Faculty of
Humanities & Education
The study sought to document data on good language and literacy practice in Jamaican schools and to disseminate this information to teachers and trainers. The study also explored issues related to the nature of the practice and factors that affect its delivery. Much of the research involved a comparative analysis that included comparisons of literacy practices in Jamaica and the United Kingdom, which are both implementing similar Literacy Initiative programmes.

Work undertaken under the project included interviews, classroom observations and the videotaping of lessons in a wide range of school environments. Although the notion of good practice was recognized as a problematic issue, the approach taken in the study centred on the teacher’s knowledge, skills and dispositions. Results from the investigation indicated that good language and literacy practice should be based on teacher-driven initiatives such as planning, experiential content, integration, use of literature, use of the mother tongue and language models. It was also found that good practice might be achieved at the classroom level, particularly in a Creole-speaking environment with the introduction of activities that stress the principles of Immersion, Practice, Structured Support and Contrasts. The interview and observation data also suggested that on a wider level, good practice could be either helped or hindered by four key factors: an interactive curriculum, the teacher’s belief system, the school administration’s understanding of and commitment to plan for literacy, and the community’s involvement.

These various findings were disseminated through different channels of communication such as orally, in workshops at schools, a workshop with parents, service clubs, a media breakfast presentation and academic conferences. In written mode, a series of general interest articles on the promotion of literacy had been written for The Gleaner newspaper. Many refereed academic articles were published and other papers were slated to follow the same route. Work commenced on the writing of a book that could be used to train teachers. In multi-media form, two training CDs were produced for use as training companions to the book.
Recommendations that emanated from the study, calls for firstly, the Ministry of Education and Culture to provide ongoing support for the curriculum through the provision of Literacy Coordinators in every primary school and in the first year of secondary school. Other recommendations include the rationalisation of space, and efforts to bring about an increase in the supply of books and other literacy support resources. At the teacher training level, the study advocates the development of a resource bank of good practice through the School of Education; and the revision of teacher training programmes to ensure development of the teacher and his/her expertise (knowledge, skills and dispositions) in language and literacy learning in a Creole-speaking environment, as much as the development of materials. The recommendations also extend to the community level by stressing a greater role for its involvement in the educational system, particularly at the primary school level in various ways such as in the promotion of literacy by example, and also participation in governance.
The aim of this research project is to produce a book on the history of education policy in the Caribbean for the period, 1500 – 1990. This represents the culmination of historical research with a Pan-Caribbean focus that cuts across political and language barriers of the Hispanic, French and British territories in the region.

Research findings to date indicate that the education systems of Cuba, Haiti, the Dominican Republic and Puerto Rico were heavily influenced by the North American system in the first thirty years of the 20th century. However, this development was later checked by Creole influences. It was also found that one of the most significant developments that occurred in Caribbean education in the 20th century has been the tremendous growth in the education industries.

The research undertaken has provided more than adequate material to enable an extensive exploration of themes and perspectives that could fill about two volumes. The first volume would be able to cover developments in the Greater Antilles and the second, the Lesser Antilles. However, it is hoped that these ideas will be distilled into a single volume on the subject matter.

Work is currently underway on the production of Volume One of the book which covers the countries of the Greater Antilles, namely: Cuba, Jamaica, Haiti, the Dominican Republic and Puerto Rico. Some research findings to date have been presented in a published article in the Journal of Caribbean History (“Schools and Society in the Dominican Republic 1502-1844”, vol. 35 no.2, 2001, pp. 151-178).

The publication of the book seeks to overcome a long-standing limitation in the regional literature of a shortage of genuine Pan-Caribbean perspectives in historical research. Each language group is still writing about its own set of Caribbean territories and many historians are writing only about the history of their own native island. This has left the state of Pan-Caribbean historiography still in its infancy, and accounts partly for the present difficulty of producing a Pan-Caribbean UNESCO History of the Caribbean. The book should also be seen as a very attractive product on the Caribbean and international markets, especially if translated into other languages.
The aim of this research project is to produce a book on educational management that combines theory, practical applications and research-directed attention to practice. This book looks at the traditional theories of organizations and leadership not merely in the context of classical, human relations, human resources and contemporary periods but with a conscious effort to deal with global changes in education. The critical departure from a book mostly highlighting or re-visiting the theoretical underpinnings of educational management/administration has been deliberate. It seeks to re-emphasize the application of theoretical knowledge through practical approaches to the running of educational organizations.

