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School *of* Continuing Studies



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Caribbean Child Development Centre

2004. **Bachrach, Lela Rose, and Julie Meeks Gardner.** “Caregiver Knowledge, Attitudes, and Practices Regarding Childhood Diarrhea and Dehydration in Kingston, Jamaica = Conocimientos, Actitudes y Prácticas De Los Cuidadores Hacia La Diarrea Infantil y La Deshidratación En Kingston, Jamaica.” Pan American Journal of Public Health 12.1 (2002): 37-44.

Objective: To study the knowledge, attitudes, and practices of caregivers in Kingston, Jamaica, regarding childhood diarrhea and dehydration in order to determine if limited caregiver knowledge about the prevention and treatment of diarrhea and dehydration puts children at increased risk of presenting at the hospital for these concerns. **Methods:** The study was an observational case-control study conducted between February 1997 and May 1997 at Bustamante Hospital for Children in Kingston. Convenience sampling was used and data were collected by face-to-face interviews with two groups of caregivers of children under 5 years of age. One group (n = 117) presented with children with acute gastroenteritis, and the other group (n = 98) presented with acute concerns unrelated to gastroenteritis. While 197 of the 215 caregivers interviewed were the mother of a child, there were also 9 guardians, 5 fathers, and 4 grandmothers in the sample. **Results:** The mean caregiver age, level of education, and socioeconomic status were similar for the two groups. The caregivers in the gastroenteritis group were more likely to present with younger children and to have less convenient access to running water or a refrigerator. Children of caregivers who had never heard of oral rehydration therapy were at increased risk of presenting with gastroenteritis and dehydration (odds ratio [OR], 4.6; 95% confidence interval [CI], 1.8-11.7), as were children of caregivers with low knowledge scores about the prevention and treatment of diarrhea and dehydration (OR, 3.7; 95% CI, 1.6-8.8). Another independent risk factor was a caregiver’s poor sense of self-reliance in managing a child’s diarrhea (OR, 2.3; 95% CI, 1.1-4.9). **Conclusions:** These findings highlight a need to enhance educational efforts that will empower caregivers to protect their children from diarrhea-associated morbidity and mortality.

2005. **Brown, Janet.** “Developing an Early Childhood Profession in the Caribbean.” Caribbean Childhoods: From Research to Action: Journal of the Children’s Issues Coalition 1 (2003): 54-73. Briefly reviews the training of early childhood caregivers and teachers in the English speaking Caribbean, and reflects on recent moves to more systematically ‘raise the bar’ for these workers who literally shape the Caribbean future within their largely overcrowded and under resourced classrooms and child care centres. Training for early childhood workers in most Caribbean territories has consisted primarily of short courses and in service workshops that do not articulate with higher level opportunities. The increasing body of international and local research which documents the critical foundation blocks of character, capacity and performance laid by multiple factors before primary school age, has prodded Caribbean governments to re-visit the capacity building needs of the pre-primary ‘masons’ of these foundation blocks. One such re-examination began within a grant aided project of the University of the West Indies. This paper examines the process of this project’s curriculum development tasks with a team of early childhood specialists; the lessons learned in moving the concept of formal national certification for early childhood workers through barriers of thinking and practice into broadly accepted policy. The growing interest, from other countries of the Caribbean in establishing occupational standards and certification systems is addressed.

2006. —. “Early Childhood Investment in St. Kitts and Nevis: A Model for the Caribbean?” St. Kitts and Nevis Country Conference: May 2000).

<http://www.uwichill.edu.bb/bnccde/sk&n/conference/papers/JBrown.html>.

Explores why it is timely for St. Kitts-Nevis to pay keen attention to research the investments it has made in early childhood development since the major USAID-supported inputs of 1981-83. That initial three-year project set a course for St. Kitts-Nevis’ early care and education that has distinguished it in a number of ways from early childhood developments in the rest of the English-speaking Caribbean. The author reviews the history of early childhood care and education in the Caribbean by drawing heavily on the historical review prepared by Rose Davies, the early childhood specialist within the University of the West Indies, Mona’s Institute of Education. Emphasis is also placed on the current curriculum, licensing and training of teachers on the island.



