appear to have much bearing on participation levels in the students' Council as the high achieving St Josephs Convent had only the third highest participation level (Fig. 16). The highest level of participation came from Choiseul (24%). This was followed by Ciceron (8%) (lowest achieving), St. Josephs Convent (6%), Anse Ger (4%) and St.

Mary's College (2%). Interestingly, rural levels of involvement (14%) were higher than that of the average for the urban schools (4%).

Fig. 16.

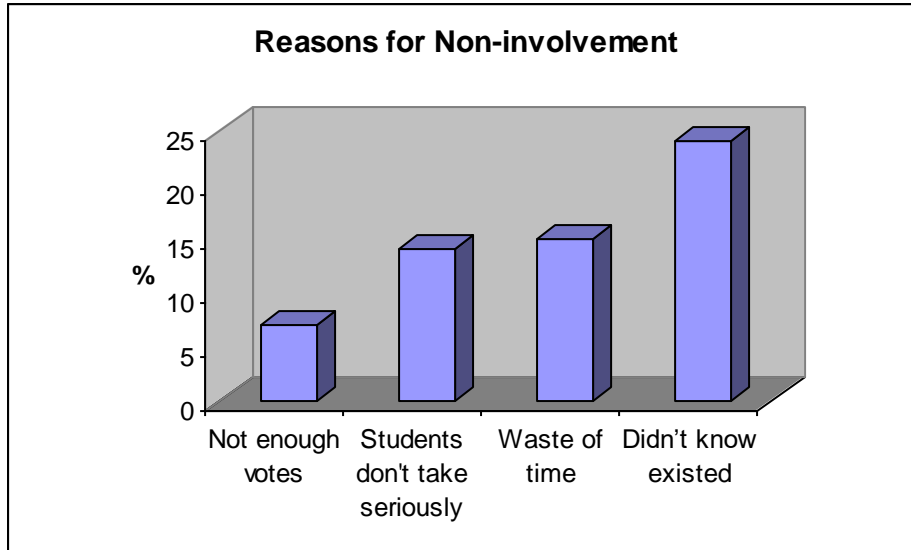


As many as 93 percent of the respondents across the sample felt that it was important for students to have a voice in the running of their schools. With the low level of overall participation, this indicates that though students feel the need for such an organization, they are not eager to be a part of it. There were three main reasons given by St. Lucian students as to why it is important. Firstly it was felt that it is very important for students to learn to speak up for themselves (47%). Secondly a portion of respondents (10%) felt that there are issues which teachers and other staff may not see as important, but are important to the student body. Finally, there was also a small portion of respondents (9%) which felt that it is the students who know what is best for themselves, and so decisions should not be made by the administration in isolation.

Deterrents

Students were asked to give reasons why they were not involved with the council. A number of interesting answers were given by the respondents. Some indicated that they were quite happy to watch from the sidelines. Others reported that they did not want the school administration to see them as trouble makers. The most popular answers are illustrated below (Fig. 17). The largest proportion of respondents (24%) indicated that they were not involved with the Students' Council because they did not know that one existed. This was followed by those who thought it was a waste of time (15%), those who felt that students at the school just would not take it seriously (14%) and those who went for election but did not get enough votes (7%).

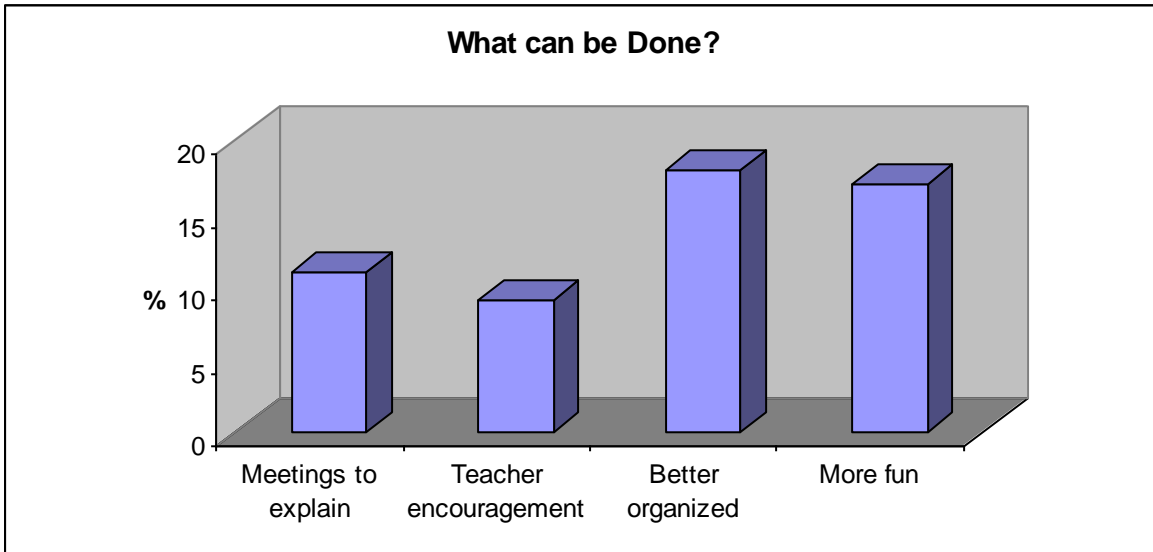
Fig. 17.



There were differences in the answers given for males and females however. While boys tended to give answers such as joining would be a waste of time (19%) and being too busy with other school activities (11%). Girls did not join the council for reasons such as not feeling that the student body would take it seriously enough (28%), not getting enough votes (9%) and also being too busy with other school activities (15%). Both males (32%) and females (21%) had significant proportions of respondents indicating that they did not join because they had no idea that their school had a students' Council.

Students were asked what they felt needed to be done to encourage more students to get involved in organizations such as the students council (Fig. 18). A variety of suggestions were given the most popular of which are illustrated below. The majority of the respondents felt that there need to be more fun activities incorporated into the council (43%). This was followed by a need for the Council to be better organized (40%). Smaller proportions indicated that they felt that more meetings were necessary to explain the benefits of joining such organizations to students (11%) and that encouragement was needed from teachers for students to join (9%).

Fig. 18.

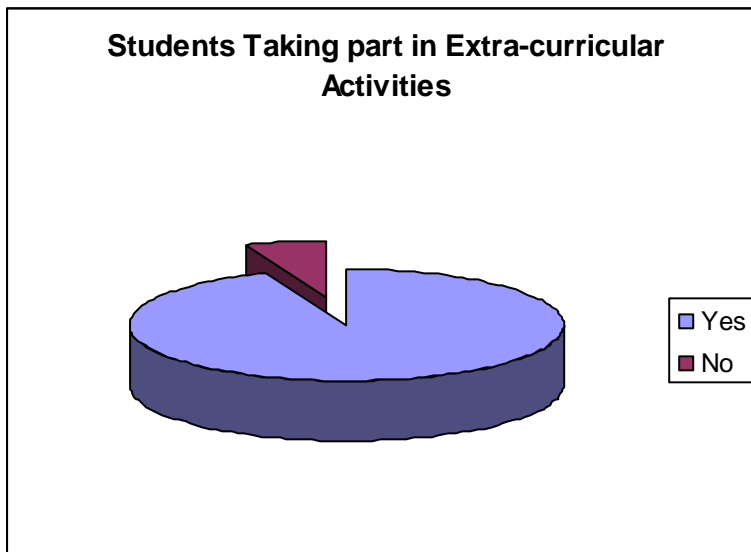


COMPETING ACTIVITIES

Extra-curricular Activities

With 94 percent of the sample indicating that they were involved in some kind of organized activity once school had ended, it was clear that extra-curricular activities played a large part in the lives of students in St. Lucia (Fig. 19).

Fig. 19.



Both male and female involvement in extra-curricular activities came mainly in the form of sports but this was particularly true in the case of the males. 78 percent of all boys who indicated some form of involvement reported doing so in the form of a sport. This was the case for 51 percent of the females. Unlike their male counterparts however,

females were also heavily involved in clubs with 40 percent indicating this as one of their extra-curricular activities.

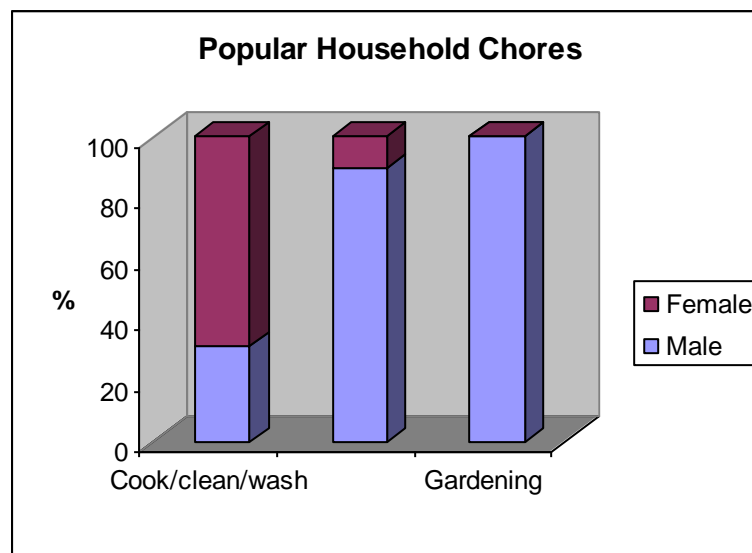
Recreational Activities

Respondents were asked to indicate how they spent their free time. The most popular recreational activity across the sample was reading. 51 percent of the respondents included reading as one of the activities they took part in during their free time. This was followed by sports (38%), TV (35%) and reading (32%). Socializing appeared to be the activity of choice in all the schools involved in the study however males were more likely to take part in some form of sporting activity.