There will be discussions on the selection of appropriate strategies on how to deal with contemporary issues in the day to day running of educational organizations such as violence in schools and teachers recruited from overseas to teach children from different cultural backgrounds. More and more educational managers understand that in seeking to effectively manage educational organizations then there is no “one size that fits all” solution. Educational managers need to come to grips with an educational and training programme that prepares students for a global workplace. With the globalization of educational and other services, the local workplace may comprise more international workers than what is often seen within national borders. How do we as educational leaders treat with this and other human relations situations? What are the needs of these diverse groupings? How will these needs be addressed to engender a cohesive workforce? Schematic diagrams, cases and dialogues are used to illustrate practical ways in which educational leaders can professionally address the concerns, issues and problems in educational management.

On publication, the book should add to the existing body of knowledge in educational management and administration, not only in the presentation of scholarly work but also in the provision of ideas on how to achieve good management. Its emphasis on using practical examples on the impact of globalization from a Caribbean perspective should bring a cogent analysis to the issues explored. As such, policymakers, private sector interests, educational managers and administrators at all levels of the educational system should find the book to be a useful addition to their reading list.
The aim of this research project is to produce a text which will be of interest and value to philosophers, literary critics, social scientists and students of Caribbean Studies. This text will be the end result of a study that seeks to explore the West Indian novel as an imaginative way of dramatizing the philosophical ideas, assumptions, and presuppositions which undergird the lived experience in the Caribbean. This will involve an examination of a number of philosophical issues raised by the Caribbean experience that focuses on issues associated with metaphysical foundations, epistemological methods, ethics, history, gender, and politics.

Ten or more major West Indian novels will be studied. They will include works by George Lamming, Roger Mais, Wilson Harris, V. S. Naipaul, Orlando Patterson, Jean Rhys, Erna Brodber, Lakshami Persaud, Earl Lovelace, and Jamaica Kincaid. The works selected will reflect differences in geography, chronology, ethnicity, and gender. The philosophical ideas will also be examined in relation to their ancestral philosophies, namely: Western Philosophy, African Philosophy, and Indian Philosophy.

As a philosophical enterprise, the work should add a new dimension to the study of Caribbean Literature and make a contribution to the world discipline of Philosophy in Literature. At the same time, it should add to the body of knowledge on Caribbean Philosophy by identifying and clarifying some of the philosophies embodied in the life experiences of the Caribbean people. It should also assist in the building of a foundation for future studies on academic philosophy in the region and enable deep reflection on some of the central questions of Caribbean life.
Researcher:
Dr. Kathleen E.A. Montieth
Department of History

The purpose of this on-going study is to provide a definitive history of commercial banking in the Commonwealth Caribbean, placing it within the wider context of the international economy and the region's economic, social and political developments. Special reference will be made to the Jamaican experience in terms of the emergence, expansion and difficulties experienced by indigenous commercial banks.

The study will provide the necessary historical perspective and analysis with which to understand the nature and operations of commercial banks, and in particular, the recent developments and failures within the commercial banking sector.

Research findings to date have indicated that the stipulations of the Banking Law (1960) and the Law establishing the Bank of Jamaica were in keeping with the general notion of the role and function of central banks within modern economies, particularly in terms of their responsibilities associated with the implementation of monetary policy. These laws marked the start of a new era in the history of commercial banking in the British West Indies.

Published material coming out of the study, will add to the growing number of international publications on banking history. This should also help to raise the region's visibility in matters related to International Business History. Business History is a well established field in History at universities in Europe, North America and Latin America. The research will also contribute to the development to the subject discipline in the History Department of the University of the West Indies (Mona Campus).

