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Education and Environmental Degradation in Jamaica

Includes:
2 Resource Binders

Part 1 of 2

By Phil Abbott

Completed for:

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Department: International Development Studies
Course code: IDST 370
Term: Fall/Winter 2004-2005
Date of project submission: June 2005

Project ID: 588

Call Number: 370 465

Education and Environmental Degradation in Jamaica

Abstract: The goal of the project was to compile resources on current issues impacting development work in Jamaica, specifically education and the environment. The two resulting binders are topically into subsections. Each binder includes "readers" on various topics, as well as annotated bibliographies, statistics, and relevant articles and documents. The workshop outline combines the work of the author and another student and looks at an even broader range of Jamaican issues, including government financial and development strategies.

Keywords: Jamaica, Jamaica Self-Help, education, environment, gender, teachers, health care, deforestation, contamination, pollution

Education Resource Binder

Compiled by Phil Abbott

Overview on the Purpose and Structure of the Binder

This binder has been created as a resource on general and specific information relating to Education in Jamaica. It is divided into five sections, each focussing on different topics related to Education: General Information, Gender and Education, Teacher Training and the Quality of the Jamaican Education System, the Structure of the Education System and Health and Education. Each section is divided into as many as four sub-sections:

- All sections, except the fifth on health and education, begin with a short 'reader' focusing on a specific issue related to the topic.
- Statistics on the topic are provided for some sections.
- All sections, except for the fourth on the structure of the education system, have an annotated bibliography to facilitate background research. The bibliography gives the location the source was discovered to make it easier to retrieve.
- Some sections have a few relevant articles, government documents and the home page of some websites following the annotated bibliography.

A Note on Readers:

The readers are designed to give information on one aspect of the topic dealt with in the section. Issues relating to the Jamaican education are complex and have no easy answers. There was an attempt have the readers give relevant information on both sides of contentious issues, not necessarily provide a concrete answer.

Table of Contents:

Section # 1 – <u>General Information</u>	Page #
Reader # 1	1
Statistics	2
Annotated Bibliography	5
Articles and Documents	12
Section # 2 – <u>Gender and Education</u>	
Reader # 2	19
Statistics	21
Annotated Bibliography	24
Section # 3 – <u>Teacher Training and the Quality of Education</u>	
Reader # 3	27
Annotated Bibliography	29
Section # 5 – <u>The Structure of the Jamaican Education System</u>	
Reader # 4	33
Chart of Education System Structure	35
Articles and Documents	37
Section # 4 – <u>Health and Education</u>	
Annotated Bibliography	44

Education Reader # 1
A Brief History of the Evolution of the Education System in Jamaica

Historically, education in Jamaica has been largely out of reach for the lower classes of society. When education was accessible to poorer children it often served as a means to indoctrinate the values of the elite on the lower classes and maintain the unequal social system. Prior to emancipation, the colonial education system functioned solely for upper class children. Slaves had access only to a non-formal education offered by missionaries. The content of the teaching worked to justify the unequal system stressing the necessity of submission to the white elite and British culture as a whole. After emancipation in 1838 the colonial school system was opened to the freed slaves, who made up the majority of the population.¹ However the small church run schools ran on minimal funding from the colonial government and charged fees which created a major deterrent.²

By the late 1800's public primary education was expanded to reach more of the population. At the same time the fees were lifted making the new schools more accessible to the majority of the population. However, secondary schools remained private and out of reach of the lower classes. The curriculum and teaching style was based on the British system. Thus the lower classes gained little more than basic literacy from their primary education. The British content served only those who could afford to attend secondary school or even school in Britain. Under these conditions the system worked to formalize the racial and class segregation within the country.³

After Jamaica's independence in 1962 the newly established Ministry of Education created many new primary schools and some public junior secondary schools. However, by changing none of the traditional British structure and content, the system remained inefficient and unequal. The election of the People's National Party (PNP) in 1972 resulted in a series of improvements to the education system. The government used 20% of the national budget to institute a nationwide free public education system up to the postsecondary level, though a private education system has remained for the upper class. The PNP also embarked on a massive literacy campaign which focused on adult education. This proved widely successful seeing the literacy rate rise to 85% in the late 1970's from well below 70% in the 1940's. Though the new school system was a great improvement, the huge growth of the public education system in a short period of time resulted in a diminished quality. For example, the class sizes rose dramatically as the number of teachers was insufficient to meet the number of students. The system was further hampered from the near 50% drop in funding through the 1980's.⁴

Current statistics show that nearly 100% of the population enrolls at least through primary education and that the literacy rate is approximately 87%.⁵ Though these figures suggest a successful improvement several problems remain within the education system largely due to inequality within the greater Jamaican society. Attendance can be very low, especially at schools in poorer regions of the country. Poverty and the resulting health and social problems also have a direct effect on the performance of lower class students in school. Furthermore, racial and gender discrimination continue to hamper the success of many students.

¹ *National Report of Jamaica; by The Ministry of Education Youth and Culture.* 15, Aug. 2004
<<http://www.ibe.unesco.org/International/ICE47/English/Natrebs/reports/jamaica.pdf>>

² Foner, Nancy. *Status and Power in Rural Jamaica: A Study of Educational Political Change.* Teachers College Press, New York 1973.

³ National Library of Congress, "Education" [<http://countrystudies.us/caribbean-islands/22.htm>]

⁴ Ibid

⁵ CIA World Fact Book, "Jamaica" [<http://www.cia.gov/cia/publications/factbook/geos/jm.html>]

General Statistics on Education in Jamaica

Achieve universal primary education	1990	1995	2001	2002
Net primary enrollment ratio	95.7	“	95.2	“
Percentage of cohort reaching grade 5 (%)	“	“	90.3	“
Youth literacy rate (% ages 15-24)	91.2	92.8	94.3	94.5

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/JAMAICAEXTN/0,,menuPK:338361~pagePK:141132~piPK:141109~theSitePK:338335,00.html>

Adult literacy rate	1990 male	78
	1990 female	86
	2000 male	83
	2000 female	91
Primary school enrolment ratio 1997-2000*	(gross) male	100
	(gross) female	99
	(net) male	95
	(net) female	95
Net primary school attendance % (1992-2002*)	Male	77
	Female	80
% of primary school entrants reaching grade 5	Admin. Data 1995-1999*	89
	Survey data 1995-2001	92
Secondary school enrolment ratio 1997-2000* (gross)	Male	82
	Female	85

http://www.unicef.org/infobycountry/jamaica_statistics.html

UN Millennium Indicators

	1990	1995	1998	1999	2000	2001	2002	2003	2004
Poverty, percentage of population below \$1 (PPP) per day consumption (WB)	3.1			1.7	0.4				
Poverty, percentage of population below national poverty line, total (WB)	27.5				18.7				
Poverty, percentage of population below national poverty line, rural (WB)	37.0				25.1				
Poverty gap ratio: mean percentage distance below \$1 (PPP) per day (WB)	0.7			0.4	0.1				
Poorest quintile's share in national income or consumption, per cent (WB)					6.7 ¹				
Children under 5 moderately or severely underweight, per cent (UNICEF estimates)									6.4
Education, primary completion rate, both sexes (UNESCO)				88	83		90		
Education, primary completion rate, boys (UNESCO)				85	80		87		
Education, primary completion rate, girls (UNESCO)				91	87		92		
Nutrition, undernourished as percentage of total population (FAO estimates)		11 ²			9 ³				
Nutrition, undernourished, number of people (FAO estimates)		0 ²			0 ³				
Education enrolment ratio, net, primary level, both sexes (UNESCO)		90.3 ⁴		94.3	95.0		95.2		
Education enrolment ratio, net, primary level, girls (UNESCO)		90.4 ⁴		94.2	95.0		95.3		
Education enrolment ratio, net, primary level, boys (UNESCO)		90.2 ⁴		94.4	94.9		95.1		
Education, percentage of pupils starting grade 1 reaching grade 5, both sexes (UNESCO)				88.9	90.3				
Education, percentage of pupils starting grade 1 reaching grade 5, girls (UNESCO)				90.8	92.7				
Education, percentage of pupils starting grade 1 reaching grade 5, boys (UNESCO)				87.0	88.0				

Literacy rates, aged 15-24, both sexes, per cent (UNESCO)

94.5⁵⁶

Literacy rates, aged 15-24, women, per cent (UNESCO)

97.8⁵⁶

Literacy rates, aged 15-24, men, per cent (UNESCO)

91.3⁵⁶

Girls to boys ratio, primary level enrolment (UNESCO)

1.00 1.00 0.99 0.99

Girls to boys ratio, secondary level enrolment (UNESCO)

1.02 1.04 1.04 1.03

Girls to boys ratio, tertiary level enrolment (UNESCO)

1.88 1.89 2.24

Women to men parity index, as ratio of literacy rates, aged 15-24 (UNESCO)

1.07⁵

http://unstats.un.org/unsd/mi/mi_results.asp?crID=388&fid=10

122 Jamaica	Adult literacy rate		No. of sets per 1000 population 1992	Primary school enrolment ratio				% of primary school children reaching grade 5 1986-93	Secondary school enrolment ratio 1986-93 (gross)					
	1970	1990		1960 (gross)	1986-93 (gross)	1986-93 (net)	male		female	male	female			
82	85	79	87	421	134	78	79	105	108	99	100	96	59	66

<http://www.unicef.org/sowc96/swc96t4x.htm>

Education General

Books

Development and Disillusion in Third World Education with emphasis on Jamaica

The Ontario Institute for Studies in Education , Toronto, 1979

D'Oyley, Vincent; Murray, Reginald

A series of articles that examine the impact of colonialism and struggles that face developing educational services. The concentration is on Jamaica however comparisons are made with other third world nations Guyana and Ghana.

Status and Power in Rural Jamaica: A Study of Educational Political Change.

Teachers College Press, New York 1973.

Foner, Nancy

This study focuses on the relationship between local and national educational and occupational aspirations. Since the development of formal educational systems, nonagricultural sectors and political parties, opportunities for educational and occupational mobility among rural people has increased. Education is seen as key to mobility.

Adult education and Non-Formal Education in the Third World: A Jamaican Perspective

University of British Columbia, Vancouver, 1985

Hopeton, Gordon L.A.

Programming for adults is currently available in the following forms: training for out-of-school youth, basic adult education and literacy training, the arts and culture, instruction delivered via the mass media, church-provided instruction, management and administrative training, and continuing education for professional personnel. Adult education in Jamaica is viewed primarily as a tool for development as a way for social change. Jamaica lags behind in adult education at the university level. Extensive efforts are necessary to remedy fragmented nature of adult education services. Improvements are especially needed in the areas of lifelong learning, teacher education for adult educators, development of a mass education movement, and adequate training in the area of management development. The author suggest the most important task facing adult education in Jamaica is to convince Jamaicans that matters of science and technology are not beyond the grasp of Third World nations and that Jamaica's subsistence-level working population can indeed become a part of a modern industrializing state.

Dysfunctionality in Jamaican Education

University of Michigan, Ann Arbor, 1963

Ruscoe, Gordon C.