Brown, Janet See also 832, 833, 1088, 2016

2007. **Fernald, Lia C., and Julie Meeks Gardner.** "Jamaican Children's Reports of Violence at School and Home." *Social and Economic Studies* 52.4 (2003): 121-40. **Refereed**

Violence remains one of the most critical problems of contemporary Jamaica. As part of a study of nutrition, growth and stress, 123 children, 8 to 10 years old, from poor communities in Kingston, Jamaica, were interviewed about school, social roles and problem situations using a structured 12 item questionnaire. Almost all of the children (91%) mentioned violence or aggression in response to at least one of the interview questions. The results suggest that children less than 10 year's old living in poor areas of Kingston are exposed to extensive violence and aggression in their everyday lives.

2008. **Kurzewski, K., and Julie Meeks Gardner.** "Breast Feeding Patterns Among Six-Week-Old Term Infants at the University Hospital of the West Indies." *West Indian Medical Journal* 54.1 (2005): 28-33. **Refereed**

Eighty-nine mothers attending post-natal clinics at the University Hospital of the West Indies were interviewed at six weeks postpartum regarding their breast-feeding patterns and problems. Breastfeeding was practiced by 97.8% of the mothers, with 29.9% practicing exclusive breastfeeding and 70.1% partial breastfeeding. Only two women were solely bottle feeding. The pattern of breastfeeding was not significantly affected by maternal parity, age, education, employment or socioeconomic status. An intention to wean later (at six months) or when the mother felt the baby was 'ready,' was associated with increasing parity, age and further education. Babies who were exclusively breastfed achieved greater weight gain compared with those who partially breastfed but this difference did not achieve statistical significance. Breastfeeding trends appear to have remained stable over the last several years.

2009. **Meeks Gardner, Julie, and Christine A. Powell.** "Aggressive Youth and Youth Experiences of Violence in Kingston, Jamaica." *Caribbean Childhoods: From Research to Action: Journal of the Children's Issues Coalition* 2 (2005): 71-81.

Aggressiveness in youngsters is a well-discussed problem in Jamaica. It is particularly important since youth aggression is a major predictor of violence in adulthood. Unfortunately, much of the discussion tends to be based on personal experiences and unsubstantiated beliefs, rather than rigorous study. The authors present the findings from five recent studies on children, adolescents and violence in Kingston, Jamaica, undertaken by the Child Development Research Group of the University of the West Indies, Mona. The group has examined exposure to violence among primary school children and adolescents, and has carried out a case control study on the risk factor of aggressive behaviour among young boys. In addition, they investigated the variables related to aggression at the primary school level. Gaps in the research include the lack of data from rural areas, and the need to identify risk factors for aggression among girls. This information should help to target intervention and service programmes, as well as to provide fact for debates about solutions.

2010. ——. "Early Childhood Malnutrition, Behaviour, Maternal-Child Interactions and Mental Development." *Caribbean Childhoods: From Research to Action: Journal of the Children's Issues Coalition* 1 (2003): 1-10.

The authors present a brief review of the behaviour and development of undernourished children, from various international studies, and describe studies with severely malnourished and stunted children in Jamaica. They clearly demonstrate that severely malnourished babies had altered behaviours and poor development, and showed that psychosocial stimulation benefited their concurrent and later performance. This implies that stimulation should be an integral part of their treatment. The authors also found that stunted children's development improves with nutritional supplementation and with play programmes, but does best with combined interventions. Stimulation programmes should, therefore, be integrated with nutrition and health interventions in young undernourished children to benefit the children's development along with their physical health.