Papers emanating from the project to date are:

*Competition between Barclays bank (DCO) and the Canadian Bank in the West Indies, 1926-1945*, Financial History Review, Vol. 7, 2000, pp. 67-87

The aim of this research project is to write a book on Commonwealth Caribbean literature that was produced for children and young adults over the period 1900 to 2004. The work should fill a gap currently existing in academia for such a text. It will also present the material from a Caribbean perspective. A section of the book, which will be posted on the Internet, will provide an authentic and bibliographical and biographical reference source for information on this body of literature.

The book will first of all seek to establish a philosophical basis for the importance and need for literature for young people within the Caribbean. This will be followed by a historical review that examines some of the socio-political factors that influenced the emergence of this body of literature. The analysis will take into account the impact of colonialism, race and gender as well as the influences of economic and social factors on the writing, publishing and distribution of these materials.

A critical commentary on the emergence of the different literary genres for children and young adults from the Commonwealth Caribbean over the period under review will also be presented. This will include critiques of the work of outstanding authors in the field such as Rosa Guy, Vic Reid and C. Everard Palmer. Hence, work will be undertaken to identify, document and annotate as comprehensively as possible all the different types of literature in this area irrespective of the origin or nationality of the authors.

The resulting text should help to meet the needs of the regular classroom teachers at the primary and secondary levels of the educational system as Caribbean children books comprise a vital part of the curriculum. Students at local and regional teachers colleges and universities pursuing courses in children's literature should find this text useful as it should provide authentic information in an easily accessible format on a well-needed aspect of their studies. Similarly, academics and researchers should benefit from information in the text, particularly in the case of those at overseas educational institutions which focus on multiculturalism in education and the role of children's literature as a valuable medium of promoting tolerance of different cultures in the classroom. With the provision of additional material for posting on the soon-to-be-available Website of the recently established Research Centre for Commonwealth Caribbean Children's Literature, the work should help to raise the visibility on the Internet of the University and in particular, the Department of Library & Information Studies.
The major research goals of this study are: to fully chronicle and analyze the aims, activities and achievements of the West Indian missionaries in Southeastern Nigeria under the auspices of the Niger Mission between 1895 and 1925; to fill some gaps in the history of the Niger Mission in Southeastern Nigeria after 1891; and, to put it in the words of Nemata Blyden, the author of *West Indians in West Africa 1808-1880: The African Diaspora in Reverse*, to contribute to the discussions on the African diaspora in ‘reverse’. This study is about these men and women because their part in the implantation of the Bible and the plough in Southeastern Nigeria has not been fully documented and analyzed by historians on both sides of the Atlantic – the Caribbean and Nigeria.

As indicated by the study, the latter part of the nineteenth and the early twentieth centuries may well be described as the period that witnessed an out-pouring of West Indian missionaries attempting to redeem their ancestral homeland, Africa, from the grips of cultural and spiritual degradation. In West Africa, for example, these missionaries enlisted in the SPG sponsored Rio Pongo and Sierra Leone Missions, the Church of Scotland Mission, the Baptist Mission, and the CMS sponsored Missions, among many others. The CMS sponsored Missions were the Yoruba Mission, the Northern Nigeria Mission, and the Niger Mission.

Research has shown that, among these Missions, the CMS Niger Mission had attracted and recruited more West Indians, particularly Jamaicans, during the period under review in this study than in any other period. On the whole, twenty-three West Indians – twenty-one men and two women – were recruited, trained and deployed to different parts of Nigeria between 1898 and 1925. To the above number may be added the helpers – ten in all. These so called helpers were the West Indian women married to the West Indian missionaries under the CMS ‘marriage scheme’. They, like their husbands, assisted in different capacities to advance the goals of the CMS civilizing mission in Southern Nigeria.

Available published narratives on these least known missionaries are clearly defective in the following areas: the nature and adequacy of their training at the Mico Training College; their motivations in returning to the ancestral homeland; their activities and achievements in Southeastern Nigeria; the relationship with their employers, the CMS Niger Mission; and the factors responsible for the untimely demise of the scheme in 1925.