This study looks at the relationship between education and development in Jamaica in both historical and contemporary terms. The author points out the lack of research in Jamaica's education. Examines agricultural, technical and general education in regards to economic development.

Ontario Scholar's Portal

A comparative study of TVET projects — implementation experiences from Jamaica and The Gambia

International Journal of Educational Development Volume: 21, Issue: 5, September, 2001, pp. 417-431

Powell, M.

The purpose of this paper is to provide examples for policy makers who are involved in implementing Technical and Vocational Education and Training (TVET) projects in the developing world. The study was specifically concerned with identifying the role played by overseas aid agencies and the corresponding impact depending on foreign consultants and project components obtained from the developed world. It found that this dependence could have a negative impact, both on a project's implementation and on its long term sustainability.

Jamaica to Provide Internet Access in Its Poor Communities.

Black Issues in Higher Education Volume: 21, Issue 16, September 2004, p37

Roach, Ronald

Details the plan of Jamaica's Commerce and Technology Minister Philip Paulwell to provide free Internet access in poor communities in Kingston, Jamaica. This article provides information on Jamaica's *e- Jamaica* initiative and the advantage of a project like this.

Language and Literacy in a Creole- speaking Environment: A Study of Primary Schools in Jamaica

Language, Culture & Curriculum Volume: 17 Issue :2, 2004, p87

Bryan, Beverley

Jamaica is a Creole speaking environment where children will enter school with a range of vocabulary closely related to English. It is expected that they will learn English in school. It is argued that the appropriate language

teaching approach would be English as a Second Language instead of English as the mother tongue. The paper explores the most appropriate principles and practice for this setting with the hope that the discussion will be useful to teachers working with Jamaican school children.

Before the National Curriculum: a study of music education in Jamaican post-primary institutions

Music Education Research Volume: 5 Issue: 2, July 2003, pp157,
Tucker, Joan

This paper is developed from a study on music education in Jamaican post-primary institutions. It examines curriculum content and practice in 14 schools in Kingston. It also discusses the teachers' views on the subject. The paper concludes that music in post-primary schools does not differ substantially from music in primary schools. The paper highlights the challenges to be met in implementing the national curriculum for music.

EBSCO Host

Formal education of children in Jamaica.

Childhood Education Volume: 71 Issue: 4, Summer 1995 pp194
Morrison, Johnetta Wade; Milner, Valentine

Examines programs in Jamaica for the care and education of 4 – 6 year old children. Looks at the history of Jamaica's early education, programs initiated by the government, types of pre-primary education programs, improvement of teacher qualification and prospects for the Jamaican early education.

Education for agricultural librarians in Jamaica.

Journal of Education for Library & Information Science Volume 35, Issue 2, 1994
p124
Mohamedali, O.N

This paper discusses the importance of information specialists in the agricultural economic sector of Jamaica. It explores the inadequacy of well-established national agricultural information service and the relevance of agricultural education and the Eastern Caribbean states.

Handbook of Latin American Studies

A common sense look at education in Jamaica today.

National Union of Democratic Teachers NUDT Booklet 1979, 20 p.

Haughton, John

This booklet examines Jamaican public education and concludes that injustice and inequity are prevalent at all levels. The author argues that only by dismantling the country's economic and social system can people's living standards, including education be improved.

Education Resource Information Center – Pro Quest

An Overview of Science Education in the Caribbean: Research, Policy and Practice

Science Education International Volume:14, Issue: 2, Jun 2003, p. 43

Sweeney, Aldrin E.

Analyzes the science education in Caribbean and provides examples of science education policy and practice. Highlights the large-scale national efforts of the Barbados, Bermuda and Jamaica. This paper discusses and provides recommendations for future directions in science education in these countries.

Teaching Materials for the Language Arts Grades 4-6: A Study within the Primary Education Improvement Project in Jamaica.

Educational and Psychological Interactions April 1999, pp120

Holmberg, Lena; Mitchell, Ivy

This report deals with the Language Arts component of the Primary Education Improvement Project that was launched in Jamaica in 1993. Content suitability, levels of difficulty, layout, print and illustrations were studied in readers. Three major recommendations are mentioned: the matter of bilingualism, grammatical structures must be taught within meaningful context and teachers' guides should be developed.

The Politics of Creole Language Education in Jamaica: 1891-1921 and the 1990s.

Journal of Multilingual and Multicultural Development Volume 12, Issue: 2, 1998, pp 108

McCourtie, Lena

The article examines English attainment by Jamaican Creole speakers with historical data from reports from the colonial periods and draws attentions to the failures. Discusses a recent investigation of secondary

) schools in Jamaica which finds a similar underachievement among Creole speakers. The political initiatives created in the past to effect change and redress the inequities are highlighted.

Early Education and Care in Jamaica: A Grassroots Effort.

International Journal of Early Childhood Volume: 12, Issue: 2, Oct 1997, pp. 51
Morrison, J. W.; Milner, V.

This article describes the history of early childhood education in Jamaica as well as the current trends. It considers the sponsorship of early education and care programs; child care philosophy and policy; the variety of child care and education programs available including basic schools, infant schools, day care centers, teacher qualifications, administration and enrollment information.

Education and Self-Employment in Jamaica.

Comparative Education Review Volume: 40, Issue:2, May 1996,pp. 177
Honig, Benson

Development policies have severely limited employment opportunities in the formal sector and approximately 40% of the labor force engages in informal self-employment. 250 interviews were conducted in this study with self-employed micro-entrepreneurs. This research revealed the effects of experience on income. Furthermore, it was found that various types of education differed between workers in technologically more complex, compared with simpler, businesses.

The Non-Institutionalization of the Use of Self-Instructional Materials in Primary Schools in Jamaica: The Case of Project PRIMER.

Journal of Curriculum Studies Volume: 25, Issue: 6, Nov-Dec 1993, pp. 527
Jennings, Zellynne

Emphasizes that many educational innovation introduced into developing nations from developed nations fail. This paper describes a project using community involvement and individualized instruction that was introduced into Jamaica after successful development and implementation in the Philippines, however the project failed in Jamaica.

Environmental Education in Jamaica: The Gap between Policymakers and Teachers.

Journal of Environmental Education Volume 20, Issue 1, Fall 1988, pp20
Taylor, Dorceta E.

Depicted are the opinions of Jamaican teachers towards environmental education, the handling of environmental education in course syllabi and the position of policymakers in the region. Found that there were problems in funding and communications between policymakers and teachers

The Contribution of Enos Nuttall to the Development of Education in Jamaica.

International Journal of Lifelong Education Volume: 3, Issue: 4, 1984; pp. 293
Allen, Beryl M.

Illustrates Enos Nuttall's contribution to educational thought and practice in Jamaica. His beliefs on education for all (but differentiated according to individual needs and capabilities) are discussed, as well as his influence on educational reform and curriculum development.

From Research to Action: Language Policy in Jamaica.

Prospects: Quarterly Review of Education Volume 11, Issue 3, 1981, pp. 372
Miller, Errol L.

Reviews three Jamaican research projects (two funded by the Ford Foundation, one government funded) which responded to the need to improve English language teaching to Creole speaking children at elementary and secondary levels. The author suggests that immediate government needs give priority to funding for applied research (curriculum reform) over long-term basic research.

Rural Library Development in Jamaica

Unesco Bulletin for Libraries Volume: 27, Issue 4, August 1973pp 213
Robinson, Joyce L

The Jamaica Library Service is a combination of branch libraries, book centers, bookmobile stops, and free postal service. Under certain conditions the central government provides funds for new library buildings. Several rural communities have constructed their own branch library buildings.

Competition, Conflict, and Education in Rural Jamaica

Human Organization Volume 31, Issue 4, pp395

Foner, Nancy

In this article some of the consequences of providing greater educational opportunity for members of the lower class in a small rural community in Jamaica are examined.

The derminants of teenage schooling in Jamaica

Journal of Development Studies Volume 32, Issue 4, April 1996 p554

Handa, Sudhanshu.

Examines the belief that education is an important way to reduce poverty and increase social mobility. Shown are the limitations in Jamaica's secondary school systems, factors which influence secondary school enrollment, the amount of the government's budget that is given to education and the role of family background on a child's education.

The National Literacy Programme in Jamaica

Convergence Volume: 7, Issue : 1, pp. 79

Hutchinson, Edward

Found that the basic trouble in Jamaica is that the schools do not yet succeed in cutting off the problem of adult illiteracy at the root.

WEBSITES

CIA Worldfact Book - Jamaica

<http://www.cia.gov/cia/publications/factbook/geos/jm.html>

Jamaican Ministry of Education, Youth and Culture

http://www.moec.gov.jm/youth_nssc.htm

US Library of Congress Country/Area Studies – Jamaica – Education

<http://countrystudies.us/caribbean-islands/22.htm>

United Nations Population Fund

<http://www.unfpa.org/profile/jamaica.cfm>



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- About & Contact
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- HRMA
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- Culture
- Youth
- Educational Services
- Regions

PROJECTS & PROGRAMMES

- GIS in Schools
- New Horizons
- PESP
- Environmental Education for Sustainable Development
- Integrated Secondary
- Secondary Enhancement
- Basic Schools Project
- Tech/Voc Rationalization

RESOURCES

- Curricula
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- For Parents
- For Teachers
- For Students
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- Frequently Asked Question
- National Heroes
- Information Act
- Technology in Education
- Links

National Secondary Students' Council [NSSC]

On behalf of the National Secondary Students' Council (NSSC), I wish to welcome all of Jamaica's students back to the first school term of the year 2004. For this year we hope to see greater participation in student council activities and student involvement in the decision-making process at the secondary level.

The idea of a student government came about in the early 1970's when it became apparent that the rights of student were being abused. It was then that the NSSC was formed, with its main objective being to give students a voice; a means by which to express their feelings and opinions, on issues affecting them. It is clear to me that although it is one of the few youth organisations run by youth, many students are ignorant to its existence. With this in mind the NSSC will be embarking on a publicity drive for the organisation. We intend to get all students of this lovely island on board and have them voice their opinions and problems so that the NSSC can properly represent them.

As president, I look forward to the day when all secondary students will realise that we are the primary beneficiaries of the education system, and that we stand to gain or lose by its competencies as well as its inefficiencies. I look forward to a day when students will take a stand for improved service delivery and use organisations such as the NSSC as an instrument of change. I hope that one day, students will recognise the power that they hold within their hands to effect change, not just in our schools, but also in our nation.

The NSSC will be working relentlessly to advocate for improvement in the quality and delivery of education received for all secondary students. We believe as our motto says "Responsible Students Make The Difference" and as such, we urge you to act responsibly and live positively.

Please direct any questions or comments to nsscjam@hotmail.com or contact us at 922-6974 or toll free at 1-888-567-9642.