Chores around the home

94 percent of all respondents in St Lucia indicated that they spent some of their time doing chores around the home (Fig. 20). The most common activity by some distance was cooking/cleaning/washing with 89% of the respondents across the sample including this as one of their household activities. This was followed by household repairs (18%) and gardening (14%). The gender division of labour in the home was evident as women accounted for 69% of those involved in cooking/cleaning/washing. At the same time, household repairs (90%), and gardening (100%) were almost exclusively male.

Fig. 20.



As stated before, there was a general lack of interest in being a part of organizations such as the Students Council. This was made even more evident by the number of students who indicated that their involvement in these competing activities had nothing to do with their lack of desire to participate. Over 90% in each school indicated that regardless of what they do in their spare time, they simply were not interested in being a part of the Students' Council.

THE QUALITATIVE ENQUIRY

Level of participation

With the exception of the participant from St. Josephs Convent, the general feeling among those interviewed was that there was a very low level of Students' Council participation among the students at their schools. Of those that did get involved however, a considerable majority were female. Most of the clubs that the schools had to offer were supported to a larger degree by females and the Students' Council appeared to be no exception. The following statements provide an example of the general sentiment among the participants:

'There are very few males involved in all the clubs. . .In the students council there are only about 5 and I am trying to get more to be involved.'

'I wouldn't say they males come. . .if males come it is most likely that they have been forced by a teacher.'

The situation was markedly different however at the all girls St. Josephs Convent. The participant felt that there was a high level of participation among the students at her school. She said that students were encouraged to be part of organizations and were given a high level of autonomy. This however that this was not always the case, as in the past, the level of participation had been low. Formerly, the executive of the students' council had been made up of senior students who do not have much time to devote to the council. However last year there was a change and younger students are now making up much of the executive and so it has become much more vibrant and the overall level of participation is much higher.

'I was the first form three student to ever be voted as president.'

The poor level of participation by boys was a recurring theme within the discussions with the participants offering a variety of reasons as to why this was the case. Some argued that there were certain stigmas attached to participation in the Students' Council. Boys tended to feel that the council was boring, and 'not cool'.

'They just want to have fun, and the probably do not think that these groups are fun. They do not realize that it benefits you in the future.'

As a result few males were interested in joining as they tended to be easily influenced by what their friends are doing. Some participants indicated that boys were eager to avoid the 'embarrassment' that they would be subjected to were they to join the council.

'People who they call their friends will criticize them. . .guys are very affected by peer pressure.'

'Boys want to be accepted by their group. They will stay away from these groups just to be accepted.'

Females on the other had not only were not subjected to ridicule as a result of their participation, but according to the participants, even if they did, would not allow it to affect their decision to become involved. When asked why she felt that the level of participation was so low among males, one respondent argued that felt that females were more emotionally equipped with the responsibility that such participation entails.

'I believe females have a different way of thinking to men. They are more likely to be able to deal with it. . .'

Other pointed to the effect of socialization and the manner in which this has been manifested in the school environment. Girls it was felt were raised in a manner which encouraged participation. One respondent explained:

'In St Lucia girls are brought up in a very strict manner. Parents do not want them to go out and they are to stay home and work. Boys on the other hand can do what they want. . .'

Others argued that it was as if girls are expected to be involved in these groups and boys were not.

What can be done?

Much of the discussions on what could be done to encourage greater participation centered around the changing of attitudes towards the council among the student body. Some felt that many students did not feel that the Students' Council was effective as those that do join often approach the task with a lack of conviction. One respondent explained:

'it is more of a jovial matter to the students.'

He said that the students involved in it were not serious about it. Students made unrealistic demands and before long it is clear to the student body that there is no point.

'There are impossible promises like air conditioning in every classroom. . .'

The feeling was that there needed to be greater promotion of the positive aspects of the council to allow students to see that it is an organization that is worth their time. This promotion it was argued needed to come from both the existing Council members, as well as the administration. With the exception of St. Josephs Convent, who got considerable assistance from the staff at the school, the general view was that the school administrations did not do enough in terms of assisting them in the promotion of the Council. In keeping with the results of the questionnaire survey, it was argued that many students in the schools did not even know about the existence of the Council. This they felt had a lot to do with the lack of effort being put out by the administration. Their indifference it was felt, was allowed to seep down to the student body.

GRENADA

COUNTRY DATA

There are 16 public schools currently in operation in the island of Grenada. All the schools offer some form of extra curricular activity with the most common being 'Red Cross' and 'Young Leaders' which are offered in 10 schools each. The number of activities range from just two in the case of Grenville Secondary to as many as 7 in the case of Boca Secondary School. The schools and clubs are listed below.

- **Grenville Secondary:** 4H, Young leaders
- **St Andrew's Anglican Secondary:** Science Club, maths club, Girl Guides, Brownies, Modern Languages: Debating
- **St. Davids's Catholic Secondary:** Girl Guides, Big Brothers Club, Rangers, Red Cross, Choir, Drama
- **Westerhall Secondary:** Cadets, 4H, Girl Guides, Hiking Club
- **Anglican High School:** Young Leaders, St john's Ambulance, Girl Guides, Steel band, Junior Achievers
- **Boca Secondary School:** Junior Achievers, Young Leaders, Savings Union, 4H, Girl Guides, Bible Club, Red Cross
- **Grenada Boy's Secondary:** Young Leaders, Junior Achievers, Agricultural Club, Science Club, Drama, Choir
- **Happy Hill Secondary,** Young Leaders: Red cross, Drum Corp, Choir, Cheerleading
- **St. Joseph's Convent:** Young Leaders, Junior Achievers, 4H, Girl Guides, Brownies
- **St John's Christian:** Girl Guides, Junior Achievers, Young Leaders
- **St. Rose Modern Secondary:** Environmental Club, Debating Club, Girl Guides, Rangers, Red Cross
- **St. Mark's Secondary:** Young Leaders, Junior Achievers, Drama
- **Grenada S.D.A Comprehensive:** 4H, Red Cross, Pathfinders, Choir
- **Mac Donald College:** Latin dance, Drama, Red cross, Rangers
- **Bishop's College:** 4H, Red cross, Young leaders, Junior Achievers, Scouts
- **Hillsborough Secondary:** Red Cross, Young Leaders, Junior Achievers, 4H

Students' Councils

Legislation

The ministry of Education in Grenada does not make any provision for the regulation of Students' Councils within the Educational Act. However, the Ministry was in the process of finalizing guidelines regarding the implementation of Students' Councils if schools wished to do so. Table 3 shows the prevalence of Students; Councils in Grenada.

Table 3. Prevalence of Students' Councils - Grenada

Secondary Schools
St Andrew's Anglican Secondary
St. Davids's Catholic Secondary
Westerhall Secondary
Anglican High School
Boca Secondary School
Grenada Boy's Secondary
Happy Hill Secondary
St. Joseph's Convent
St John's Christian
St. Rose Modern Secondary
St. Mark's Secondary
Grenada S.D.A Comprehensive
Mac Donald College
Bishop's College
Hillsborough Secondary

Of the sixteen public schools currently in operation in Grenada, 15 reported having a functional Students' Council (94% of total). The majority were established relatively recently. St. Rose Modern Secondary however, reported that their council has been in operation for over 20 years. Though the majority of these schools considered their council to be 'very active', in similar fashion to Barbados and St. Lucia, a number of schools reported that it could be more active, and cited a lack of enthusiasm by either the students or teachers as the reason for its lack of activity.

' . . .not sufficient teachers motivating the students...[the teachers] are not interested in it.'

' . . .not as active as it used to be, due to a lack of student commitment... They don't see the importance of it.'

Granville secondary was the only school to report not having a functioning Students' Council. According to the administration the Council was established 'long ago', but there is currently no working committee. They anticipate however, that it should be functional again by the next school year. The prospective executive members have already been identified, but they have yet to hold the elections to assign those students to their specific positions.

THE QUESTIONNAIRE SURVEY

GENERAL PARTICIPATION

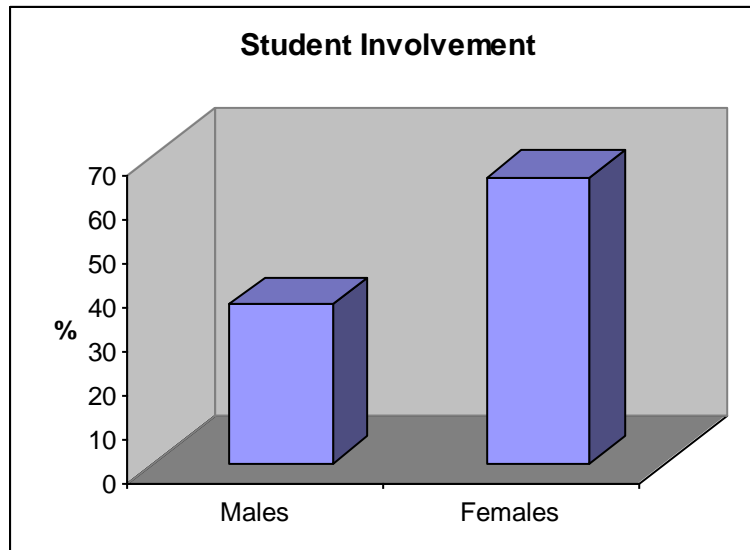
Knowledge of opportunities for participation

Knowledge of the various opportunities for student participation was very high across the sample. Only 5 students of all those interviewed indicated that they were not aware of any of the clubs or organizations that their school had to offer. Interestingly all five of these students attended the high achieving St. Mark's Secondary. Students appeared to be well informed by the various school administrations. Eighty-seven percent learned about these organizations from the school admin with the remaining percentage hearing from their friends.

Participation

There was moderate participation in student based organizations across the sample in Grenada (Fig. 21). Fifty-four percent of the sample indicated that they were involved in one or more organization that their school had to offer. Participation was however more likely to occur among the females within the sample as there was a wide disparity with regards to the level of involvement between the sexes. Sixty-five percent of the females across the sample indicated some form of involvement in student activities while same could be said for only 36 percent of their male counterparts.