Because the activities of these missionaries have also escaped the scholarly scrutiny of Southern Nigerian historians, who have exclusively concentrated their discussions on European missionaries and the African agents (Sierra Leonians and Igbos), there is an obvious incompleteness in the existing narratives on the Niger Mission and its evangelization of Igboland after 1891. In 1910, for example, the Niger Mission operated 35 mission-stations throughout Igboland where Sunday services and day schools were held, an institution at Awka for the training of schoolmasters and evangelists, a Girls’ School ‘chiefly for training the young fiancées of teachers and baptized Christians’, and Rescue Homes for girls, ‘who because of the Gospel are driven away from their homes.’ The enormous work of organizing, administering and coordinating these institutions was the joint responsibility of the Europeans, a handful of Africans up until 1915, and the West Indians missionaries. For example, W.E. Blackett, a missionary from Barbados, was an inspector of these schools from 1905 to 1920. His numerous Annual Reports informed the development of education tremendously.
Another aspect of the incompleteness in the existing narrative on the Niger Mission pertains to the relationship between these West Indian missionaries and the European managers of the Mission. As bearers of the *white man's burden* these West Indians demanded, but without success, to be treated on the basis of equality with their European colleagues. In the end they resigned from the Niger Mission in protest against ‘unfair treatment.’ The study of this relationship has implications for shedding some more light on the racial considerations that informed some of the decisions and operations of the CMS Niger Mission after 1891.

Lastly, the study intends to critically evaluate the perceptions of these West Indian missionaries about the ancestral homeland against the background of their rejection to settle permanently in West Africa as demanded by the CMS Niger Mission. The reasons for their rejection will be discussed within the broad context of the debate relating to the *Back-to-Africa* Movement, especially since in the nineteenth and early twentieth centuries, these missionaries were the experts of the day on African affairs; they had been to the continent, they had argued often in their public speeches while on furlough in the West Indies, and they had *rediscovered* Africa.
It is now widely accepted that the Caribbean's ability to achieve and sustain economic competitiveness within the global political economy, depends heavily on the quality of its human capital. Heads of Government at their 1997 Meeting held in Jamaica therefore raised concerns about the apparent less than optimum involvement of boys in formal education and were of the view that "the necessary research into socialization processes, both in the home and in the school system" should be undertaken.

Although individual research initiatives have focused on various issues related to the impact of gender on the educational process, to date, no regional research programme has been undertaken to provide a comprehensive analysis of the problem and findings which could guide policy formation and optimise education in ways appropriate to both genders. Gaps, therefore, persist in the gender analysis as it pertains to trends and patterns with respect to certain key indicators of enrolment, participation and achievement in the system, as well as the identification of problem issues for boys and girls.

This research project aims to obtain empirical quantitative and qualitative data on gender differentials in participation and performance at the secondary and tertiary levels of Caribbean education systems and to identify points of advantage/disadvantage for either gender. Work will be undertaken to determine the socialization influences and social, political and economic factors that contribute to the nature and extent of the identified gender differences. Various specialist studies will be carried out on the following areas:

**Gender Differentials at the Secondary and Tertiary Levels of Education Systems in the Anglophone Caribbean**

Research Co-ordinator:
Professor Barbara Bailey
Centre for Gender and Development Studies

Research Fellow:
Ms. Suzanne M. Charles
Gender Differentials at the Secondary and Tertiary Levels of Education Systems in the Anglophone Caribbean

• Factors related to drop-out from the formal system;
• Alternative pathways for tertiary education;
• Demographics of the school population; and
• Educational outputs versus outcomes.

The research findings should allow for a more precise understanding of the points of male/female disadvantage at the secondary and tertiary levels of education systems in the member states of the Anglophone Caribbean, through which national and regional policy formation can be informed and education optimised in ways appropriate to both genders.

Specifically, the findings coming from the study on ‘Alternative Pathways for Tertiary Education’, should serve to guide recruitment policies at regional tertiary level institutions. Information coming out of the research should assist in the development of a CARI-COM Gender Mainstreaming Strategy for education which is to be implemented in all member states.