Diego Morris
 President, N.S.S.C.
 2003-2004

DIVISION OF YOUTH

Programmes & Policies

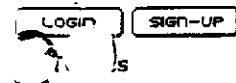
- National Youth Policy (PDF)
- The Prime Minister's Nation Youth Awards for Excellence NSSC

ARTICLES

- Expulsion Proceedings
- Student Council Issues
- Media's Impact on Student Development
- Students lay it on the Line



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Enter text here

Pages 1 2 3 4 Next

Donor Group	Funding Org	Activity Name	Country	Sector Group	Status	Start Date	End Date	Am
United States	USAI	5320169 CLASP II	Jamaica	Education	Completed			75,000
United Kingdom	DFID	ALL-AGE PRIMARY SCHOOLS UPGRADING FOR DEPRIVED RURAL AND URB	Jamaica	Education	Ongoing		2003	14,173
Netherlands	DGIS	APP '97 KST / CLASSROOM PROJEC	Jamaica	Education	Completed	1997	1997	8,201
Netherlands	DGIS	APP KINGSTON 1997 / THE PACE P	Jamaica	Education	Completed	1997	1998	6,151
Japan	JAMF	AUDIO-VISUAL EQUIPMENT	Jamaica	Education	Ongoing			294,11
		AUS- UND FORTBILDUNG VON ANGEHRIGEN AUS EL	Jamaica	Education	Ongoing			1,980
		AUS- UND FORTBILDUNG VON ANGEHRIGEN AUS EL	Jamaica	Education	Ongoing			4,496
		AUS-UND FORTBILDUNG V. ANGEHOERIGEN AUS ENTW-L	Jamaica	Education	Ongoing			15,495
		AUSBILDUNGSHILFE - STIPENDIEN	Jamaica	Education	Ongoing			3,554
United Kingdom	DFID	BASIC LIFE SKILLS FOR YOUTH & ADULTS (missing specific project title)	Jamaica	Education	Completed			414,25
		BECAS CARIBE	Jamaica	Education	Ongoing			73,534
European Comm	EUCO	BOURSE ETUDES STAGES 4 31 01	Jamaica	Education	Ongoing			189,33
Canada	CIDA	CANADA/JAMAICA TRAINING FUND	Jamaica	Education	Completed			4,267,
United Kingdom	DFID	COLLEGE OF ARTS SCI TECH	Jamaica	Education	Completed			70,212
		CONVOCATORIA GENERAL DE BECAS AECI, BECAS MUTIS, ESCUELA DIPLOMTICA Y BECAS MAE (CARIBE	Jamaica	Education	Ongoing			
France	FRMF	COOPERATION ENTRE L'INSTITUT D'ETUDES POLITTIQUES D'AIX-MARSEILLE ET L'UWI.	Jamaica	Education	Ongoing			8,060
France	FRMF	COOPERATION ENTRE L'UNIVERSITE MICHEL DE MONTAIGNE BORDEAUX 3 ET UWI.	Jamaica	Education	Ongoing			2,686
France	FRMF	COURS DE FRANCAIS AUX MILITAIRES ET A LA POLICE.	Jamaica	Education	Ongoing			1,791
Netherlands	DGIS	DPO IO 410 OP 21 9 92	Jamaica	Education	Completed			34,127
		E002 PRE-PRIMARY EDUCATION	Jamaica	Education	Ongoing			194,36
		E002 PRE-PRIMARY EDUCATION	Jamaica	Education	Ongoing			141,00
		E003 PRIMARY EDUCATION	Jamaica	Education	Ongoing			79,662
		E003 PRIMARY EDUCATION	Jamaica	Education	Ongoing			58,000
Canada	CIDA	EDUC/TRAINING FOR PROD-PH 2	Jamaica	Education	Completed	1990	1994	2,538,

EDUCATION

of

Jamaica



Picture Provided By:

<http://www.virtuallandmedia.com/world-flag1.htm>

This web page provides an overview of the Jamaican Educational System. The basic history of the educational system is touched upon as well as the modern changes to the educational system. The focus

is to the current structure, curriculum and placement exams detailing mathematics, sciences, and religion. An exploration of many teacher requirements is also included. The ideas brought forth in this document are supported with a personal interview with a Jamaican student's perspective and with that of a tourist who visited Jamaica in 1996. Throughout the paper, one will gain a better understanding and knowledge of the Jamaican Educational System through the information presented as well as some comparisons to the educational system of the United States.

The opinions expressed in this page/section are strictly those of the page author/creator.
The contents of this page have not been reviewed or approved by Albion College.

Jamaica Observer

http://www.jamaicaobserver.com/news/html/20031021T000000-0500_50526_OBS_FIXING_THE_WOES_OF_JAMAICA_S_EDUCATION_SYSTEM.asp
Fixing the woes of Jamaica's education system

JOSHUA SPENCER

Tuesday, October 21, 2003

Maxine Henry-
Wilson

I have no doubt that Jamaica and its education system have the opportunity to regain its formidable glory and fame as in the recent past. In parts of the world such as England, Canada and the United States, employers and tertiary educational institutions have come to understand that the educated Jamaican is one to respect. We Jamaicans seem to outperform their citizenry despite their highly-pervaded educational technology and wealth. Jamaicans, irrespective of the challenges that attack our development, in most cases abroad, make excellent students and employees than their counterparts.

This fact brings me to address the apparent, current slide that obtains in education and the reasons thereof. The new and apparently energised JTA president, Mr Wentworth Gabbidon, has come up with some radical suggestions for implementation that he has proposed as the way education, the teachers and the Education Ministry ought to have as their central focus. He has stipulated that the focus be on teachers, that is, on their development. Consequently, his recommendation is to have the teachers' colleges wave their magic wand and have teachers more knowledgeable and more professionally capable of exhibiting greater leadership roles. To have this happen, Mr Gabbidon thinks the teachers' colleges should be offering four-year bachelor's degrees and a mentoring programme to young teachers! Nonsense. Who would teach these teachers? The majority of teachers' college lecturers are barely qualified for the position, a significant number of whom has only a first degree!

But let's assume that the woes the Jamaican education system faces are due to a deficiency of sufficient teachers with leadership skills, from where will the pecuniary resources emanate to accomplish the dreams of the JTA president?

I am concerned that the vast majority of our leaders, whether politicians, leaders of trades union or the private sector, are merely prepared to demonstrate an "appearance of doing and ingenuity".

If I am to go by reports in the media, it appears that the minister of education, Mrs Maxine Henry-Wilson's demeanour is one which is suggesting that already she and the ministry have given up hope that there could be any significant improvement with affairs in the inadequate situation which obtains in our schools and with respect to our teachers' needs, economically and academically. She was forthright in her stance that 95 per cent of her budget of \$23 billion goes towards the payment of salaries and wages and that basically one must conclude that there is no way things will be changing for the better anytime soon. This, of course, as was reported in the media during the JTA Annual Conference.

I have the utmost respect for Mr Noel Monteith, the current state minister of education, on a personal and professional basis.

His performance as a JTA president was one of the best, if not the best, the JTA has ever had. But what is the state minister doing at this stage of his profession to aid teachers and better the plight of our woeful education system, at the time when he is best able to let his voice and pen be felt? Sad to say, not much.

My stipulations and proposals for fixing the woes of the education system are as follows:

(1) make it mandatory that companies that make a certain amount (to be determined) of profit each year pay one per cent of it towards improving the education system. For that, certain benefits could be worked out for these companies. However, care should be taken to ensure that these companies don't benefit in excess of their contribution.

(2) arising from recommendation (1), an independent, non-partisan committee should be formed to study and implement it.

(3) any worker earning over 100 per cent of the minimum wage should be made to contribute 0.25 per cent of it to an education fund for the purpose of improving the educational experience for pupils and teachers.

(4) all Jamaicans who have chosen to be citizens of foreign countries and want to maintain their Jamaican citizenship also, and especially those earning significant incomes, should be encouraged to contribute towards the education fund. In the second stage of this plan, Jamaicans abroad who want to maintain dual citizenship must be made to pay a minimum monthly fee and this sum should go towards the education fund.

(5) there should be strict regulations set that would guarantee that the funds' acquisition would only be used to fund education. No other ministry or project should have access to these funds.

(6) instead of making teachers' colleges a four-year degree, granting institutions (which is impractical at this time), a five-year licensing programme should be implemented for teaching. In this programme, teachers will have to enrol in, and complete courses, on a continuous basis, courses in methodology and content, to maintain their licences.

As a Jamaican who resides abroad, I am worried that either most of our politicians and leaders have been redundant in terms of arriving at solutions to our challenges or are simply on a callous path of building for themselves and buddies, caring less of what will have happened to their nation when they shall have retired or have passed on!

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Jamaica Observer

http://www.jamaicaobserver.com/columns/html/20021211T000000-0500_36462_OBS_INVASION_OF_OUR_EDUCATION_SYSTEM.asp

Invasion of our education system

HUGHLIN BOYD

Wednesday, December 11, 2002

HUGHLIN BOYD Globalisation, colonisation and free trade are all phases that are converging in one place, world domination. It is not necessarily a bad thing when we speak of globalisation, the free movement of people, goods and services across borders. However, should the educational cost for foreign universities be borne by people in the lesser-developed countries like Jamaica? Given the trend in the General Agreement on Tariffs and Trade (GATT) and the World Trade Organisation (WTO) it will be a matter of time. Second, are we already dominated by "foreign national scholars" in our universities imparting their imperialistic, culturally-biased world view masked by statistical and technical jargons? We do not have to wonder long and hard on this issue. The foreign national "intellects" in our universities are insidiously dominating Jamaica. We have given up our sovereign rights in the name of what is foreign is best.

The fraternal order of the brotherhood of foreign nationals in our higher education system are involved in the policy formation and are deeply entrenched in the implementation of these policies and their operations. Maybe we are not paying the requisite attention, but we are losing all that which uniquely identifies us as Jamaicans. There is nothing wrong in having foreign nationals teach in our universities but if they retain their citizenships or do not apply for dual citizenship their tenure should not be life long. Moreover, there are quite a number of Jamaicans with similar or more prestigious credentials but simply because they had the misfortune of being born on Jamaican soil they are overlooked and set aside. It seems we are our worse enemy!

We are promoting "values and attitudes" in our schools because we seem to have gone awry. The question must now be asked whose values and attitudes will be promoted in our universities. Where foreign nationals are now in the position of advice and hire in our universities whose values will they promote? There is a belief that we are being valued out of our Jamaican culture. It is now to the point where foreign nationals at the University of Technology and the University of the West Indies are in collaboration in the decision as to which Jamaican should be offered a post at the two publicly funded institutions.

When we give up our educational institutions to foreign influence it is a matter of time before the end, and the end of things Jamaican. An argument has been proffered that these foreign nationals are akin to an advancing army that has sent forth a raiding party to establish a beachhead to ease the larger army's advance into the area and a final victory.

Recently, a woman friend passed on my resume to a professor from Nigeria in administration at the University of Technology and within a couple of days this writer was in an interview. The interview lasted approximately one hour in both office discussion and continuing on the grounds. However, to my dismay, over 50 minutes of the discussion was an interrogation about my friend. This was the first time this

writer gave real thought to the liberalisation of the educational system. The problem is not foreigners but our values and attitudes.