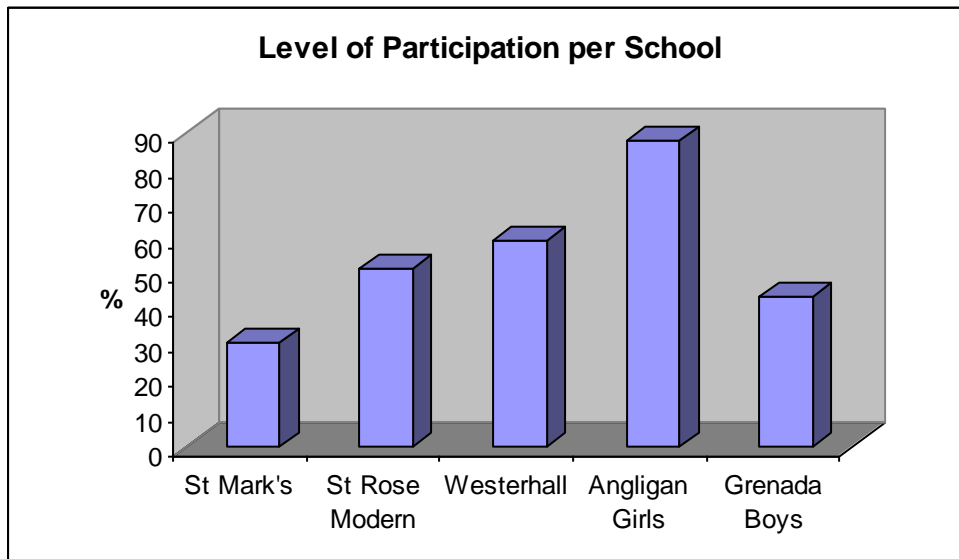
Fig. 21.



The role of sex in student involvement in Grenada was demonstrated in the levels of participation per school. The all girls Anglican High School had a remarkably high level of participation (88%) compared to that of the all boys Grenada Boys School (48%).

When Anglican High School was excluded from the analysis, the overall level of participation within the sample was very low (24%). A very interesting fact to emerge from research in Grenada was that the highest achieving school academically (St. Mark's Secondary School) was the school with the lowest level of student participation (30%) while Westerhall Secondary, the lowest performing school had the second highest participation percentage (59%) (Fig. 22). School academic performance appeared to play no role in the level of involvement.

Fig. 22.

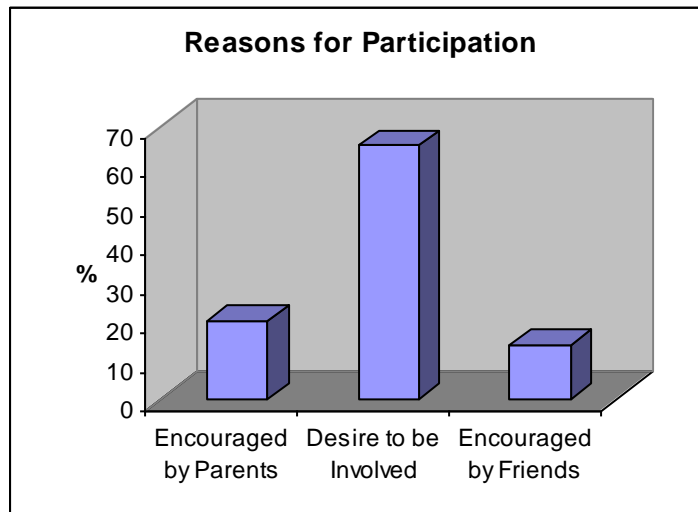


Though participation among the boys was generally low, male participation for the most part took the form of four clubs – Junior Achievers, Cadets, Young Leaders and Scouts. Females were involved in a wider array of clubs but their highest level of involvement was in Junior Achievers, 4H club, Girl Guides and Young Leaders. Young leaders appeared to be particularly attractive to female students as 41 percent of females who took part in activities, did so in this way.

Motivations for becoming involved

There were a variety of reasons that students got involved in organizations in Grenada. The most common reason given across the sample was a desire to get involved. 65 percent of the respondents that participated in one or more organizations, cited this as one of their motivating factors. Other significant reasons given were that their friends were joining (14%) or they were encouraged by their parents (20%) (Fig. 23). This pattern held true for both males and females, with the majority wanting to get involved more in school though this was more likely to be a motivating factor for the girls. Boys were more likely than girls to have gotten involved because their friends encouraged them to.

Fig. 23.

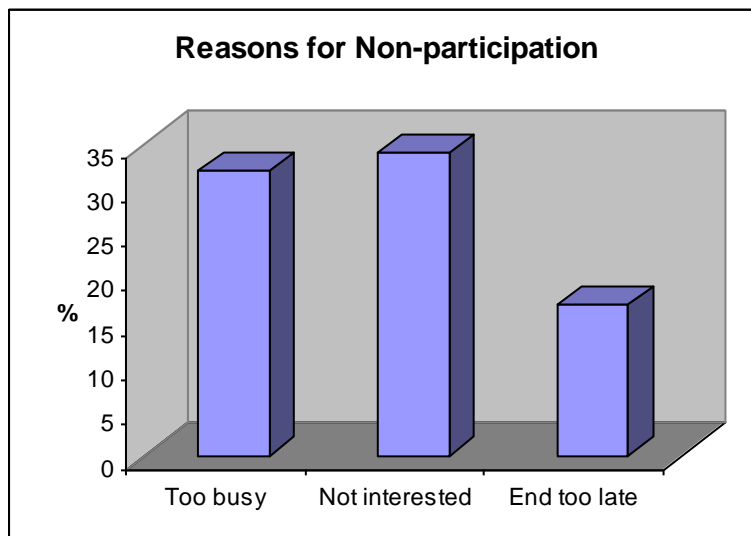


Girls were more likely to have joined as a result of encouragement from their parents as 73 percent of those who reported this as one of their reasons was female.

Deterrents

The most common reasons given for a lack of involvement among the students in Grenada are illustrated below (Fig. 24). Thirty-four percent of the respondents who did not participate, did so because of a lack of interest in such activities. This was followed by being too busy (32%) and the activities ending too late after school (17%).

Fig. 24.

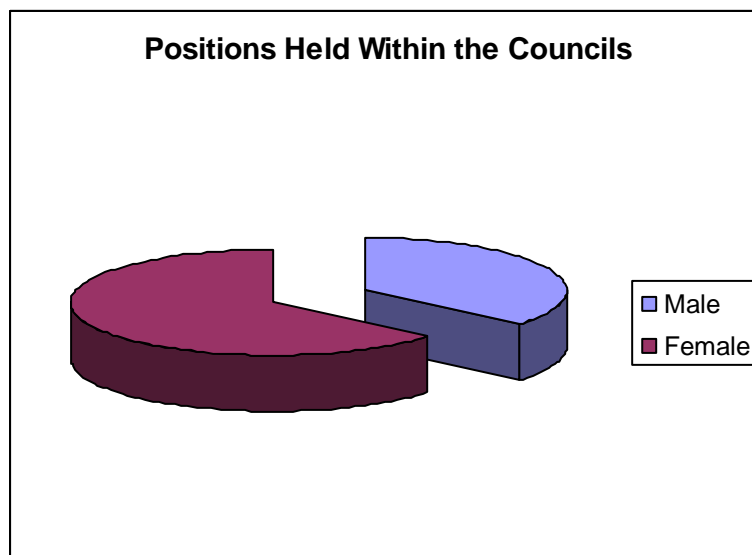


The trend here was also identical for both sexes. Both males and females cited a lack of interest as the reasons for not participating followed by being too busy and the activities ending too late. There were no significant differences relating either to the location of the school or the level of achievement.

THE STUDENTS' COUNCIL

All the schools in the sample had an active students' council. Knowledge of the organizations was also very high as every student that was interviewed was aware of the presence of the council in their respective schools. As is the case in all the islands in the study that have Students Councils, the system is such that Council members are elected by their classmates and as a result there is a limit to the number of representatives per school, as expected only a small percentage of respondent were actually students' council members. Thirteen percent of all those across the sample were actually Students' Council members with the numbers roughly the same for each school. Interestingly, despite the low level of overall student involvement by males, the number of representatives was very similar between the sexes. While 14 percent of female respondents reported being a member of the council, the males were not far off at 13 percent. Females however again emerged as more active participants when positions within the councils were taken into consideration. Of all the positions available across the sample, females held 64 percent of them (Fig. 25).

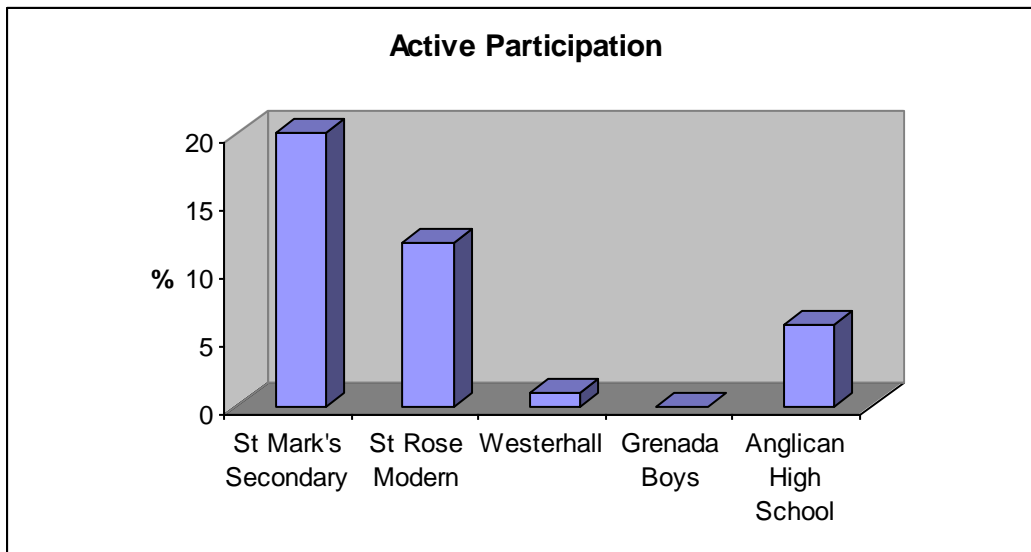
Fig. 25.