2011. **Meeks Gardner, Julie, Christine A. Powell, Helen Baker-Henningham, Susan P. Walker, Tim J. Cole, and Sally M. -McGregor.** “Zinc Supplementation and Psychosocial Stimulation: Effects on the Development of Undernourished Jamaican Children.” *American Journal of Clinical Nutrition* 82.2 (2005): 399-405. **Refereed**

Background: Undernourished children have poor levels of development that benefit from stimulation. Zinc deficiency is prevalent in undernourished children and may contribute to their poor development. **Objective:** We assessed the effects of zinc supplementation and psychosocial stimulation given together or separately on the psychomotor development of undernourished children. **Design:** This was a randomized controlled trial with 4 groups: stimulation alone, zinc supplementation alone, both interventions, and control (routine care only). Subjects were 114 children aged 9-30 months and below 1.5 z scores of the National Center for Health Statistics weight-for-age references who were recruited from 18 health clinics. Clinics were randomly assigned to receive stimulation or not; individual children were randomly assigned to receive zinc or placebo. The stimulation program comprised weekly home visits during which play was demonstrated and maternal-child interactions were encouraged. The supplementation was 10 mg Zn as sulfate daily or placebo. Development (assessed by use of the Griffiths Mental Development Scales), length, and weight were measured at baseline and 6 months later. Weekly morbidity histories were taken. **Results:** Significant interactions were found between zinc supplementation and stimulation. Zinc benefited the developmental quotient only in children who received stimulation, and benefits from zinc to hand and eye coordination were greater in stimulated children. Zinc supplementation alone improved hand and eye coordination and stimulation alone benefited the developmental quotient, hearing and speech, and performance. Zinc supplementation also reduced diarrheal morbidity but did not significantly improve growth. **Conclusion:** Zinc supplementation benefits development in undernourished children and the benefits are enhanced if stimulation is also provided.

2012. **Meeks Gardner, Julie, Christine A. Powell, Joan A. Thomas, and Doreen Millard.** “Perceptions and Experiences of Violence Among Secondary School Students in Urban Jamaica .” *Pan American Journal of Public Health* 14.2 (2003): 97-103.

<http://www.scielo.org/pdf/rpsp/v14n2/a04v14n2.pdf>.

Objective: To obtain information on the perceptions and experiences of violence among secondary school students in Kingston, Jamaica, and its environs. **Methods:** Data collection was carried out from September through December 1998. Two researchers administered questionnaires in 11 randomly selected secondary schools, to a total of 1 710 students who were in either grade 7 or grade 9 and who were aged 9-17 years old (mean of 13.2 years). Frequency distributions of the responses were compared by gender, age, grade level, socioeconomic status, and school type. **Results:** Seventy-five percent of the students thought that someone who was reluctant to fight would be “picked on” more, 89% thought it generally wrong to hit other people, and 91% thought it wrong to insult other people. Eighty-four percent knew of students who carried knives or blades from such items as a scalpel or a utility knife to school, and 89% were worried about violence at school. Thirty-three percent had been victims of violence, and 60% had a family member who had been a victim of violence. Eighty-two percent thought that violent television shows could increase aggressive behavior. Factor analysis of selected responses was carried out, yielding five factors: neighborhood violence, school violence, perceptions of acceptable behaviors, level of concern about violence, and general experiences and perceptions of violence. The factors varied with gender, age, grade level, socioeconomic status, and school type. **Conclusions:** These results will help focus interventions aimed at reducing violence, provide a baseline for later comparisons of perceptions and experiences of violence, and offer a basis for comparing the experiences of young people in urban Jamaica with those of young persons elsewhere.



2013. **Meeks Gardner, Julie, and Joan A. Thomas.** “Network for Researchers Working With Caribbean Children and HIV/AIDS .” UWI HARP’s Third Scientific and Business Conference: (Sherbourne Conference Centre. Barbados : May 5 - 8, 2005).

http://www.uwiharconference.org/presentations/AbstractRoo_111799803978.