Nonetheless, it is time we start taking stock of those we let into the country to impart information. Following the investigation, it was uncovered that these foreign nationals are often travelling outside of the country. What is the opportunity cost to the country for these foreign nationals absence? In our quest to buy foreign we may have ultimately created our own cultural demise. Conversing this last week with a chief in the brotherhood fraternity of foreign nationals at UWI, he tried to convince me that the country should be more open to foreign nationals. This writer quickly pointed to him that Canada is not as liberal as it purports and Jamaica should not be subjected to the same liberalisation, we cannot afford it.

The General Agreement on Trade in Services (GATS) is an agreement that covers all services including education and health. This agreement came out of the WTO. GATS is a serious proposition for member countries to the WTO. It requires that all member states be equally treated. Some believe that participation in the GATS is a voluntary one. However, what will happen to member countries' status as a trading partner if they do not play?

The WTO and GATT have been embarking on the liberalisation of the educational system in member countries. In the case of Jamaica where there is high unemployment, a high crime rate relative to our population, high trade deficit and huge debt burden, what will this liberalisation of education mean to our budget? Can we afford to fund first-world universities?

There is no aversion to foreign educational training on the part of this writer, quite the opposite, but the real question is whether a country has a sovereign right to secure and pass on the values and attitudes of that country's culture? Given that globalisation is the operative word of the day, anyone who questions the all-intrusive finer points will be branded an enemy of capitalism. However, the lesser-developed countries like Jamaica cannot afford to play full-time at this game. There must be a moratorium for us and our educational system.

The funding for foreign universities is another form of the neo-colonialisation. What is the fuss? We have already handed to foreign nationals our higher education institutions. It is now to the point where they are empowered to utilise our universities as their personal playground and their determination as to which Jamaicans go pass. Are our universities being systematically undermined by foreign nationals to benefit their home countries' universities? Must we continue to play possum!

Given the severe limitation in our resources, it is not possible for us to finance the operations of foreign universities on the Jamaican soil. Further, it is time we stop funding foreign nationals to undermine our universities and exhaust our limited resources. Jamaican professors should chair their departments and control the decision process. Foreign nationals should be reserved to visiting status for a year.

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Education Reader # 2
Gender Inequality in the Jamaican Education System

Historically, women in Jamaican society were restricted from many opportunities in education and the workforce. Throughout the 1980's a trend towards greater gender equality spread through Jamaican society. This has resulted in an increase in female teachers and students within the education system as well as greater female success in school. At present, female and male enrolment in school is virtually equal in primary school while the ratio of females is slightly more in secondary schools and is significantly higher (67.3%) in post-secondary schools. Furthermore, female performance in school is notably better than that of males. This scenario has prompted two contradicting schools of thought on the issue.¹ One school argues that women are being given more opportunities than men resulting in male marginalization in the education system and broader Jamaican society. The other school claims that male students are underachieving in the face of the new equality. Additionally, it is said that men are promoting, what Odette (1995) calls, the view of 'women as villain' to justify their poor performance.

Carole Houlihan (2002) examined the work of Professor Errol Miller of the University of the West Indies who has been central in advancing the view of male marginalization. Errol argues that men's positions in the family and society at large have been greatly diminished since the 1980s. He claims that the recent dominance of female teachers is a political move to restrict the social advancement of black men, forcing them toward agriculture and industrial work. He outlines the decline of male participation in education as evidence of male marginalization.²

On the other hand, the view of 'women as villain' suggests that the greater female success and the predominance of female teachers have given women an unfair advantage in the system and there is a need to compensate for the male students. It is argued that those perpetuating this view are trying to cover the common tendency of male students to reject the value of education and thus the need to put forth an effort. Odette's research shows that the 'woman as a villain' concept is promoted in schools by male teachers and principals. It is suspected that this attitude could be partially attributed to the prevalence of single mother families resulting in a lack of male role models. Children's interaction with adult males is also limited in the school system itself with a disproportionate female to male ratio of teachers.³

Bailey (2004) extends this view with the argument that regardless of the greater success of female students in the school system, men retain a competitive advantage in the workplace. "In spite of the fact that the female labor force is more highly educated than the male, women are predominantly positioned in sales and service-related occupations and, on average, earn less than their male counterparts." She goes on to suggest that this unbalanced representation of women in higher positions extends to the administration in the education system. According to 2001 statistics from the Ministry of Education and Culture, there were 5,134 male teachers and 377 male principals while with 17,135 female teachers there were 555 female principals. Bailey argues this demonstrates that moving to higher position is much easier for men than women.⁴

This is an ongoing debate within Jamaican society. Houlihan believes that it will be a slow process to reach a comfortable equilibrium between males and females within education and the broader Jamaican society. She stresses a need to encourage male children to enter the education at a young age and proceed into postsecondary school without marginalizing female students.⁵

¹ Bailey, Barbara. "Gender and Education in Jamaica: Who is Achieving and by Whose Standard?" *Prospects* Volume: 34, Issue: 1, (March, 2004), pp. 56 – 57.

² Houlihan, Carole. "Male Marginalization and Masculinity in the Caribbean" (March 25, 2002), pp. 1-2.

³ Odette, Parry "Schooling is fooling": Why do Jamaican Boys Underachieve in School?" *Gender & Education* Vol. 9, Issue: 2 (June, 1997)

⁴ Bailey, pp. 53-69.

⁵ Houlihan, pp. 3-4.

TABLE 6. Grade 6 Achievement Test (GSAT) national mean scores by sex, 2000/2001

Subject	No. of candidates	National average
Mathematics	46 404	52
Male	22 651	47
Female	23 753	56
Science	46 424	55
Male	22 659	51
Female	23 765	59
Social Studies	46 424	57
Male	22 666	52
Female	23 758	62
Language	46 433	57
Male	22 666	51
Female	23 767	63
Communication Tasks	46 414	8*
Male	22 653	9
Female	23 761	8

Note: * = All subjects are marked out of 100 points except for the Communication Task component which has a mean rating of 12.

Source: Jamaica Education Statistics, 2000-2001, MOEY&C, Kingston.

TABLE 2. Number of schools and enrolment by level, school type and sex, 2000/2001

Level	Enrolment		
	Male	Female	Total
Early childhood	55 333 (50.8%)	53 539 (49.2%)	108 872
Primary (1-6)	94 351	92 654	187 005
All-age (1-6)	37 376	33 850	71 226
Primary/Jr. high (1-6)	27 942	26 198	54 140
Total primary (1-6)	159 669 (51.1%)	152 702 (48.9%)	312 371
All-age (7-9)	9 637 (64.3%)	5 361 (35.7%)	14 998
Junior high (7-9)	11 571 (56.4%)	8 955 (43.6%)	20 526
Secondary high	82 283 (47.3%)	91 810 (52.7%)	174 093
Technical high	8 372 (48.5)	8 898 (51.5%)	17 270
Agri./Vocational	217 (43.6%)	281 (56.4%)	498
Total secondary	112 080 (49.2%)	115 305 (50.8%)	227 385*
Comm. Colleges	2 414 (34.2%)	4 635 (65.8%)	7 049
Visual/Perform. Arts	134 (51.3%)	127 (48.7%)	261
T.T. Progs.	893 (19.2%)	3 763 (80.8%)	4 656
College of Agri./Sci.	245 (34.2%)	471 (65.8%)	716
U of Technology	3 036 (44.7%)	3 749 (55.3%)	6 785
UWI (Jamaican stds.)	2 923 (28.9%)	7 203 (71.1%)	10 126
Tertiary	9 645 (32.6%)	19 948 (67.4%)	29 593

Note: * = Enrolment for Grades 12 and 13 not included.

Source: Jamaica Education Statistics, 2000-2001, MOEY&C, Kingston.

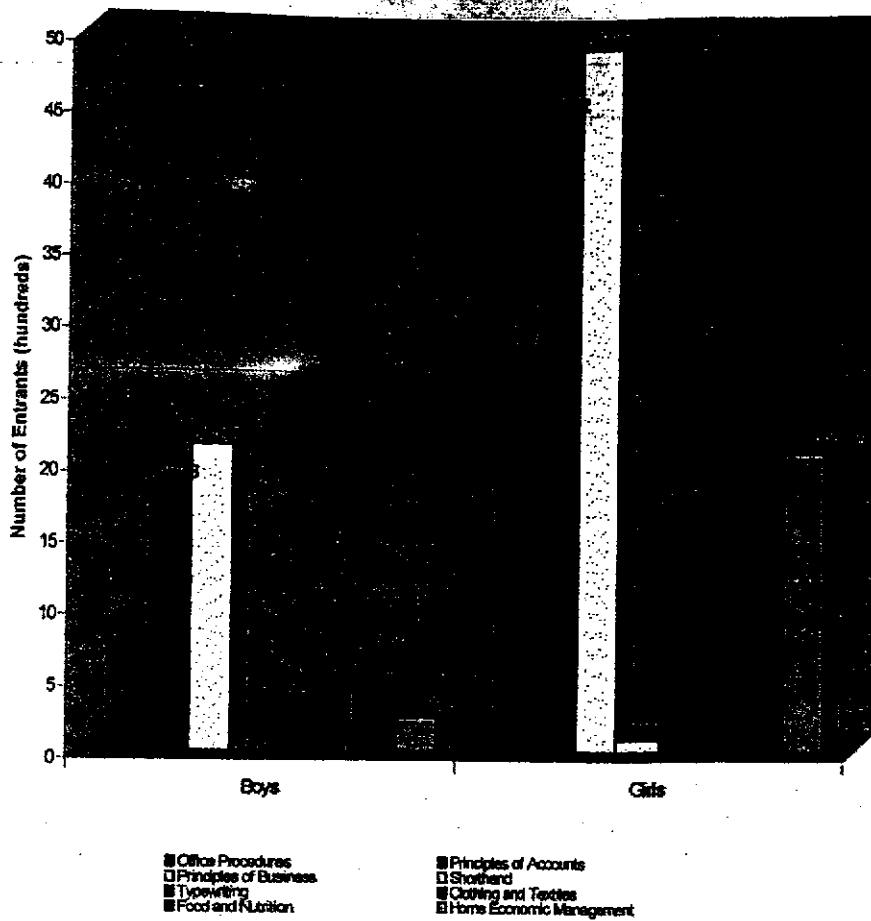


FIGURE 3. Caribbean Examinations Council (2000/2001), entries for Business Studies and Domestic Crafts, by sex.

TABLE 5. Male/female registration of Jamaican students at the Mona Campus of the University of the West Indies by faculty, 2000/2001

Campus		Overall	Humanities	Education	Law	Medical Sciences	Pure & Applied Scs.	Social Sciences
Mona	M	29.8%	19.1%	17.7%	17.7%	36.9%	48.3%	29.6%
	F	70.1%	80.9%	82.3%	82.3%	63.1%	51.7%	70.1%

Source: University of the West Indies, Official Statistics, 2000/2001, Office of Planning and Institutional Research, Mona Campus.

TABLE 3. Enrolment at the primary and secondary levels by grade and sex

Grade	% Male	% Female	Grade	% Male	% Female
1	52	48	10	47.9	52.1
2	51.2	48.8	11	48.8	51.8
3	51.5	48.5	Sub-total	48.4	51.6
4	53	47	12	40.3	59.7
5	49.4	50.1	13	35.8	64.2
6	48.4	51.6	Sub-total	38.5	61.5
Sub-total	51.1	48.9			
7	50.6	49.4			
8	49.5	50.5			
9	50.4	49.6			
Sub-total	50.2	49.8	Grand Total	50.3	49.7

Source: Jamaica Education Statistics, 2000–2001, MOEY&C, Kingston.