In the three mixed sex schools (St Mark's Secondary, Westerhall and St Rose Modern), girls held the majority of the positions within the council. Westerhall Secondary – the lowest performing school, held particular significance as no male respondent reported that they held a position within the council.

In order to assess the overall interest in the activities of the Students' Council, respondents were asked whether or not they considered themselves to be active participants, as this included students who were not necessarily members. Participation was very low at 10 percent with very few males (8%) and females (12%) indicating an active level of involvement, suggesting that even many of those who were members of the council did not feel that they participated with any significance. The highest level of involvement came from the high achieving St Mark's Secondary (20%) with Grenada Boy's School revealing no one who felt they actively participated (Fig. 26).

Fig. 26.



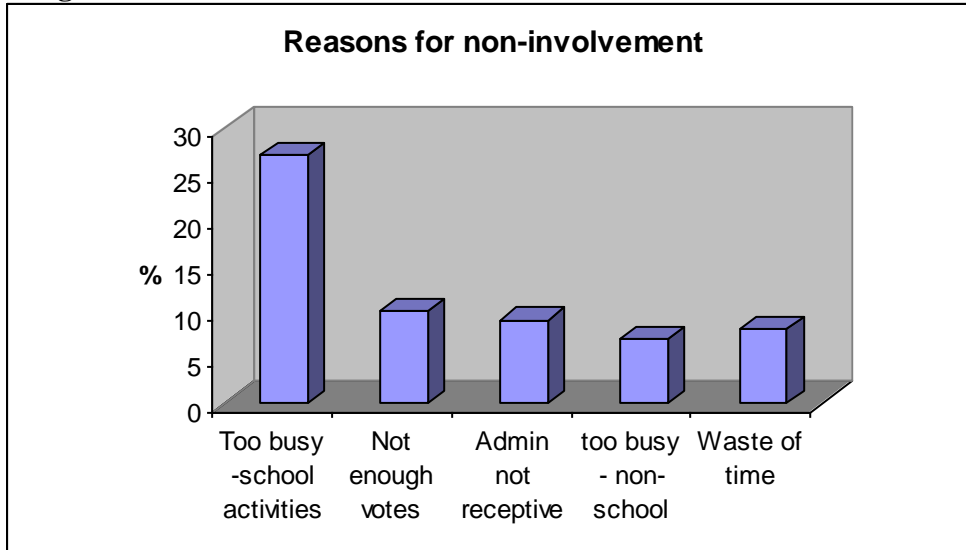
Despite the overall low level of participation in the Students' Council across the sample, there was a strong belief that the organization serves a very good purpose. Ninety-two percent of the sample felt that it was very important for students to have a voice in school decision making suggesting an unfortunate trend of non-involvement despite knowledge of its importance. There were three main reasons given by Grenadian students as to why it is important. Firstly it was felt that it is very important for students to learn to speak up for themselves (34%). Secondly a portion of respondents (12%) felt that there are issues which teachers and other staff may not see as important, but are important to the student body. These they felt need to be heard. There was also a small portion of respondents (9%) which felt that the sharing of ideas between students was also very important.

Deterrents

Students were asked to give reasons why they were not involved with the council. Answers ranged from being too shy to not knowing how to join the council. The most popular reasons are illustrated below (Fig. 27). The largest proportion of respondents (27%) felt that they were too busy with other activities at school to have time for the

Students' Council. This was followed by those who went for election but did not get enough votes (10%), those who felt the school administration was too difficult to talk to (9%), those who were too busy with non-school activities, and those who thought it would be a waste of time.

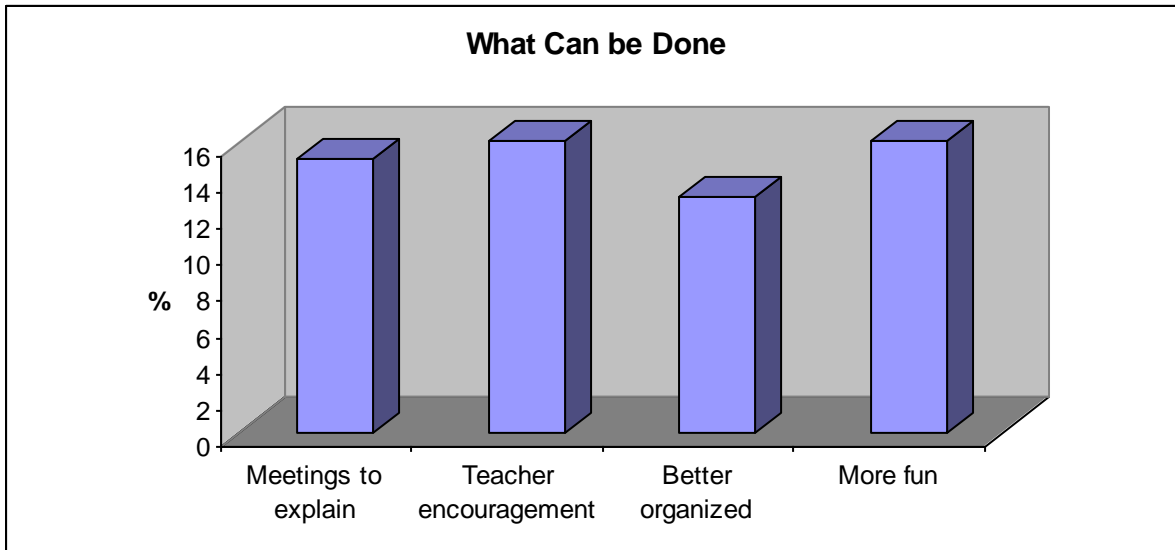
Fig. 27.



The pattern for males and females was roughly the same across the sample with similar proportions of each sex indicating the reasons above. This is however with the exception of being too busy with other school activities. Fifteen percent of the female respondents that indicated that they were not involved, did so for this reason. The same was true of only 6 percent of the males. This is in keeping with findings on the level of overall participation in the schools.

With the low level of overall interest in becoming involved in the Students' Council, students were asked what they felt needed to be done to get more children involved (Fig. 28). A wide range of answers was offered. The most popular answers are illustrated below. Sixteen percent of the respondents each, felt that there needs to be more encouragement from teachers, and that the Council needs to be made to be more fun. This was followed by a need for the organizations to be more organized, and finally, meetings held to explain to students what the benefit is.

Fig. 28.



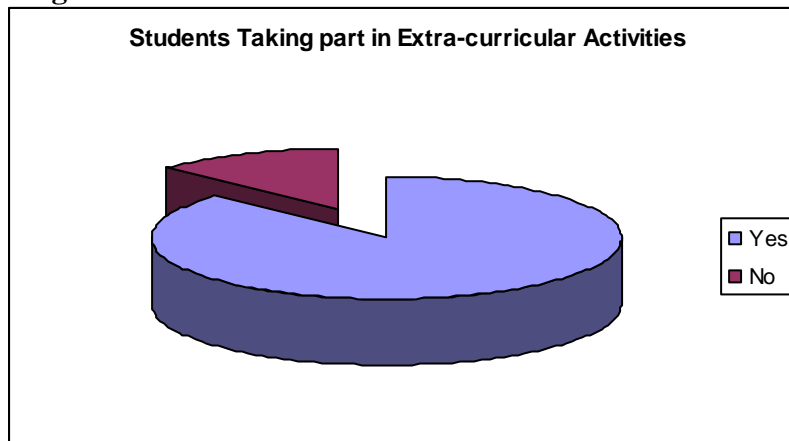
There were no observed differences based on sex, academic achievement or location of the school.

COMPETING ACTIVITIES

Extra-curricular Activities

Extra-curricular activities were very popular among the respondents in Grenada. Ninety-one percent of the sample indicated that they were involved in some kind of organized activity once school had ended (Fig. 29).

Fig. 29.



There was a high level of involvement by both male and female students with both sexes exhibiting similar levels. Involvement generally came in two forms – sports and clubs. Of those who indicated involvement in extra curricular activities, 79% included sports. Males regardless of the school, were more likely to participate in the form of sports, with 62% of involved males indicating that this was their avenue of choice. The same was true of 55 percent of the females.

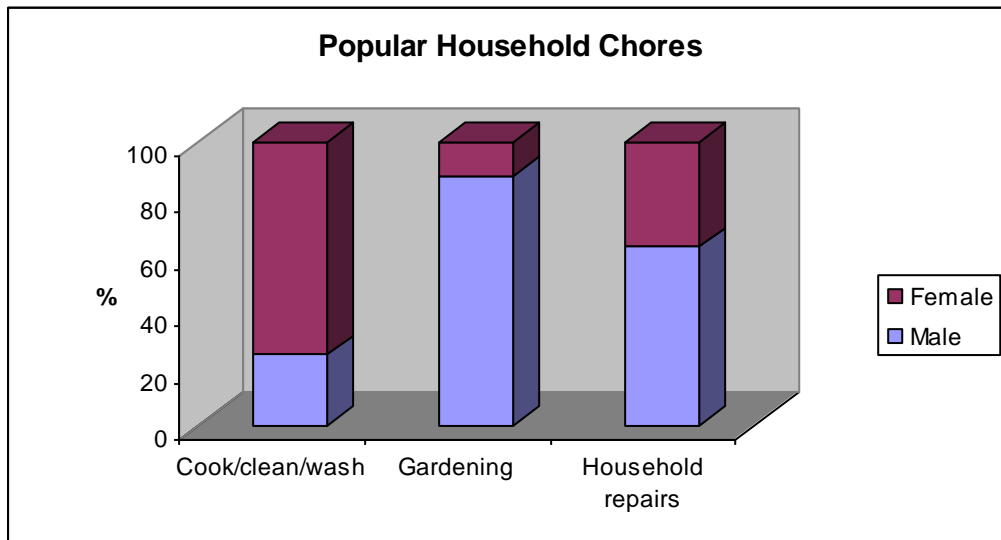
Recreational Activities

Respondents were asked to indicate how they spent their free time. The most popular recreational activity across the sample was reading. Forty-nine percent of the respondents indicated that reading was one of the activities they took part in during their free time. This was followed by Socializing with friends (43%), watching TV (35%) and sports (31%). When differences between the highest and lowest achieving school were examined it was revealed that reading and socializing with friends were more popular among students from the high achieving St Mark’s Secondary while watching TV was more popular among those from Westerhall. The activity that most occupied the free time of the male respondents was sports while the majority of females appeared to spend their free time reading.