Aim: To investigate the need for a network of researchers working with children and HIV/AIDS. **Method:** A one-day workshop was convened with researchers in this area to share findings across disciplines, target areas most needed for research, prevent duplication of efforts and identify possible areas for collaboration. **Results:** Thirty persons attended the conference on December 9, 2004, at the Caribbean Child Development Centre (CCDC), UWI, Mona. Presentations included the results of a rapid assessment in St James, Jamaica, the Jamaican national plan of action for orphans and vulnerable children, the effects on the education sector, community responses to infected children, incorporation of HIV/ AIDS information into the Health and Family Life Education curriculum for teacher training, and on several issues concerning perinatal and pediatric HIV/AIDS. In addition, a perspective on the role of the education sector from 20 countries in Africa was presented by South African guests. Recommendations for future research included mapping to identify high prevalence areas, determining children’s perceptions, and the impact on school teachers and school children. **Discussion:** The participants strongly supported the formalization of a network to maintain contact through electronic messaging to continue dialogue among the participants, for expansion of the network to other Caribbean countries, and for a clearinghouse of information. The CCDC indicated willingness to seek funding to carry out this role. **Conclusion:** The desirability and role of a network concerning Caribbean children and HIV/AIDS was clearly established.

2014. **Meeks Gardner, Julie, Susan P. Walker, Karlene A. Gavin, and Ann Ashworth.**

“Complementary Foods in Jamaica: Viscosity, Energy Density and Feeding Practices .” Public Health Nutrition 5.2 (2002): 295-302. http://docstore.ingenta.com/cgi-bin/ds_deliver/1/u/d/ISIS/23978570.1/cabi/phn/2002/00000005/00000002/art00003/E49D07426234E3961133218752601BC178EC354D2B.pdf?link=http://www.ingentaconnect.com/error/delivery&format=pdf.

Objectives: To develop and validate a field method for measuring the viscosity of small quantities of weaning porridges, to measure the viscosity and energy density of porridges fed in urban and rural environments, and to relate the findings to ingredients used and feeding practices. **Design:** A new method for determining the viscosity of homogeneous, semi-solid weaning foods was developed. The viscosity and energy density of porridges fed to young children were measured, ingredients obtained by recall, and caregiver feeding behaviours observed. **Setting:** One urban and one rural community in Jamaica. **Subjects:** A purposive random sample of 70 children aged 3 to 14 months. **Results:** Most children (80%) were fed porridges with medium viscosity (17002900 mPa s) or thicker. The mean energy density was 3.18 ± 0.92 kJ g⁻¹. Energy density was only moderately related to viscosity, being higher only in porridges >4000 mPa s (analysis of variance (ANOVA), $P < 0.05$). Energy density was correlated ($P < 0.05$) with the amounts of sugar ($r = 0.28$) and milk powder ($r = 0.24$) used. Viscosity and energy density were lower in porridges fed by bottle than in those fed by spoon. Anthropometric status (weight-for-length and weight-for-age) was positively correlated with energy density of the porridge but not to the encouragement or persistence of the caregiver. **Conclusions:** Porridges of adequate energy density were prepared by caregivers in Jamaica without raising viscosity to levels that might constrain intakes. Improvements in porridge preparation and more varied weaning diets may have contributed to the decline in undernutrition in Jamaica.

2015. **Meeks Gardner, Julie, Susan P. Walker, Christine A Powell, and Sally M. Grantham-McGregor.** “A Randomized Controlled Trial of a Home-Visiting Intervention on Cognition and Behavior in Term Low Birth Weight Infants.” The Journal of Pediatrics 143.5 (2003): 634-39 .

Objectives: To determine whether early psychosocial intervention with low birth weight term (LBW-T) infants improved cognition and behavior and to compare LBW-T with normal birth weight (NBW) infants.