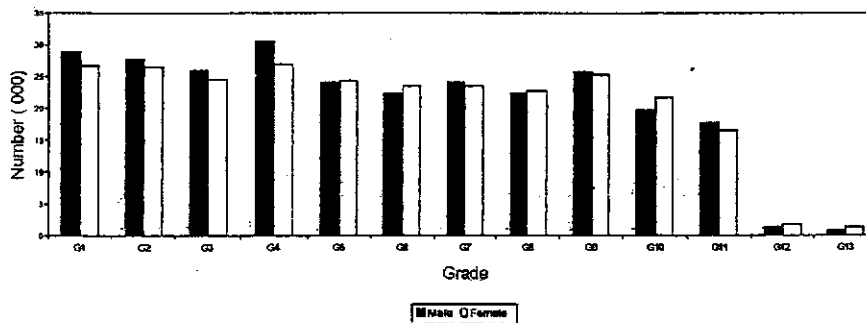


FIGURE 1. Male/female enrolment by grade and sex, 2000/2001.

TABLE 4. Drop-out rates by grade and sex

Rates	Grade									
	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	10-11	11-12
Drop-out rates	-1.7	1.4	2.3	6.1	3.3	-	2.7	-8.3	-	12.9
Male	-1.1	1.9	2.9	7.0	4.8	-	3.1	-8.1	-	12.8
Female	-2.4	0.9	1.7	5.1	1.8	-	2.2	-8.4	-	12.9

Source: Jamaica Education Statistics 2000–2001, MOEY&C, Kingston.

Gender

Ontario Scholar's Portal

Gender and Education in Jamaica: Who is Achieving and by Whose Standard?

Prospects Volume: 34, Issue: 1, March 2004, pp. 53-69

Bailey, Barbara

There is a widely supported view of male students at a disadvantage in education, however the information presented in this paper show that males students have a competitive advantage in terms of wider social, economic and political outcomes. Both quantitative and qualitative aspects of education are address in the paper.

Relationships among Selected Jamaican Ninth-Graders' Variables and Knowledge of Matter

International Journal of Science and Mathematics Education Volume: 1, Issue: 3, 2004, pp. 259-281

Edwards, Lolet; Soyibo, Kola

Examines 9th grader's outlooks toward science as well as differences in attitude due to gender, school type and socioeconomic background. The results showed that most of the students showed favorable attitudes towards science, however there were significant statistical difference in the students' knowledge of matter linked to attitudes and gender. Students with highly favorable attitudes towards sciences were in all- boy schools.

School performance in adolescent Jamaican girls: associations with health, social and behavioral characteristics, and risk factors for dropout

Journal of Adolescence Volume : 21 1998, pp109-122

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

Four hundred and fifty two 8th grade girls aged 13 - 14 years, were randomly selected from nine schools in inner city Kingston for an investigation of school achievement based on health, nutrition and behavioral determinants. It was found that girls with the lowest achievement levels were anemic, sexually active or aggressive. Those with higher achievement levels possessed school material and had access to reading materials outside of school.

EBSCO Host

'Watch mi eyes': the predicament of visual and scribal literacy choices, as explored with rural Jamaican adolescent boys.

Compare: A Journal of Comparative Education Volume: 33, Issue 1 March 2003 pp65,
Cross, Beth

This article focuses on the oral youth culture of adolescent males in rural Jamaica. There is often a undermining of scripted literacy in order to concentrate on oral and visual media literacy. It gives attention to male youth under participation and underachievement in the context of education.

Identity and Academic Achievement in Single Sex and Coed Schools in Jamaica.

Education & Society Volume: 19, Issue : 2, 2001, pp55
Evans, Hyacinth; Johnson, Rosemarie

Examines findings on the impact of single sex and coeducational schools on gender and academic achievement in Jamaica. It is indicated that there is a higher level of achievement among girls than boys. There is an analysis of the historical, social, cultural and classroom environment factors.

'Schooling is fooling': Why do Jamaican boys underachieve in school?

Gender & Education Volume: 9, Issue: 2 June 1997, pp223
Parry, Odette

This article examines the underachievement of boys in the school system. Looks at boy's rejection of education and girls' outperforming the boys.

Women in Jamaica forge ahead

Women's International Network News Volume:18, Issue 1, Winter 1992, pp 173

Concentrates on the need to improve the status of women in Jamaica. The article demands legal rights for women and focuses on the importance of education in advancing women's progress.

Handbook of Latin American Studies

Equality, gender and the Caribbean classroom

21st Century Policy Review, Volume 3, 1996, p. 177-197
Parry, Odette

A qualitative study of male underachievement in Jamaican high schools, based on classroom observation and interviews with teachers and counselors. It was found that the teacher's perceptions of the difference in achievement between male and female students were in terms of classroom behavior, academic aptitudes and gender appropriate behavior. The teachers locate the root of these problems as outside the schools and played down their own roles in replicating these examples.

Education Resource Information Center – Pro Quest

Differences between Anti-Social Adolescent Behaviour in Single Sex Schools and Co-Educational Schools in Jamaica

Society for Cross-Cultural Research, 2000 Meeting **Jamaica**; 200002;
Bastick, Tony;

This research compared anti-social adolescent behavior between single sex schools and co-educational schools in Jamaica. The most prevalent school discipline problems were identified from 15 minute interviews with each of 112 students from the 6 different types of secondary school in Jamaica. Random samples of 1193 adolescents from 16 representative schools were then surveyed to discover the prevalence of anti-social adolescent behavior in the Jamaican school system. The results, which were unexpected, are then compared with those from similar cultural contexts in other countries.

Education Reader # 3
The Quality of Teaching in Jamaica

During the 1970's the Jamaican education system was reformed to create the current public system that spans from primary to post-secondary. In the 1980s funding was significantly cut and since then it has been deemed to be plagued by inefficiency and in a continual state of decline, as discussed in *A brief history of Education in Jamaica*. This is demonstrated in the results of the 1996 national examinations to graduate from primary to secondary school. Less than half of the students in the final grade of primary school sat the exam and only 28% of those succeeded. The poor performance of students is commonly blamed on the quality of teaching and in turn on the quality of teacher education. There is a sense that the teacher training program fails to adequately prepare aspiring teachers for the classroom.¹ Conversely, the Jamaican teacher training system is highly regarded by many within Jamaica and internationally. Proponents of this side of the argument point out problems within the education system and a continuing exodus of highly qualified Jamaican teachers to western countries.

Teacher training in Jamaica consists of a three year program offering methodology and theoretical courses as well as practicum placements in schools. Brown (2002) claims the orientation given to new professors is minimal, spanning little more than the outline of the curriculum and the rules of the college. She goes on to note a lack of a support structure for new teacher trainers to adjust comfortably into the position. These issues are said to contribute to poor quality of education given to teaching students.² The practicum placements are also criticized as being short and often poorly organized, giving the trainee little valuable classroom experience.³ Overall, this view asserts that inefficiencies are present throughout the teacher training programs and inevitably result in a low quality of teaching in the elementary and secondary schools.

Below average teaching is also blamed on the belief that the training program offers trainees little insight into the realities of the profession.

"...the teacher education program might be so structured as to give trainees a realistic view of what schooling is all about, with its attendant problems of inadequate funding, low salaries, low motivated students, drugs abuse problems, and violence in some cases. Such discussions could also be relevant when examining philosophies of education, e.g. aims of education."⁴

Another argument see the issues of low funding to the education system and social problems within the Jamaican society as key issues in the inefficiency of the Jamaican education system rather than poor teacher training.

Rosemary Ganley, a former teacher in Jamaica, states that Jamaican postsecondary institutions, including teacher colleges, are widely viewed as offering a very high quality of education. This is supported by the fact that every year many teaching graduates from Jamaica are recruited for elementary and secondary schools in the United States and Britain. Good teachers generally do not want to work in schools in bad areas and the significantly higher wages offered in Northern countries is certainly an attractive lure. In

) this view the low funding and in the education system and difficulties of teaching in poorer areas work as strong deterrents for highly qualified teacher to work within the Jamaican education system.³

¹ Hall, Winnifred M. "Voices of Jamaican Children Experiencing Learning Difficulties: Possibilities for Teacher Education" *Journal of Developmental and Physical Disabilities* vol. 11, no. 1, (March, 1999), pp. 25-34.

² Brown, Monica. et al. "Orientation of the Beginning Teacher Education in Jamaica" *Curriculum & Teaching Dialogue* vol. 4, no. 2, (2002), p. 123.

³ Hall. p. 26.

⁴ Brown, Monica M. "Caribbean first-year teachers' reasons for choosing teaching as a career. *Journal of Education for Teaching* vol.18, no. 2, (1992), p. 185.

⁵ Ganley, Rosemary, Personal Interview, 19 Jan. 2005.

Teaching – Teachers – Teacher Training

Ontario Scholar's Portal

Why Teacher Trainees Choose the Teaching Profession: Comparing Trainees in Metropolitan and Developing Countries

International Review of Education: Internationale Zeitschrift fr

Erziehungswissenschaft Revue inter Volume: 46, Issue: 3-4, July 2000, pp. 343-349

Bastick, Tony

This study showed that there were three distinct motivations for Jamaican teacher-trainees to choose teaching as a profession; extrinsic, intrinsic and altruistic. Extrinsic motivation was the most important, accounting for 24.2% of the variation as compared to 14.6% for altruistic motivation and 8.8% for intrinsic motivation. These results, emphasizing extrinsic motivation, are in accord with results reported from developing countries and contrast with results from metropolitan countries that emphasize intrinsic and altruistic motivations. These differences in motivation between teachers in metropolitan and developing capitalist countries are relevant to the successful outcomes of aid programs for the supply, retention and retraining of teachers in third world countries.

Voices of Jamaican Children Experiencing Learning Difficulties: Possibilities for Teacher Education

Journal of Developmental and Physical Disabilities Volume: 11, Issue: 1, March 1999, pp. 25-34

Hall, Winnifred M

A discussion within the framework of contextual issues and the social nature of learning about the importance of listening to the responses of Jamaican children experiencing learning difficulties. It explores ways of using children's responses to impact positively on the organization and implementation of teacher education programs.

EBSCO Host

Jamaican primary school teachers' knowledge of the mathematics they teach.

International Journal of Mathematical Education in Science & Technology Volume: 25 Issue 5, September – October 1994, p699

Nissen, Phillip

Describes the result of a survey which investigates the mathematical knowledge of primary school teachers. The article focuses on arithmetic skills and the need for more introduction of fraction, ratio, proportion and percentage topics to the mathematic curriculum.

Caribbean first-year teachers' reasons for choosing teaching as a career.

Journal of Education for Teaching Volume:18 Issue 2, 1992 p185

Brown, Monica M.