Chores around the home

94 percent of all respondents in Grenada indicated that they spent some of their time doing chores around the home. Overwhelmingly, the most common household activity was cooking/cleaning/ washing (62%). This was followed by household repairs (3%) and gardening (3%). Cooking/cleaning/washing was almost exclusively a female activity (Fig. 30). Of all those who indicated that they spent time at home doing this, 75 percent were girls. Males however dominated gardening and household repairs accounting for 88 and 63 percent of the activities respectively.

Fig. 30.



As was the general trend in all the islands studied, very few students indicated that these competing activities actually affected their desire to participate. Over 90% in each school indicated that regardless of what they do in their spare time, they simply were not interested in being a part of the Students' Council.

THE QUALITATIVE ENQUIRY

Level of participation

The results of the questionnaire survey were supported by the qualitative interviews. With the exception of Anglican High School, all of those interviewed felt that there was a low level of general participation by students at their school. While the participants of each school felt that the level of involvement could be improved regardless of sex, the issue of non-participation was particularly a male problem. It was argued that boys may join clubs such as Cadets and 4h but in general they demonstrate a 'frustrating' lack of interest:

'They just like kicking ball. Sports is all they are interested in.'

This was a familiar theme in all of the discussions as the respondents indicated that girls were more likely to be involved in organizations like the Students' Council:

'The boys are not even interested in going to class. All they want to do is play sports, lime on the black and do stupidity. . . I don't think that boys really know what it feels like to participate.'

Much of the discussions centered around the issue of why boys appeared so uninterested in school based organizations such as the students council. Males it was argued had interest elsewhere and were not interested in getting involved in these kinds of activities:

'Football, basketball, playing games, computer. . .'

Some felt that 'peer pressure' was the biggest factor that affected male participation:

'If one friend does not want to do it, none of them will do it'

Many of those who do not participate tend to denigrate the existence and achievements of the council. Those who join are often called 'nerds' or told that they are a part of an organization that is 'for girls'. This it was argued had a significant effect on males who it was believed were more susceptible to this kind of pressure than their female counterparts.

What can be done?

It was unanimous among the participants that the school administrations were doing a good job in the facilitation of the Councils. The participant from Anglican High in particular was glowing in her assessment of what the administration has done. She indicated that they were very helpful and that they spent a lot of time trying to make the council as vibrant as possible. This was the general feeling among the participants. Each council had a teacher assigned to work with them and it appeared that this provided an effective platform upon which the Councils were able to operate. When questioned further however it emerged that there was still more that could be done.

Promotion of the students' Council and its activities was not as good as it could be. It was felt that there were too many children in the schools that did not know about the Students' Council.

'the council wasn't well promoted at all last year. Only four of us in the whole school made up the council.'

They argued that it was important for the administration to help them to show that these groups are doing good things and that they are not just for nerds. Most importantly it was felt that something has to be done to address the lack of male involvement in the organizations. Male specific remedies were seen as essential

*'They need to have some more activities that will attract more boys'.
'You have to make the boys want to get involved'.*

ANTIGUA AND BARBUDA

COUNTRY DATA

There are 9 public secondary schools currently in operation in Antigua and Barbuda (Table 4).

Table 4. Secondary Schools – Antigua and Barbuda

All Saints Secondary School
Antigua Girls High School
Antigua Grammar School
Clare Hall Secondary School
Jennings Secondary School
McChesney George (Barbuda)
Ottos Comprehensive Secondary School
Pares Secondary School
Princess Margaret Secondary School

Students' Council

Government Legislation

There is currently no legislation governing the implementation of Students' Councils in the island. As a result, none of the secondary schools in Antigua and Barbuda have a functioning Students' Council.

THE QUESTIONNAIRE SURVEY

GENERAL PARTICIPATION

Knowledge of organizations for participation

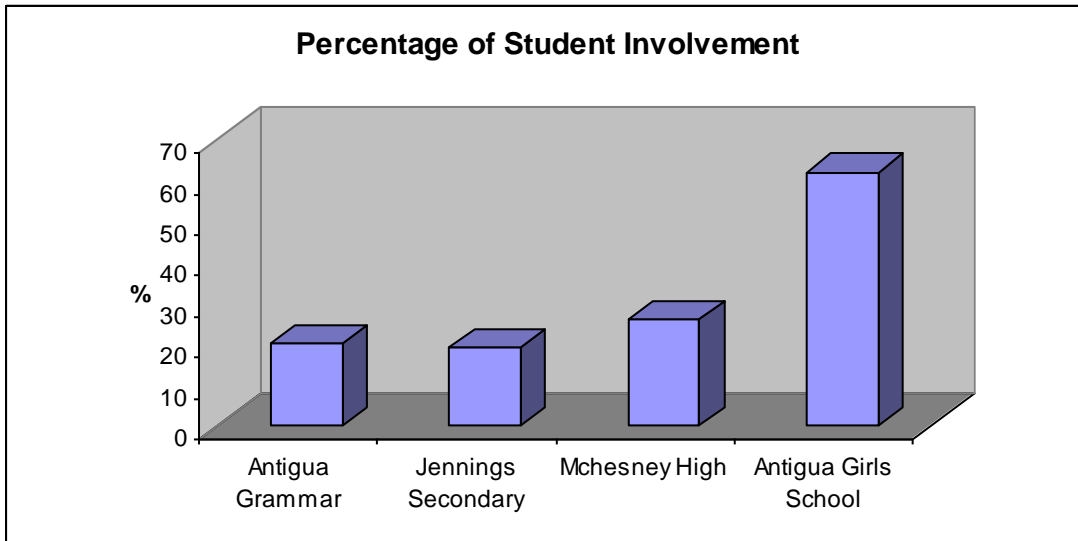
Knowledge of the various clubs/organizations that the schools had to offer was moderate. 88 percent of the respondents across the sample were aware of one or more of the various avenues for participation. Though Antigua Girls School reported 100 percent knowledge there were a number of respondents in the remaining schools that were completely unaware of the organizations on offer to them. - McChesney High (24%) Jennings Secondary (12%) and Antigua Grammar (12%). Of those who knew about the organizations, 73 percent were made aware by the school administration with the remaining portion being informed by a friend.

Participation

Despite all the schools reporting that they had opportunities for student involvement, the actual participation of students in clubs/organization in Antigua & Barbuda was generally low. This was the case for both sexes as only 32 percent of the students were involved in any of the activities that their school had to offer.

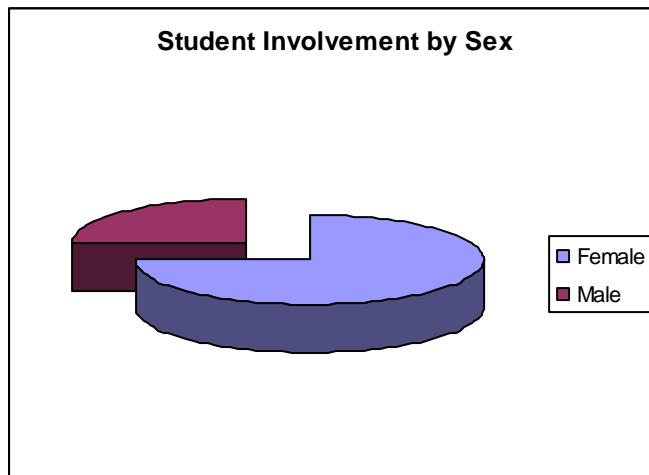
Though it is not possible to determine the exact role played by academic achievement without knowing the grades for each student who responded, it would appear that it indeed plays a significant role as the highest achieving school (Antigua Girls School) had the highest level of involvement among the sample while the lowest achieving school had the lowest level. When Antigua Girls School, which had a particularly high level of involvement (62 percent), was excluded, the average level of involvement for the remaining schools was very low (22 percent).

Fig. 31.



It is important to note however, that the highest achieving school was an all girls school (Fig. 31), and indeed student involvement was significantly higher among females across the sample. Seventy-five percent of those that reported being involved in one or more student organization was female. The fact that 66 percent of these girls came from one school – the high achieving Antigua Girls School however, would indicate that though girls across the sample are generally more involved than their male counterparts (Fig 32), that level of school achievement does in fact play a very important role.

Fig. 32.