Study design: A randomized controlled trial was carried out in Kingston, Jamaica, with 140 LBW-T infants (weight < 2500 g). The intervention comprised weekly home visits by paraprofessionals for the first 8 weeks of life



aimed at improving maternal-child interaction. LBW-T and 94 matched NBW (weight 2500 to 4000 g) infants were recruited from the main maternity hospital. Main outcome measures were problem solving (2 means-end tests: cover and support) and 4 behavior ratings at 7 months. Analyses used were the *t* test for intervention effects and multiple regression to compare LBW and NBW infants. **Results:** LBW-T intervened infants had higher scores than LBW-T control infants on the cover test ($P<.05$) and were more cooperative ($P<.01$) and happy ($P<.05$). LBW-T control infants had poorer scores on both the cover ($P<.001$) and support tests ($P<.01$), vocalized less ($P<.02$), and were less cooperative ($P<.001$), happy ($P<.02$), and active ($P<.02$) than NBW infants. LBW-T intervened infants had lower scores than NBW infants only on the support test ($P<.05$). **Conclusions:** Early low-cost intervention can improve cognition and behavior of LBW-T infants in developing countries.

Meeks Gardner, Julie See also 2004, 2007, 2008

2016. **Ramsay, Hope, Sian Williams, Janet Brown, and Sanjana A. Bhardwaj.** “Young Children, a Neglected Group in the HIV Epidemic: Perspectives From Jamaica.” Caribbean Quarterly 50.1 (2004): 39-53. **Refereed**

Presents the findings of a study aimed at determining the current family and community support needs for Jamaican children affected by HIV/AIDS in the birth to eight years age group, both met and unmet and ascertaining community preparedness or willingness to engage in active responses to the growing presence of HIV/AIDS. The article concludes with recommendations, such as, intervention and the provision of community health services.

2018. **Williams, Sian.** “The Effects of Structural Adjustment Programs on the Lives of Children in Jamaica.” Globalization and Children: Exploring Potentials for Enhancing Opportunities in the Lives of Children and Youth. Editors Natalie Hevener Kaufman and Irene Rizzni. New York: Kluwer Academic Publishers, 2002. 151-60.

Asserts that 37% of the Jamaican population is estimated to be children under the age of 18, while 50% are under 25 years old. This chapter explores the transformation in their living conditions and outlook. The following topics are discussed: loss of family income, loss in provision of public services, intergenerational poverty, impact on children’s needs, globalization and the draw of North America, and emergence of child rights agenda.

2019. ——. “The State of Early Childhood Provision in Dominica.” Dominica Country Conference: (Dominica: January 2001).

<http://www.uwichill.edu.bb/bnccde/dominica/conference/papers/Williams.html>.

Williams, Sian See also 822, 833



Philip Sherlock Centre for the Performing Arts

2020. **Bowell, Pamela, and Brian S. Heap.** “The Best Laid Schemes O’ Mice and Men: Exploring the Interplay Between Context, Role and Frame in Process Drama.” Applied Theatre Research Journal 8 (2004). http://www.griffith.edu.au/centre/cpci/atr/journal/volume5_article5.htm. **Refereed**

In this article, the authors investigate planning process drama by exploring the relationship between context, role and frame. They recognize that the interplay between these planning principles provides the teacher with the means by which multiple dramatic circumstances may be created to explore a theme. By using a practical example, the authors illustrate how a vast number of different situations can be opened up in a drama to refocus the learning through new combinations of context, role and frame. By applying these new combinations as the drama unfolds, the teacher and pupils can develop a rich variety of fictional circumstances to explore the theme from a broad range of perspectives. Whilst the other essential elements of planning - theme, sign and strategies - remain vital in creating successful process drama, the authors conclude that interplay between context, role and frame remains its essential creative and empowering heart.

2021. ——. Prosessidraama Polkuja Opettamiseen Ja Oppimiseen. Helsinki, Finland: Draamatyo, 2005.

(Finish translation of Planning Process Drama by Pamela Bowell and Brian Heap. Publication supervised by Raiija Airaksinen.)