Examines first year teacher's perceptions on the impact of the teacher education programs in Jamaica and the Organization of Eastern Caribbean countries. Looks at their reasons for choosing teaching as a profession.

Using Action Research to Enhance Teaching and Learning at the University of Technology, Jamaica.

Assessment & Evaluation in Higher Education Volume: 28 Issue 3, June 2003, pp239

George, Nancy; Craven, Michael; Williams-Myers, Claudette; Bonnick, Pauline.

The University of Technology, Jamaica, began a project to examine how action research could be used to further the quality of the teaching and learning process. Five action research projects were undertaken in the school year 2001 – 2002. The projects used a student centered approach and the results indicated that students became more independent learners and the teachers had learned a lot about student centered classroom strategies.

Orientation of the Beginning Teacher Education in Jamaica

Curriculum & Teaching Dialogue Volume: 4 Issue 2, 2002, p123,

Brown, Monica; Davies, Rose; Evans, Hyacinth; Tucker, Joan.

Presents a study which looked at the on-the-job orientation of recruited teacher-educators in Jamaica. Provides an overview of teacher education programs offered in Jamaica.

Bring your swim trunks to the SCR.

Times Higher Education Supplement Issue 1501, 8/24/2001 p14,

Ward, Tony.

Gives a British lecturer's account of his experience of teaching at the University of West Indies in Kingston, Jamaica. He provides the impression on the students, difficulties encountered with the local culture and the pros and cons he experienced while teaching at UWI.

Education Resources Information Center - from ProQuest

Beginning Teaching in Jamaica: Challenges and Assistance.

U.S. Wisconsin ; 20010110; Paper presented at the Annual Meeting of the Joint Board for Teacher Education (JBTE) (Kingston, Jamaica, January 10, 2001).

Ganser, Tom

A research project that examines the perceptions of schools teacher's, principals and college lecturers regarding the challenges, obstacles and needs faced by new teachers in Jamaica and the source of assistance and support available to them. Teachers emphasized two challenge elements: classroom management and lack of resources. Principals considered lack of dedication to work, weakness in planning, and negative relationships with other key stakeholders the most important challenges. Lecturers' challenges overlapped with those of teachers and principals. All three groups considered people the most important source of assistance and schools as organizations and miscellaneous sources as the least important sources of assistance in solving their problems. Teachers found co-workers particularly helpful, while principals found Ministry of Education workshops and in-service staff development helpful. Again, lecturers' opinions overlapped with those of teachers and principals.

Lessons Learned about Teaching Curriculum Development and Implementation in Jamaica.

Journal of Vocational and Technical Education Volume 5, Issue 2 Spring 1989, pp. 40
McClelland, Jerry;

Lessons learned by teaching a curriculum and implementation course at a Jamaican college include awareness that the rhythm of academic life, locus of curriculum decision-making power, autonomy, and needed knowledge and skill vary across settings. The influence of more industrialized countries on vocational education in lesser developed countries is subtle but pervasive.

Moral Education and the Curriculum Process: A Case Study of Jamaica.

Persaud, Ganga; Turner, Trevor; Chile; 198008; United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile).

Examination of the conceptual framework and historical roots of moral values in Jamaican education indicates that moral values have a strong effect upon an individual's attitude toward himself, his society, and his own work. This case study is one of four sponsored by Unesco to test these interactions. There are 10 parts to the case study. The conceptual framework is presented in part 1. Part 2 discusses moral values in the general aims of education in Jamaica. Parts 3 and

4 examine moral education in religious education and social studies respectively. Time allocated to the various curriculum offerings in Jamaica is presented in part 5. The school, social, and environmental influences and the development of students' moral conduct in the primary grades are examined in part 6. Views on the results of moral education are discussed in part 7. Conclusions are presented in part 8. The appendices in part 9 contain abridged samples of the aims, content, and methodology of social studies and religious education and a brief test which examines student views on a number of issues. The case study concludes with a bibliography.

Education Reader # 4 The Implications of the Grade Six Assessment Test

The Jamaican education system was formed during the colonial era and continues to be based on the British system of that period. For example, the system retains nation wide testing that influences a student's access to different schools. Also remaining is the division of 'A' and 'O' level courses in high school which lead to academic or technical post secondary education. Furthermore, as recently as twenty years ago all nation wide tests were sent to the United Kingdom for marking¹. There have been changes made to the system but many of the most crucial elements remain. Though the standards at the elite Jamaican schools are impressively high and offer an above average level of education, other schools offer a significantly lower quality of education. This rift in the quality of education offered in Jamaica can be connected to the very structure of the system. The chart following this paper shows the structure of the system and how it functions. This reader will examine one significant element of the system, the Grade Six Assessment Test, to demonstrate the ingrained inequalities within the system.

The progress of children in Jamaican primary schools is tracked through four different tests: the Grade One Inventory Test, the Grade Three Diagnostic Test, the Grade Four Literacy Test and the Grade Six Achievement Test (GSAT)². The test at the end of Grade Six is the most significant. Based on their results students are ranked, then assigned to, or are eligible to attend, different high schools. High marks in the grade six test will secure students a place in a more prestigious high school offering A level courses and high standard of teaching. Students are able to pursue university afterwards.³ Lower marks will result in a student being placed in a technical school or less prestigious regular high school. Here the student is more likely to study O level courses which can lead directly to employment or technical post secondary schools.

The less prestigious high schools are normally situated in poorer areas and have a much lower budget. This is because, though the Jamaican school system is theoretically free, students must pay a school fee and the fee for poorer students is much lower. As a result, high schools in poorer areas have larger class sizes, less resources and the most qualified teachers will often avoid them.⁴ Inevitably this can result in a lower quality of education. The prestigious High schools hold a certain number of free spaces for students from low income families creating an intense competition. Primary schools in poorer regions are affected by similar financial problems as high schools, making it extremely difficult for students to be adequately prepared for the GSAT.⁵

This system works to segregate students based on their academic achievements and favors children from higher classes significantly more than those from lower classes. Kari Levitt from McGill University, stated that it is "...a vicious system in which the class system is effectively perpetuated."⁶ It also encourages competition and places enormous pressures on the children, leading to undue emotional and mental stress. Nonetheless, there is a great deal of social resistance against changes, even from parents of children in the poorer primary schools, as all parents are striving to have their children

) in the more prestigious schools. For poorer children from the ghettos, studying in a good school is a chance to escape poverty.⁷

This resistance to change could explain why a series of alterations to the system made by the Ministry of Education Youth and Culture (MOEYC) in 1999 have done little to improve equality within the education system. Formerly the system included a series of exams including the Common Entrance Exam at the end of grade six, testing only math and English skills. The National Assessment Program (NAP), implemented in 1999, has revamped the four tests and added Social Studies, Science and writing into the GSAT⁸. In the old system students were automatically bumped to Grade Five if they failed the grade four literacy test but the NAP implemented a rule that students are held back a year for remedial help if the test is failed. This is said to have improved the performance in the GSAT somewhat but does little to improve the inequality between the schools.

The MOEYC claims that the many aspects of the reforms have worked to alleviate the old problems. Firstly, the new tests are meant to test what the students know as they are based wholly on the primary school curriculum rather than the former strategy of testing the children's intelligence with only some of the material from the curriculum. They also insist that little extra preparation is needed by the students as the material on the test is what they have studied and there is more time given for the test.⁹ However, it is widely viewed that the reforms have brought no change at all. "It is the same thing and all they have done is added another three subjects to stress the children out."¹⁰ Children continue to feel elevated pressures to succeed that are causing emotional breakdowns. However, most significantly, the marks of the GSAT still determine the school and thus the quality of education the students will receive for their entire High School careers.¹¹

) The GSAT is an element of the Jamaican Education system that clearly demonstrates the inherent segregation based on class and academic standing. Children from poorer families are given a lower standard of education in primary school with a slim chance of reaching a high quality secondary school. By grouping those with the highest academic standings in the best schools the children who need more help are being neglected.

¹ Ganley, Rosemary, Personal Interview, 19 Jan. 2005.

² Green-Evans, Vivienne. "Jump in GSAT Pupils Sparks Review: Education Ministry to Review Primary School Tests." Jamaica Observer [Kingston] 16 June 2002.

³ *Change from Within*, Dir. Peter Fabridge, Cinema Libra, 2003.

⁴ Green-Evans, "Ghost of Common Entrance haunts GSAT: Pressure on Students Grows as Exam Nears." Jamaica Observer [Kingston] 7 March 2004.

⁵ Ibid

⁶ Ibid

⁷ Ganley, 2005.

⁸ Ministry of Education, Youth and Culture, "National Assessment Program" [<http://www.moec.gov.jm/index.htm>]

⁹ *Change from Within*, 2003

¹⁰ Green-Evans, 2004.

¹¹ Ibid

Overview of the Structure of the Jamaican Education System*

Main Levels of Education	Number of Schools ⁺	Details	Entrance Criteria
Early Childhood	29	Pre-school program that aims to prepare children for primary school.	Not totally free though Government subsidies are offered. Not necessarily accessible to poorer families.
Primary Schools	355 primary 349 all-age 88 primary + junior	From grade 1 to grade 6. Student's progress is monitored by 4 different Nationwide Exams: <ul style="list-style-type: none"> • Grade 1 Inventory Test: motor skills, visual and audio abilities • Grade 3 Diagnostic Test: math, reading writing and speaking • Grade 4 Literacy Test: Literacy and math (if failed student are held back a year for remedial help)¹ • Grade 6 Achievement Test: literacy, math, science and social studies. 	<ul style="list-style-type: none"> • Open to all children and they attend schools in the neighborhood of residence. • This means that children in poorer neighborhoods attend primary school with less funds and quality of education. (See readers # 3 and 4)
Secondary Schools	139	From grade 7 to 13. Teaches academic subjects. All age and Primary + Junior Schools include grades 6 – 7. Thus some Secondary schools begin at grade 8.	Entrance to different schools based on results of Grade six Achievement test. (See reader #4)
Technical High Schools	14	From grades 7 to 11. Education in the areas of art and craft, agriculture, business, home economics and industrial arts.	Entrance for students who show skills in technical occupations. Often students who do not do well on Grade 6 Achievement Test.
Special Education	29 (2001/2003)	For ages 3 – 20. Over 3,400 students are enrolled with 300 teachers. Teacher student ratio is between 1:5 to 1:16 depending on the type and severity of learning disability. Has been criticized for separating disabled children from the regular system (???)	For children with special needs.
Tertiary Education	19	<ul style="list-style-type: none"> • 2 Vocational/Agricultural Schools • 5 Community Colleges • 5 Teachers' Colleges • 3 Multi-disciplinary Tertiary schools • 2 Specialized Colleges • 2 Universities 	Entrance to different tertiary schools dependant on the high school attended and the number of 'A' level or 'O' level course achieved in high school. <ul style="list-style-type: none"> • 'O' level courses can lead directly into work, Vocational Schools or certain disciplines at other tertiary institutions. • Teacher's Colleges and other academic disciplines at Tertiary schools require certain number of 'A' Level courses.