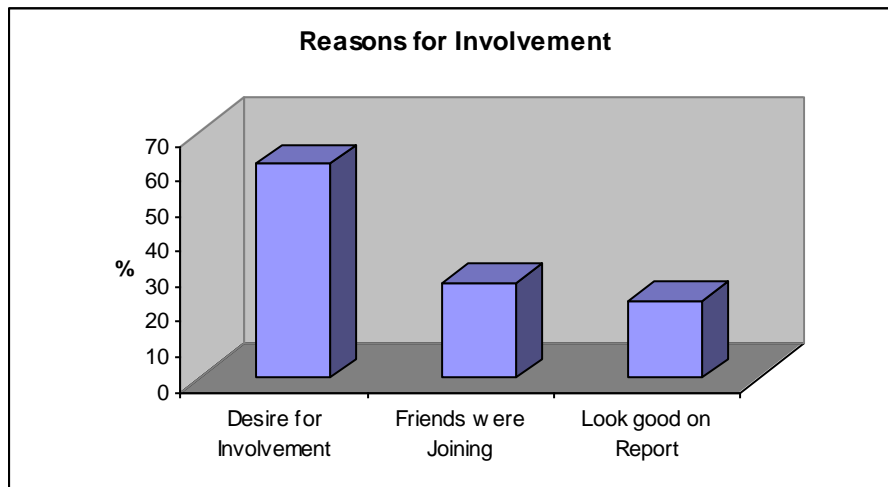
Those boys who were involved in student organizations took part mainly in three clubs – Young Leaders, Interact club and Positive Thinkers. The highest level of involvement

among female respondents was Interact Club and the School Choir. Interestingly however these all came from the Antigua Girls School.

Motivations for becoming involved

Those students in Antigua and Barbuda that were involved in one or more organizations did so for a variety of reasons (Fig 33). The most common reason given was simply ‘a desire to become more involved’ with 61% of the respondents mentioning this as a motivating factor. Other significant reasons were that their friends were joining (27%) or that they felt it would look good on their report (22%). The trend was similar for both sexes as both boys and girls had their highest percentage mentioning that they wanted to get more involved.

Fig. 33.



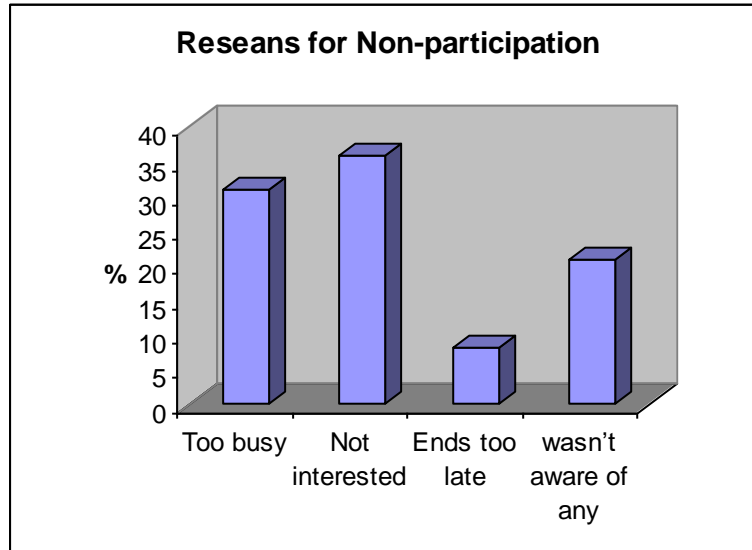
Students did not appear to receive much encouragement from home, as the number of respondents who reported being encouraged by their parent/parents to become more involved was very low. No boys received encouragement from home to participate and while only 7 of all girls who participated did so as a result of parental encouragement, it was very interesting to note that 6 of these girls came from the high achieving Antigua Girls School.

Deterrents

Similarly, those students who were not involved in any organizations gave a variety of reasons. The most popular of these reasons are displayed in the table below. Thirty-six percent of the respondents who did not participate did so because they were not interested in taking part in any student organizations. This was followed by being ‘too busy’ (31%), not knowing of their existence (17%) and that the activities tended to end too late

(8%) (Fig. 34). The fact that so many students did not know of the existence of any clubs indicates the poor promotion of activities throughout the sample.

Fig. 34.



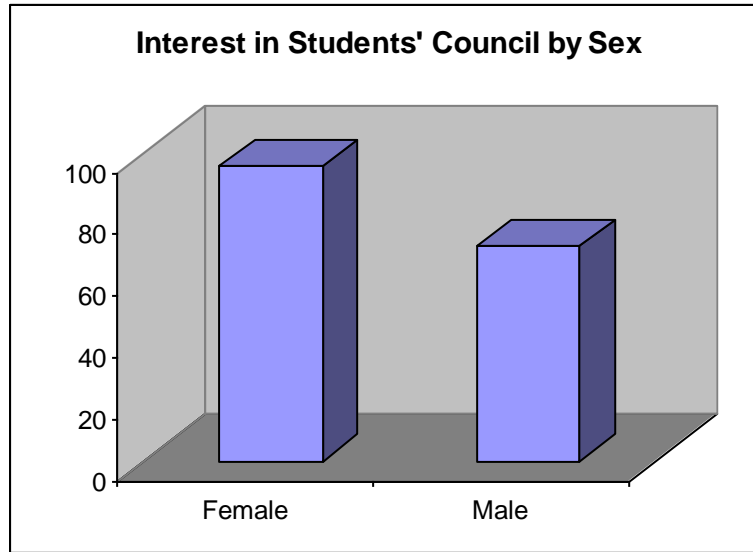
The most common reasons given for female non participation across the sample was that they were too busy, with 26 percent of respondents in this category citing this as a reason. Boys on the other hand cited a lack of interest as the most common reason with 38% giving this as one of the factors involved. There were no significant differences relating either to the location of the school or the level of achievement.

THE STUDENTS' COUNCIL

None of the schools in Antigua and Barbuda that took part in the study had an active students' council or any other organization that involved student in school decision making. The respondents therefore answered questions relating to the significance they felt a students' council may hold, and whether or not they would be interested in one being at the school.

Interest in a students' council was remarkably high regardless of location or level of school achievement (Fig. 35). Across the sample, 85 percent of the respondents reported that they would like to see a students council set up at their school. Though both sexes displayed a high level of interest, a larger percentage of female respondents were interested than males. Ninety-six percent of female respondents across the sample indicated an interest.

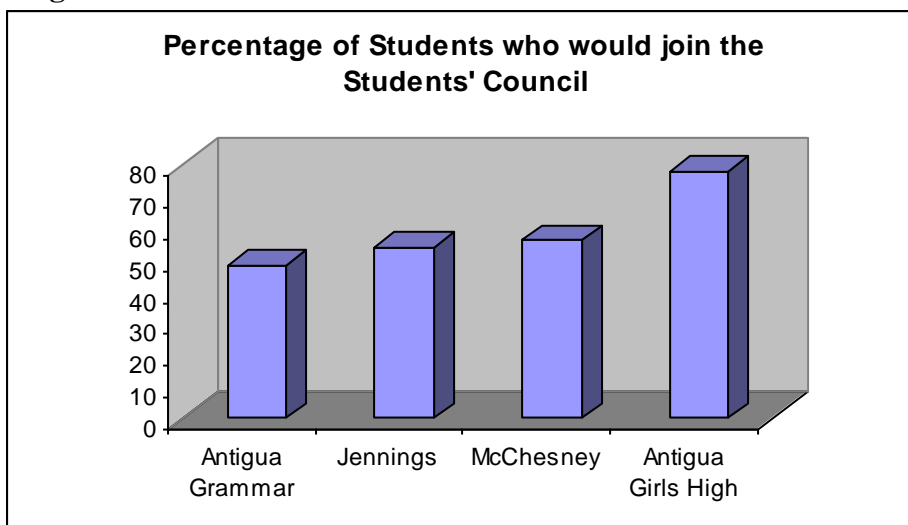
Fig. 35.



The level of support for a students' council was not surprising considering that an overwhelming majority felt that it was very important for students to have a voice in the running of their schools. Ninety-four percent of the students across the sample were of this view. In keeping with the apparent trend of support for school organizations from girls, of the 12 students that indicated that they did not think it was important to have a voice, only one of these was female.

Despite there being such a large desire for the presence of a students' council, when asked whether or not they would join, the level of interest fell particularly among the boys. Whereas 76 percent of girls across the sample indicated that they would join the students' council if it existed in their school, this was only true of 49 percent of the boys.

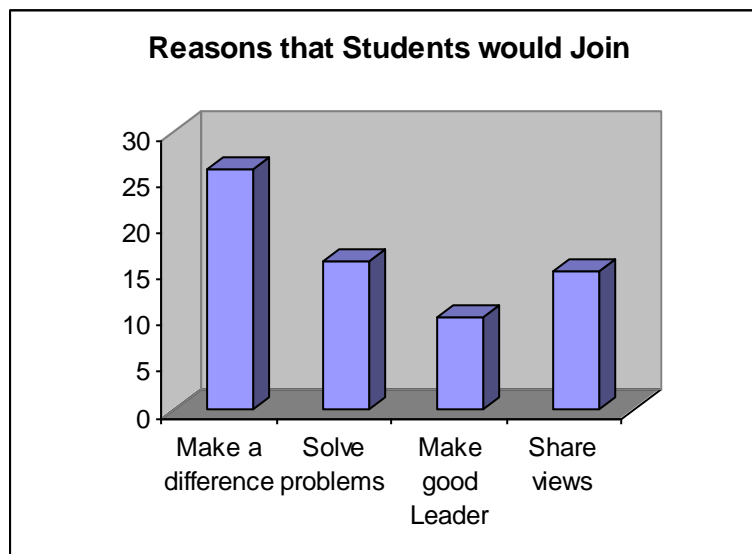
Fig. 36.



Motivations to Join the Students' Council

The highest achieving school (Antigua Girls School) had the highest percentage of students that indicated that they would join the council if it existed (Fig. 36). Interestingly it was the mixed sex Antigua Grammar, and not the low achieving Jennings High, that had the lowest percentage. The most common reasons given across the sample among those who said that they would join the council were: 'wanting to make a difference', 'wanting to solve student problems', 'wanting to share their views and feeling that they 'would make a good leader' (Fig. 37). The highest percentage of both boys and girls said that they would join in order to make a difference.

Fig. 37.