Distilled from the authors’ practice with pre- and in-service teachers in Britain and the Caribbean, this work identifies the principles of planning process drama, which is essentially an improvised form of drama that is not based on a set script. Blends universal principles with a wide range of examples drawn from the authors’ international practice. Enables practitioners to plan and implement process drama work within their own curriculum brief.

2022. **Heap, Brian S.** “Dr. Olive Lewin: Jamaica’s First Lady of Folk Music .” A Tapestry of Jamaica: The Best of Skywritings - Air Jamaica’s In Flight Magazine. Kingston, Jamaica : Macmillan Caribbean, 2003. 242-43.

Explores the work and inspiration of Jamaican folk researcher, Dr. Olive Lewin. Highlights the work of the Jamaican Folk Singers, a group founded and directed by Dr. Lewin.

2023. ——. “Interrogating the Absent Text: The Critical Tradition and West Indian Drama.” Twenty-Third Annual Conference on West Indian Literature: (St. George’s University, Grenada: March 8-11, 2004).

Of all genres of West Indian Literature, it is dramatic literature which is most woefully under-represented in the critical tradition of the region. Whatever dramatic criticism exists tends to be focused on a limited number of playwrights, namely, Derek Walcott, Trevor Rhone and Dennis Scott together with a handful of others. The problems facing researchers and critics of West Indian Drama, stem largely from the absence of published dramatic texts, a situation underscored in Judy Stone’s study *Theatre*, where many of the West Indian drama texts cited are available only in manuscript form. There remain huge gaps even in the published works of the three major West Indian playwrights mentioned above. Taking the Jamaican National Pantomime tradition as a case in point, the author explores some of the challenges facing researchers of West Indian Drama with regard to the sourcing of scripts, editing texts, multiple versions of texts, authorized and unauthorized texts, the use of audio and video technology in the reconstruction of scripts, issues of liveness, problems of didascalia, notions of the dramatic text/performance text, as well as alternatives to hard copy publication for facilitating further research in this area.



2024. —. “Songs of a Surrogate Mother: The Nursery Rhyme in Caribbean Culture.” Conference on Caribbean Culture: In Honor of Professor Rex Nettleford. (University of the West Indies, Mona. Kingston, Jamaica: March 4-6, 1996).

Explores the role and function of nursery rhymes as “vehicles for protest, satire, ridicule and rebellion”. Discusses the processes of cultural resistance and creativity that have shaped Caribbean nursery rhymes.

2025. **Heap, Brian S., and Anthony Simpson.** Future Positive: Educating Zambian Children in a Time of HIV/AIDS Through Process Drama. Stockholm, Sweden: Save the Children Sweden, 2002.

The authors discuss a pilot project which was carried out in Zambia between May 25 and June 12, 2002 which involved the use of process drama to educate children about HIV and AIDS. It details the rationale, overview and observed outcomes of the sessions.

2026. —. “‘When You Have AIDS, People Laugh at You’: A Process Drama Approach to Stigma With Pupils in Zambia .” Caribbean Quarterly 50 .1 (2004): 83-98. **Refereed**

This article describes in detail part of a pilot project conducted in Zambia by Brian Heap, a process drama practitioner and Staff Tutor in Drama at the University of the West Indies, Mona, Jamaica and Anthony Simpson a teacher and anthropologist, working in the U.K. and Zambia, to promote HIV/AIDS competence. Process drama can provide a safe space for the participants themselves to interrogate stereotypical constructions of masculinity and femininity and the sources of stigma against those living with the HIV virus or with AIDS-related conditions. At the same time, it allows researchers to monitor how HIV/AIDS campaigns are received and garner important clues as to how they might be improved. The authors argue that the lessons learnt from the pilot project have a wide application for HIV/AIDS education in Jamaica and the West Indies in general.

Heap, Brian See also 2020, 2021, 2027

2027. **Simpson, Anthony, and Brian S. Heap.** Process Drama: A Way of Changing Attitudes. Stockholm, Sweden: Save the Children Sweden, 2002.