* This Chart offers a general overview of a complex system. These pages can be used if there is a desire to understand more of the intricacies of the system. The majority of the information is based on information from the Ministry of Education, Youth and Culture website. When other sources are used they are cited. Some of the documents from the website and newspaper articles are provided afterwards.

+ 2004 total was 1004 institutions and 701, 300 students from early childhood to tertiary Education.

! Green-Evans, Vivienne. "Jump in GSAI Pupils Sparks Review: Education Ministry to Review Primary School Tests." Jamaica Observer [Kingston] 16 June 2002.

<http://www.jis.gov.jm/education/index.asp>

MINISTRY OF EDUCATION, YOUTH AND CULTURE

The mission of the Ministry of Education and Culture is to provide a system which secures quality education for all persons in Jamaica and achieves effective integration of education and cultural resources in order to optimise individual and national development

The main objectives are to:

- Devise and support initiatives striving towards literacy for all in order to extend personal opportunities and contribute to national development
- Secure teaching and learning opportunities, which will optimise access, equity and relevance throughout the education system
- Support student achievement and improve institutional performance in order to ensure that national targets are met
- Maximise opportunities throughout the Ministry's purview that promote cultural development, awareness and self-esteem for individuals, communities and the nation as a whole
- Devise and implement systems of accountability and performance management in order to improve performance and win public confidence and trust
- Optimise the effectiveness and efficiency of staff in all aspects of the service in order to secure continuous improvement in performance
- Enhance student learning by the greater use of information and communications technology as preparation for life in the national and global communities

The Ministry's responsibilities embrace three functions:

- Education Affairs and Services relates to the components of the education and training system
- Arts and Culture deals with cultural programmes and services
- Agriculture covers agricultural education in secondary and tertiary institutions

Early Childhood Education

Early childhood education is concerned with the development of children up to age five. The institutions involved are day care centres, basic and infant schools and infant departments in primary and all-age schools. A community-based sponsoring body manages basic schools, and the Government's contribution is in the form of a subsidy – salary, nutrition and class material.

Primary Education

Primary education is offered to children in grades one to six of primary and all-age schools. The educational offering at the primary level lays the foundation for the acquisition of knowledge, skills and values for total development and continuing education. It is expected that each student within this age group should be equipped with the following characteristic by the end of grade six:

- Literacy and numeracy by global standards
- Competence in pre-requisite knowledge and skills to access secondary education.
- Possession of a caring attitude towards self, others and things.

There are 346 primary, 356 all-age and 90 primary and junior high schools providing for approximately 302,057 students.

Secondary Education

The secondary education programme is concerned with educating students from grades seven to 13 in high and comprehensive schools. This level of education is also offered in grades seven to nine of all-age schools and junior high schools. This is regarded as the first cycle of secondary education.

Secondary education is aimed at producing graduates with adequate training to qualify them to admission to tertiary institutions or for

gainful employment. The focus of the programme is to improve the quality, efficiency and relevance of the curricula. The main performance indicator at the secondary level for the quality of graduates is the level of success in external examinations at GCE 'O' and 'A' levels (British), and the Caribbean Examination Council (CXC).

There are 59 high schools with a student enrolment of 73,506, financed mainly by the Government of Jamaica. These schools offer mainly academic subjects although some offer a limited number of vocational subjects. Access to these schools is gained mainly on the basis of performance in the National Assessment Examination.

There are 75 comprehensive high schools. Access to these schools is gained from neighbouring feeder schools or through the National Assessment Examination. The curriculum is a mixture of academic and vocational training and students sit the same external examinations as those in traditional high schools.

Tertiary Education

Tertiary education provides the opportunity for the acquisition of the knowledge and skills required for professional competence in various fields of endeavour. Assistance to students includes the provision of scholarships, boarding grants and tuition fees.

Multi-disciplinary colleges provide a broad programme of continuing education to satisfy individual, as well as the manpower, needs of the society. The colleges now offer preliminary university and teacher training courses. The institutions falling within this grouping are EXED, Brown's Town, Knox, Portmore, Montego Bay, Moneague and Bethlehem Community Colleges.

The University Council of Jamaica functions as an accreditation, awards and academic development body for degree, diploma and certificate programmes, proposed and developed at approved tertiary institutions. The organisations aims to:

1. encourage foreign institutions and local counterparts to apply for registration and subsequent accreditation of programmes
2. design and establish an academic transfer system to facilitate mobility of students between tertiary institutions
3. determine equivalence of qualification
4. maintain contacts with quality assurance bodies worldwide and International Advisory Groups (IAG)

Technical/Vocational Education

Technical/ Vocational education is offered to students at grades seven to eleven, in the areas of art and craft, agriculture, business, home economics and industrial arts.

This area provides students with the skills, knowledge and attitude which qualify them for job employment or entry into tertiary institutions. In addition to the schools identified under this programme, Technical/Vocational education is offered in some high and comprehensive high schools.

Presently, there are 14 technical high schools, catering to 16, 219 students.

Special Education

Special education is provided mainly through private voluntary organisations in association with the Government of Jamaica. It embraces those programmes designed to meet the educational needs of children, four to 18 years old, identified as having mental, physical and intellectual capabilities which deviate significantly, from the norm expected of their age.

The programme aims to provide students with exceptionalities access to early childhood, primary, secondary and tertiary education, in order to facilitate the development of their full potential.

Colleges for the Mentally Challenged, also known as Schools of Hope, are run by the Jamaica Association for Persons with Mental Disabilities. These are attached to regular primary, all-age and secondary schools. There are 29 institutions of this type with an

enrolment of 924 and a teacher-pupil ratio of 1:10.

There are 12 schools serving the hearing impaired population in Jamaica. Of this number, three are privately operated while seven are grant-aided; however, the Ministry of Education and Culture supervises them all. The schools cater to children from pre-school through to the secondary level, with a total enrolment of 1,055, and an academic staff of 95.

The Salvation Army School for the Blind is the only school that caters to students who are blind or visually impaired. A Deaf/Blind Unit is also attached. The school follows the regular school curriculum and students who are successful in the National Assessment Examination move on to the secondary school system. The school is residential with an enrolment of 110 students.

Provision is also made for children with learning and other mild disabilities in six special units attached to regular primary and all-age schools. The schools involved are Ocho Rios Primary, Duncans All-Age, Catherine Hall Primary, Hazard Primary, Lyssons Primary and Mico Practising All-Age.

The Hope Valley Experimental School offers education to normal and disabled children and is the only institution that practices full integration. The number of special children enrolled in this institution is 94.

The Mico College Child Assessment and Research Centre (CARE) was established to ensure the early detection of disabilities which affect the development of children and prescribe corrective, instructional programmes to address the disabilities diagnosed. The Centre also runs a special programme for gifted and talented children.

The Jamaica Institution for Excellence in Education (JIEE) is an organisation dedicated to the development and co-ordination of challenging educational programmes. The implementation of these programmes should encourage and stimulate gifted young Jamaicans to achieve their full potential in a variety of ways.

Adult Education

Adult education, used in this context, is regarded as non-formal education organized outside the established school system, and is intended to teach special skills and the development of specific attitudes that can result in functional changes in behaviour. In Jamaica, there are about 75 agencies and organisations implementing adult education programmes. Many of these programmes are run by non-government agencies and are attached to churches or to volunteer social welfare movements.

The Jamaica Movement for the Advancement of Literacy (JAMAL) was established in 1974 to take over the functions and activities of the former Literacy Board. The major objective of this organization is the eradication of illiteracy in Jamaica and the promotion of the concept of continuing adult education by improving the adult literacy service as well as the delivery system.

Agricultural Education

This programme deals with specialist training in agricultural education provided for in three institutions; the College of Agriculture, Science and Education (CASE), Knockalva and Elim Agricultural schools. The CASE provides training to the tertiary level, while Knockalva and Elim, focus on secondary level education.

Art and Cultural Education

This programme is concerned with education in arts and cultural subjects provided by the Edna Manley College of Visual and Performing Arts. The college comprises four schools namely, the School of Dance, School of Music, School of Drama and the School of Art. This institution promotes the knowledge of, and researches, documents and disseminates information on Jamaican and regional visual performing art forms.

**Ghost of Common Entrance haunts GSAT
Pressure on students grows as exam nears**
Vivienne Green-Evans Observer staff reporter
Sunday, March 07, 2004

http://www.jamaicaobserver.com/news/html/20040307T030000-0500_56730_OBS_GHOST_OF_COMMON_ENTRANCE_HAUNTS_GSAT.asp

Five years ago, stressed-out parents, teachers and education officials gave a collective sigh of relief and cheered lustily when the Government scrapped the Common Entrance Examination (CEE) for the Grade Six Achievement Test (GSAT), believing it would eliminate a host of ills, notably the mind-bending pressure on students sitting the CEE.

But as the sixth sitting of the GSAT looms - March 25-26, 2004 - the customary exam pressure is on in earnest, and there is little difference between the old and the new, parents say. Children are showing the usual signs of stress, such as irritability, nervousness, depression and headaches, they say.

"It's the same thing as the CEE," says Adrian Mandra, dean of studies at Wolmer's Prep School. "It's the same creaming off, and all you have done is add another three subjects (to the GSAT curriculum) to stress the children out," he accuses in an interview with the Sunday Observer.

One Kingston businesswoman, who doesn't want to be named, says her 11 year-old son, who is in Grade Six at the Catholic-run Stella Maris Preparatory, one of the capital's top prep schools, is under extreme pressure as the exam nears.

"Last night, he told me he wanted to bang his head on the wall. He can't take it anymore," she says.

The boy, one of the estimated hundreds of GSAT candidates who react in this way to the exam pressure, recently started having migraine headaches and suffers every night from complications, such as swollen temples and neck glands brought on by bronchitis, according to his mother. Emotional problems started surfacing several weeks ago, and this prompted her to consult a child psychiatrist.

"Nobody must fail in that school," the mother remarks angrily. "They put them (to sit) in different averages, like 90s sit here, 80s sit here, 70s sit there and then the 90s criticise the 70s and the 60s which my son is in. They (classmates) tell them they are dunce and they are going to gunman school."

The school dismisses much of her accusations. The grouping based on scores was an experiment that ended over two years ago, admits Stella Maris' Grade Six co-ordinator, Lois Baker. "It happened in the past but it was stopped because it does create a stigma."

She is not surprised at the accusations, however. They come in many forms as the school accelerates its preparation of students for the exam, which takes place in less than three weeks. "Sometimes we look at it (accusation) seriously, sometimes we dismiss it."

Like many parents anxious to give their children the best chance of getting a place through the GSAT and a ticket to a better life, the worried mother says she is paying \$57,000 a term in extra-lesson fees at Stella Maris and two other private schools for the boy. That has increased the pressure considerably on her son. Each school gives its own set of assignments and when combined, they add another 20 class hours to his 40-hour school week.

Nights find him between 7:00 and 9:30 doing battle with five different test book assignments and hundreds of questions to complete.

The blame for putting the children under so much pressure is quickly passed on at the different levels of the system.

"The pressure comes from the public," explains Freda Jones, the registrar for Independent Schools in the education ministry.