Deterrents

There was also a large variety of reasons given by students who said that they would not join if there was a students' council at their school. The most popular reason given was a general lack of interest (29%). This was followed by being 'too busy' (21%). Table 5 provides examples of some of the other reasons given.

Table 5. Reasons for Non-Participation (examples)– Antigua and Barbuda

Boring
Too shy
Not a good leader
Waste of time
Don't want to hear the problems of others
Teachers would not take it seriously
Too much school work

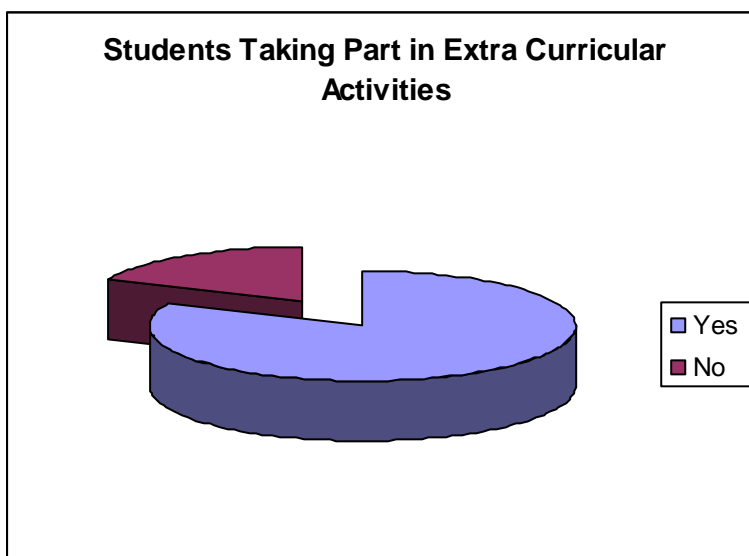
Male respondents were generally deterred by a lack of interest. Over 90% of those who indicated a lack of interest were boys. By contrast, girls were generally deterred by having too much school work to do.

COMPETING ACTIVITIES

Extra-curricular Activities

Extra-curricular activities appeared to play a big part in the lives of the students across the sample in Antigua & Barbuda (Fig. 38). Although 22 percent (the majority of whom were female) indicated that they did not take part in any after school activities, the overwhelming majority reported that they did, with both males and females citing sports as the most common activity. Forty-three percent of the respondents played sports after school while 22 percent indicated that they were involved in a 'club'.

Fig. 38.



While females exhibited a wider range of involvement in activities – church, clubs, choir, male involvement was almost exclusively sporting. Seventy-seven percent of all boys who took part in an after school activity, did so in the form of a sport.

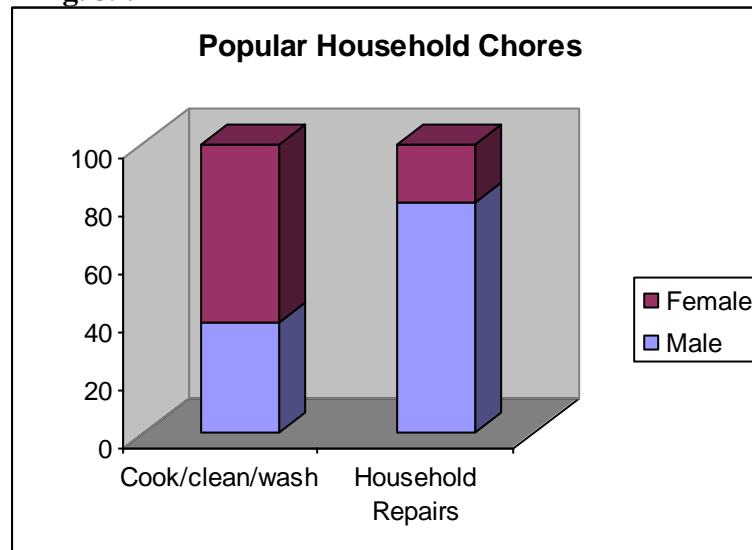
Recreational Activities

Respondents were asked to indicate how they spent their free time. The most popular recreational activities across the sample were sports, reading and socializing with friends. Socializing appeared to play a large role in the majority of the sample’s free time as 49 percent of the respondents cited this as one of the activities they take part in. This was followed by reading (39%) and sports (66%). The activity that most occupied the time of the male respondents was socializing with friends. The same was true of the female respondents. TV watching represented an important avenue for recreation also. This was true more so of the female respondents however as 43 percent of those females who responded cited TV as one of their activities. This is in comparison to 31 percent of the males. There were no major differences in activities where level of achievement or location were concerned.

Chores around the home

Doing chores around the home was very common among students in Antigua and Barbuda. Almost 90% of the respondents said they spent some of their time at home in this way. The most common household activity by some margin was cooking/cleaning/washing (68%) (Fig. 39). This was followed by household repairs (5%). Cooking/cleaning/ washing was overwhelmingly a female activity as 64 percent of those who reported doing this were girls. The reverse was true of household repairs with 80 percent of the respondents being male.

Fig. 39.



As with the other islands in the study, the involvement of the students in these competing activities did not appear to have an effect on their participation in the Students' Council. The vast majority of those who did not participate in the Council indicated that other activities did not change the fact that they were not interested in the students Council.

THE QUALITATIVE ENQUIRY

Level of Participation

The qualitative interviews confirmed one of the main issues to emerge from the questionnaire survey. With the exception of the Antigua Girls School, each participant indicated that they felt that the level of participation in the schools was low, and that this was particularly true for the males. The general feeling was that most of the clubs that the school had to offer were supported by girls. Participants pointed to a number of reasons for the lack of male involvement.

Some participants spoke of the desire of the male students to be parts of gangs. Antigua and Barbuda appeared to be suffering from an increase in youth violence and indeed the involvement of young boys in gangs appeared to be problem that surfaced in most of the interviews. Some said that this was all they seemed to be interested in.

'They only want to show they are bad'

'Doing drugs, violence and other activities against society;

Others said that it appeared that boys did not view these organizations as very masculine as they often referred to them as 'girlish'. As a result she said they do what they think is manly. The general view however was that these organizations did not provide boys with the excitement necessary to garner their interest. It was argued that boys in Antigua are only interested in girls, and sports. These gave boys a certain level of excitement, an excitement which they did not get by being involved in school organizations.

'In their mind it is not attractive to them. It is not fun enough.'

'They think it is boring.'

The contrast in participation among the males and females was exemplified by the experience of Antigua Girls School. Participation here according to the participant was very high. Though there were girls that were not interested and may try to discourage others, the participant indicated that the personality traits in existence among the general student body were such that the majority did not allow this to stop them from getting involved.

'Some may try to discourage others, but most girls if they have high self esteem, this will not affect them.'

'The girls are headstrong. They set their own goals and standards and this is the reason they want to be part of these clubs.'

What can be done?

As was the case in the other islands in the sample, discussions on how to increase the level of participation centered around the issue of male involvement. It was felt that until efforts are focused on what is primarily a male problem, nothing will change.

The issue of encouragement was a recurring theme. The absence of desire it was argued was in many cases masking a lack of confidence among the male members of the student body. Encouragement it was felt was needed from a variety of angles in order to motivate them to join more activities.

'Encourage them over and over and remove them from bad influences.'

One participant was in favour of a more militant approach:

'I would say it should be compulsory. Reaching the young boys today is the hardest thing.'

Desire for the Students' Council

None of the school in the sample had an active Students' Council. The participants were however united in their belief that the implementation of such an organization in their schools would be beneficial to the student body.

'Only students know their problems. Others can talk but only students know.'

It was felt that a Students' Council would be the perfect platform upon which the student bodies could make their views and concerns known to the school administration. At the moment, they had no such opportunity. One participant mused:

'We have certain problems in the school. For example we lack teachers at the moment. So it would be good if we had a group that could bring this forward to the principal.'

The prevailing view among the participants was that adults tended to be reluctant to encourage autonomy among the young. Much of the blame for the lack of Students' Councils was placed at the feet of the respective school administrations who felt that 'they always know what is right for children.' Despite this it was felt by each participant

that their respective administrations would be supportive of them were they to form such an organization.

SUMMARY AND RECOMMENDATIONS

General Participation

The general participation across the four-island sample was low. The Highest level of involvement was displayed in Grenada, followed by St. Lucia, Barbados and Antigua and Barbuda. The inactivity of the student population was not the result of a lack of opportunity for involvement, as the general climate among the schools studied was one in which students were given every chance to express and desire for involvement through a variety of clubs and organizations. Participation was low for both sexes, but this was particularly true of the male respondents as in each island, females consistently displayed a higher level of involvement than their male colleagues. The greater participation by females was exemplified by the fact that the all-girls schools in each island had the highest levels of involvement across the sample.

The Students' Council

The general apathy with which the student body approached school organizations did not escape the Students' Council. As stated earlier, the system employed in each island where Councils existed, was one in which there was a limit to the number of representatives per class and as such, the overall numbers were low. However subsequent questions revealed an alarming level of disinterest among the sample. Levels of involvement followed an identical pattern to that of participation in other organizations with Grenada exhibiting the highest level followed by St. Lucia, and Barbados (Antigua and Barbuda had no Students' Councils in the sample). The level of involvement of males and females was however closer than that of the other student organizations. Whereas in St Lucia and Grenada, females were more involved in the Students' Council, and for the most part enjoyed a monopoly of membership, in Barbados there was greater involvement by males both from the general student body as well as within the council executive.

What accounts for the lack of interest?