<http://www.ciudadaniasexual.org/publicaciones/SIMPSON-HEAP%20Prevencion%20de%20VIH-Sida%20en%20Jovenes%202002.pdf>.

The first part of this report reviews recent important literature on HIV/AIDS and the findings of research in Zambia on prevailing attitudes of boys and young men faced with the multiple consequences of the pandemic. The second part describes in detail how process drama, a type of theatre devised by the participants themselves, can be used as a strategy to address harmful ideologies of masculinity and gender.

2028. **Small, Jean.** “Linguistic Mask and Performance in the Alternative Crossroads World.” Second Conference on Caribbean Culture: In Honour of Kamau Brathwaite. (Kingston, Jamaica: January 9-12, 2002).

Considers a space which is enclosed by cultural boundaries which define behaviour, language usage and performance peculiar to that space. The linguistic mask or camouflage is central to the negotiation in that space between life and death, seriousness and nonsense, controlled behaviour and freedom of expression. The crossroads, traditionally the meeting place of the spirits, symbolizes that alternative locus/space where members of a community meet both physically and socially for some kind of transaction. In this paper, language and performance are used in the spaces of storytelling, Wakes, Carnival/Calypso and the Street Corner will be discussed.



Social Welfare Training Centre

2029. **Maxwell, John A., and Lincoln O. Williams**, Editors. The Caribbean Journal of Social Work . Vol. 1- .2002. **Refereed**

This peer reviewed journal, is one of the vehicles through which the Association of Caribbean Social Work Educators (ACSWE) hopes to achieve critical objectives for the development of a regional voice in the theory and practice of social work. Among these objectives is the promotion of scholarship of high quality through contributions to Caribbean social work literature from various sources of research, analysis and exemplary practice modes.

2030. **Williams, Lincoln O.** Commonwealth Youth and Development 1.2 (2003): 127.

Contents of this issue include: African children in armed conflict; bridging right and reality; controlling youth for democracy: the United States Youth Council and the World Assembly of Youth; Amandla Awethu: a rural South African case study of raising awareness about HIV; youth work education and training: from training to professional education; youth participation: taking the idea to the next level: a challenge to youth ministers; youth networks and governance.

2031. ——. “The Official Discourse on Youth in St. Kitts-Nevis .” Beyond Walls: Multi-Disciplinary Perspectives. Editors Simone Augier and O. Edgecombe-Howell. St. Augustine, Trinidad and Tobago: University of the West Indies, 2002.

<http://www.uwichill.edu.bb/bnccde/sk&n/conference/papers/Williams.html>.

(Presented at the St. Kitts-Nevis Country Conference. May 2000).

The relationship between adults and young people in a society is an excellent way of providing insights into some of the critical social forces at work in that society. The author discusses the concept of youth as “folk devils” versus “hope for the future”. This is done primarily by focusing on issues relating to youth as found in the 2000 Youth Manifesto of the St. Kitts-Nevis Labour Party. Williams argues that although the St. Kitts-Nevis Labour Party sought to adopt a new approach to youth affairs in its Manifesto, it failed to transcend the traditional, or ‘preferred discourse’, which informs the official approach to youth in the Caribbean. He posits that it further entrenched the negative concept of youth which is dominant throughout the Caribbean.

2032. **Williams, Lincoln O., and Vishanthie Sewpaul.** “Modernism, Postmodernism and Global Standards Setting.” Social Work Education 23.5 (2004): 555-65.

Discusses the key features of modernism and postmodernism, and critiques global standards setting from a postmodern theoretical perspective. The main areas of critique consist of the possibility of the creation of yet another totalizing discourse or grand narrative; debates around the particular and the universal; issues around representation; and power, knowledge and discursive formations. They argue that society has avoided making a choice between modernism and postmodernism—between justification, objectivity, reason, universalism, proof and unity of science on the one hand and the postmodern emphases on language, power, and the particular, contingent and relational on the other hand.

Williams, Lincoln O. See also 1646