There was a remarkable similarity in the preferred activities of both males and females across the four-island sample. Boys were interested mainly in non-academic activities such as sports while women were engaged in a variety of activities both within and outside of the school environment. Both sexes were involved in extra curricular activities as well as contributing in the home, however students were clear in their admission that it was not their involvement in these activities that was the cause of the low Students' Council numbers. An indifference towards the activities of the Council pervaded the questionnaire survey exemplified by the fact that the overwhelming majority felt that it was a worthwhile organization, yet were not interested in being a part of it. The

qualitative interviews gave some insight into the perceived decision making of the student body. Common to the sample was the fact that the Students' Council, and organizations like it suffered a negative image among large portion of the student body, particularly the boys. The organizations were seen as 'nerdy' or 'girlish' and as such, individuals wishing to take part had to overcome the stigma attached to doing so. This appeared to be easier for females, as males were seen to be more concerned with the acceptance of their peers than their female counterparts.

What is to be done?

The establishment of an effective Students' Council is beneficial to the running of schools both from the perspective of the administration as well as the student body. In addition to functioning as a link between students and school, Students' Councils give participants the opportunity to become responsible leaders within the school environment, while at the same time building the basis for effective participation throughout adolescence and into adulthood. With this in mind, a number of recommendations have emerged from the study.

- *Government Legislation:* Though a government mandate for the existence of Students' Councils would not increase the number of participants in schools where one already exists, it would provide opportunities for those who would otherwise be interested in becoming involved, but have not been given the platform to do so. Whereas in countries such as St. Lucia, where no Government mandate exists, Students' Councils are nevertheless prevalent, others such as Antigua and Barbuda have demonstrated a lack of initiative in this regard.
- *Greater promotion by school administrations:* School administrators were generally commended by the interview participants for their role in the establishment of the Students' Councils. However the one area in which they were criticized throughout the sample was promotion. The advertisement of the Councils was left to the executive bodies and it is clear that this was a system which was not working. There were calls by the participants in each of the three countries with councils, for greater attention to be paid by the administrations to making students aware of both the existence and the activities of the Council. There was a strong view that this would greatly increase participation.
- *Targeted interventions:* Although the male female disparity in participation in the Students' Councils was not as great as that for other organizations, with the exception of Barbados, females were still more active than their male counterparts. Interventions must be targeted at increasing male participation as more general methods of encouragement, ignore the disparity in the numbers. Attempts must be made to remove the stigmas attached to this form of participation for boys, and an emphasis placed on the benefits to be garnered as a result of their involvement.
- *Teacher involvement:* It must be remembered that the fact that so few members of the student body are part of the Students' Council does not make it an ineffective organization. Where it becomes ineffective is where the link between the Council

and the administration is non-existent. Those Councils that are most vibrant have a teacher assigned to the group. This aids in maintaining order, as well as keeping the lines of communication open between staff and Council.

With these recommendations, the Students' Council in the Caribbean can become the effective partnership between teacher and student that it was designed for. Its proper implementation will serve the long-term goals of the school management, staff and parents and educated those students involved, on the value of citizenship

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APPENDIX 1.

FIGURE CAPTIONS

- Figure 1.* Student Involvement – Barbados
Figure 2. Level of Participation by School – Barbados
Figure 3. Reasons for Participation – Barbados
Figure 4. Reasons for Non-participation – Barbados
Figure 5. Positions held with the Councils – Barbados
Figure 6. Active Participation – Barbados
Figure 7. Reasons for Non-involvement – Barbados
Figure 8. What can be Done – Barbados
Figure 9. Popular Household Chores – Barbados
Figure 10. Student Involvement – St. Lucia
Figure 11. Level of Participation by School – St. Lucia
Figure 12. Reasons for Participation – St. Lucia
Figure 13. Reasons for Non-participation – St. Lucia
Figure 14. Knowledge of students Council – St. Lucia
Figure 15. Positions held with the Councils – St. Lucia
Figure 16. Active Participation – St Lucia
Figure 17. Reasons for Non-involvement – St. Lucia
Figure 18. What can be Done – St Lucia
Figure 19. Students taking part in Extra –curricular Activities – St. Lucia
Figure 20. Popular Household Chores – St. Lucia
Figure 21. Student Involvement – Grenada
Figure 22. Level of Participation by School – Grenada
Figure 23. Reasons for Participation – Grenada
Figure 24. Reasons for Non-participation – Grenada
Figure 25. Positions held with the Councils – Grenada
Figure 26. Active Participation – Grenada
Figure 27. Reasons for Non-involvement – Grenada
Figure 28. What can be done? – Grenada
Figure 29. Students taking part in Extra –curricular Activities – Grenada
Figure 30. Popular Household Chores – Grenada
Figure 31. Percentage of Student Involvement – Antigua and Barbuda
Figure 32. Student involvement by Sex – Antigua and Barbuda
Figure 33. Reasons for Involvement – Antigua and Barbuda
Figure 34. Reasons for Non-participation – Antigua and Barbuda
Figure 35. Interest in Students’ Council by Sex – Antigua and Barbuda
Figure 36. Percentage of Students who would join the Students’ Council – Antigua and Barbuda
Figure 37. Reasons the Students would Join – Antigua and Barbuda
Figure 38. Students taking part in Extra-curricular Activities – Antigua and Barbuda
Figure 39. Popular Household Chores – Antigua and Barbuda

APPENDIX 2.

TABLE CAPTIONS

- Table 1.* Prevalence of Students' Councils – Barbados
Table 2. Prevalence of Students' Councils – St. Lucia
Table 3. Prevalence of Students' Councils – Grenada
Table 4. Secondary Schools – Antigua and Barbuda
Table 5. Reasons for Non-participation (examples) – Antigua and Barbuda

APPENDIX 3.

STUDENT QUESTIONNAIRE ON YOUTH PARTICIPATION

Where appropriate please tick the correct choice

Section A

- 1) Age _____ 2) Grade/form _____ 3) Sex _____
4) Country _____ 5) School _____

Section B

- 1) Are there clubs/organizations at your school which students can join?
Yes___ No___
- 2) How did you learn about these clubs/organization?
a) Friends
b) Teacher
c) General announcement by school administration
d) Other _____
- 3) Of these clubs/organizations, which do you think are better suited for:
a) Boys _____
b) Girls _____
c) Both boys and girls _____

Please explain your answers :

- 4) How are students who are members of these organizations viewed by other students in your school?
a) In a good way (e.g. cool, responsible)
b) In a bad way (e.g. nerd, trouble maker)
c) Neither a or b
d) It depends

Please explain your answer

5) Are you a member of any of these organizations? Yes___ No___

If no then skip to question 8

6) Which one[s] are you involved in? (Please list all)

_____	_____
_____	_____
_____	_____
_____	_____

7) What motivated you to join?

- a. Parents encouraged me
- b. Friends were joining
- c. Thought it would look good on my report
- d. Wanted to be more involved in school
- e. Other (please list all other reasons)_____

8) Why have you not joined any clubs/organizations at your school?

- a) Too busy
- b) Not interested
- c) My parents would not let me participate
- d) It is too expensive
- e) The after school activities end too late
- f) Club/organization activities are too boring
- g) Other (please list)_____

Section C

1) Is there a students' council at your school? Yes___ No___

If No please proceed to question 6

- 2) Are you a member? Yes____ No____

If No please proceed to question 5

- 3) Do you hold a position within it? Yes____ No____
- 4) Do you consider yourself to be an active participant in the students' council?
Yes____ No____

Please explain your
answer_____

- 5) Why haven't you joined the students' council (tick all that apply)
- a) I wanted to but did not receive enough votes from my classmates
 - b) I lack experience in these matters
 - c) I do not know how to communicate with school administration
 - d) Persons on the students' council are seen as troublemakers
 - e) The principal and teachers do not take the students' council seriously
 - f) Students do not take the students' council seriously
 - g) It seems like a waste of my time
 - h) The teachers that work with the students council tend to dominate proceedings
 - i) I am too busy with other activities at school
 - j) I am too busy with non-school activities
 - k) Other_____

If your answer was yes to question 1, please proceed to question 8

- 6) Would you like to have a students' council at your school? Yes____ No____
- 7) If there was a students' council at your school, would you join? Yes____ No____

Please explain your
answer_____

- 8) Do you think that it is important for students to have a voice in the organization of your school through organizations such as the student council? Yes____ No____

Please explain your answer _____

9) In general what do you think needs to be done to get students to actively participate in the students' council? (use space provided)

10) What extra-curricular activities do you take part in? (eg. sports, clubs etc) _____

11) Do these affect your desire to participate, or your ability to be involved in student council type organizations as much as you would like to? Yes___ No___

How: _____

12) How do you spend your general recreational time?

- a) Playing sports
- b) Reading
- c) Watching TV.
- d) Socializing with friends
- e) Other _____

13) Do these affect your desire to participate, or your ability to be involved in student council type organizations as much as you would like to? Yes___ No___

How: _____

14) What type of activities/chores do you do around the home?

- a) None
- b) Cooking/cleaning/washing etc

- c) Repairs around the house
- d) Gardening work
- e) Other_____

15) Do these affect your desire to participate, or your ability to be involved in student council type organizations as much as you would like to? Yes___ No___

How:_____

APPENDIX 4.

QUALITATIVE INTERVIEW FOR STUDENT COUNCIL PRESIDENT/SENIOR STUDENT

- 1) What do you think of when I mention the term youth participation?
Probe: Students getting actively involved in organizations such as student council (make sure he/she understands)
- 2) Do you think that there is a high level of participation at this school?
Probe: why, why not,
- 3) What are the characteristics of students that tend to participate?
Probe: are they made fun of? Thought to be less 'cool'?
- 4) Which sex is more likely to participate?
Probe: why do you think this is?
- 5) What do you think is the main barrier towards participation for boys?
Probe: why is this? What are some other deterrents?
- 6) What do you think is the main barrier towards participation for girls?
Probe: why is this? What are some other deterrents?
- 7) What do you think needs to be done by the school administration to encourage greater participation from students?
Probe: Do they do enough now?
- 8) Do you think that parents have a role to play in whether or not their children are actively participating?
Probe: how so?
- 9) What can you as head boy/head girl do to encourage your peers to participate actively?