"Invariably people call me to ask me about the best prep schools. They are asking me how were their (the school's) GSAT results? How many students did they have going to the traditional (high) schools? Because if they don't get their children to go to the traditional schools they don't see them as performing," Jones discloses.

But the ministry also blames the schools: "We still find where people (teachers) are even going to the extent of trying to acquire past papers and using that. We have got to get them to realise that if they teach the curriculum as it is set out, there is no need for all of this pressure that is on the children," adds Jones.

"Schools also suffer," counters president of the Jamaica Teachers' Association, Wentworth Gabbidon. "The schools are reacting to the needs and expectations of the parents and the wider community," he insists.

Many parents, too, are under stress, insists Michelle Dauphin-Beckford, a consultant paediatrician at Management and Paediatric Services Limited in Kingston, and mother of a daughter who is preparing for the exam this year.

Dauphin-Beckford says she has seen and offered comforting words to a number of exam-worried parents. "I am worried too,"

she admits. "You just don't know what the outcome of the exam will be."
Sentiments like those are what the GSAT was supposed to eliminate when it replaced the Common Entrance Examination.

Under the intensely selective CEE, Government placed and published the names of only the top 14,000 or so students, because there were never enough places in the traditional high schools. The other 26,000 were placed into whatever all-age, secondary or technical schools would take them, or they would drop out of school.

Most of these schools have recently been upgraded to high school status, and the ministry is doing all the placement, based on scores and choice of schools.

But Wolmer's Mandra says little has changed. The fear that existed in some students under CEE which manifested in constant anxiety, depression, headaches, nightmares, psychotic behaviour and even suicide, still remains, he adds.

"When you look at the Social Studies syllabus you want to go mad," Mandra says. "Science and Social Studies are Grade seven work!"

But both Mandra and Baker agree that the demands of the GSAT curricula and exam make applying the pressure in school absolutely necessary.

"Our workload is heavy, from Grade One (and) we make no apology for it," Mandra says. "If you want a good crop of students you have to work at it."

Baker says: "It is not unusual to give them a test consisting of 80 questions. In the exam they get 80 questions to do in one-and-a-quarter hours. We are building speed."

But Mandra admits that he goes a little further by teaching study skills from very early, along with other methods to help the students assimilate the work. Closer to the exam time, lessons are accelerated or decelerated depending on the level of students.

Some believe the real solution to the GSAT pressure will come when the ministry addresses the problem of limited space in the few high schools most students and their parents seem to prefer, or revise its method of screening and distributing students. This method is still the same as under the CEE, outgoing Chief Education Officer Wesley Barrett confirms.

As in all previous exams, the next GSAT will see most of the students placed electronically, based on their scores and their choice of schools.

"Those (students) with the highest scores will get their first choice, relative to the number of spaces," Barrett says.

Last year, of the 48,000 students who sat the GSAT, the traditional high schools received 14,158 students, all of whose averages in all four subjects were upwards of 73 per cent; technical schools got the second top set of students - some 1,653 - whose averages were between 61 per cent and 73 per cent; reclassified schools were next in line with 21,523 students, all averaging 51 per cent and over in the four subjects.

Junior high schools received 7,879 students whose averages were 33 per cent and above and all-age schools took the remaining students, some 2,788, who achieved less than 31 per cent in all subject areas.

Invariably, there is between five and ten per cent who cannot be placed this way, Barrett says. Then "you need some advice from the regions. They (ministry staff from the six regional offices) come in and make an input."

The entire process is watched over by a committee of persons from the church and the Jamaica Teachers' Association.

The ministry has been seeking solutions. In the five years of the GSAT, they increased the number of high school choices, which students note when registering for the exam, from two to four. But many still choose the same schools.

"Each parish has at least one school where the children gravitate towards," says Branford Gayle, Manchester High School principal and president of the Jamaica Association of Principals of Secondary Schools.

In Kingston it is Campion College, Immaculate Conception High, Ardenne High and Wolmer's Girls. In St Elizabeth it's Hampton and Munro. In St James it's Cornwall College and Montego Bay High. In Clarendon "everybody wants to go to Glenmuir High". In Manchester, the preferences are Bishop Gibson High School for Girls and Manchester High.

"I get about 150 requests from all over the parish for transfers," Gayle says. These requests are made by parents whose students were placed in a reclassified school.

"I think basically they feel their children will stand a better chance of doing well in five years' time. It is a perception one doesn't erase so quickly," he says.

Despite recent efforts by the ministry to allocate more resources to the reclassified high and technical high schools, they still remain at a disadvantage. They do not attract the calibre teachers that a traditional high school is likely to draw.

They cannot afford to offer some of the programmes and extra-curricular offered by the traditional high schools, and in many cases, lack some of the basic amenities, like science labs.

They struggle more to pay bills because many of the students that attend are from the low-income category, and their school fee payment compliance rate is lower than what obtains in the traditional high schools, Gayle says.

Jump in GSAT pupils sparks review
Education ministry to review Primary school tests

BY VIVIENNE GREEN-EVANS Education editor
Sunday, June 16, 2002

SENIOR education ministry officials say they will re-examine two regulations in the set of primary school tests which they believe caused a 10 per cent jump in the number of students sitting the Grade Six Achievement Test (GSAT) this year and a 4.5 per cent increase last year.

One of the regulations permits students to sit the GSAT only once, unlike its predecessor, the Common Entrance Exam, which gave students up to three chances, based on their age at the time of sitting the test.

The other regulation forbids automatic promotion of Grade four students until they have mastered three components in the Grade Four Literacy Test.

The ministry officials admit that both policies have combined to cause a build-up in the number of candidates sitting the GSAT in the last two years.

"Some students, based on when they were born, theoretically could sit the exam (GSAT) three times," Wesley Barrett, the ministry's chief education officer, explained. "But with only one chance, many who would have had three chances in the Common Entrance chose," he said, "to defer sitting the GSAT until the second or third year".

Last year, 46,500 students sat the GSAT, 1,500 more than in 2000. This year, 50,475 sat the exam in March, forcing the ministry to be now seeking an additional 5,000 Grade seven places in the island's schools.

"We are certainly going to look at the impact of the policy where there is no automatic promotion at Grade four and also that students can defer the sitting of the exam in any one year," Barrett said on Wednesday. "We don't know what effect these had on the numbers this year."

To meet the need for additional places the ministry constructed and opened two new high schools in St Catherine in the last two years. A third is to be built in St James shortly.

In addition, Barrett said, the ministry also approached several private high schools hoping to purchase places for both grades seven and nine students.

"We have identified some of the private schools that will make available school place," Barrett said.

At least six high schools were identified in Montego Bay, St Catherine, Manchester and Kingston.

The GSAT replaced the Common Entrance Exam three years ago as the basis on which students are placed in secondary schools. It is the final of four tests given at different grades in primary schools.

The first -- the Grade One Inventory Test -- is administered in September each year to new Grade one students to check their motor skills, visual and auditory abilities. It is used to inform the school of how ready each child is for school work.

The second exam -- the Grade Three Diagnostic Test -- helps teachers identify specific strengths and weaknesses in concepts and skills and paves the way for additional help to be given to students who are

) deficient. It also maps children's progress in mathematics and in mastering basic skills of reading, writing, listening and speaking standard English.

The fourth test -- Grade Four Literacy Test -- is administered around May each year and it serves to inform the school whether the students have mastered literacy and numeracy or whether they will need remedial help.

Last year, of 50,000 students who sat the Grade Four Test about 50 per cent achieved full mastery, 20 per cent achieved near mastery and the remainder, numbering 15,000 students, were identified to be "at risk", that is, they failed to show mastery in four main areas -- word recognition, reading, comprehension and writing.

Most schools with at risk students have had to establish special remedial classes to bring them up to the level of Grade four, putting pressure on the schools' financial and human resources. However, according to senior education officer in the education ministry, James Spencer, at risk students may only repeat one year. Afterwards, "it is expected that the schools will move them up".

Spanish Town Primary, one of the two largest primary schools islandwide, has 67 at risk students on its current register of 2,464. The school has retained them for a full year in Grade 4 and some have since shown "significant improvement", said principal Lorna Manning.

All of them will be moved up to Grade 5 this September. "We can't retain them for two years because of (lack of) space," Manning explained. "There are a few of those children who appear to be having extremely serious learning problems and even at the end of their primary life they will still have to move up, there is nothing we can do."

) At Half-Way-Tree Primary, at risk pupils are moved up to Grade 5 but they receive additional help, said principal Catherine Malcolm. Every effort, she said, is made to keep the special group to a minimum class size of 30 students.

"It's possible you will find more children in that special at risk class but we keep it very small," she said.

Health

Ontario Scholar's Portal

The Impact of Education, Income and Mortality of Fertility in Jamaica

World Development Volume: 28, Issue 1, January, 2000, pp 173-186

Handa, Sudhanshu

The impact socioeconomic factors on fertility are examined in this study. It was found that while both income and education have significant effects on births, the impact education had far outweighed that of income.

Income, Education, and Blood Pressure in Adults in Jamaica, a Middle Income Developing Country

International Journal of Epidemiology Volume: 32, Issue: 3, June 01, 2003, pp 400

Mendez, Michelle A; Cooper, Richard; Wilks, Rainford; Luke, Amy; Forrester, Terrence

Blood pressure and hypertension in Jamaica are found to be related to socioeconomic status. Recognizes a need to identify the behavioral and environmental determinants that explain elevated blood pressure.

Gender and life-cycle differences in the impact of schooling on chronic disease in Jamaica

Economics of Education Review Volume: 17, Issue: 3, June, 1998, pp. 325-336

Handa, Sudhanshu

Chronic diseases are the primary source of Jamaica's disease burden. This paper investigates the socioeconomic factors of chronic illness in Jamaica. It is indicated that additional education significantly reduces the reporting of chronic illness. Jamaican women report earlier and higher occurrences of chronic illness, but they cannot be explained by the differences in the level of education.

Blood lead levels in Jamaican school children

The Science of the Total Environment Volume: 269, Issue:1-3, March 2001, pp171-181

Lalor, Gerald; Rattray, Robin; Vutchkov, Mitko; Campbell, Bertha; Lewis-Bell, Karen

This study examines both rural and urban environment in Jamaica and relationship between blood lead levels in school age children.

EBSCO Host

Occupational stress factors and coping strategies among Jamaican high school science teachers.

Research in Science and Technological Education, Volume: 12, Issue 2, Nov 1994
pp187,
Soyibo, Kola.

Uses figures collected from 230 high school science teachers to calculate their stress level. The most stressful factor cited by teachers was the difficulty they experienced in obtaining science teaching instruments and equipment. The article examines effective science teaching techniques.

The Jamaica survey of handicapped children (aged 4-11) in schools.

Ministry of Education Publications Section, Kingston: 1983. pp 103
Lowe, Keith and Frank Ragbir

A means of identifying handicapped students was developed and used in a sample of public elementary school students (18 269 students, ages 4 – 11). The classifications were mildly handicapped, moderately handicapped or severely handicapped in several ways; physical, visual, auditory, speech, emotional, learning disabled, or mentally retarded. The most common category for the students was a learning disability. This study examines the repercussions of these findings for Jamaican schools.

Education Resource Information Center – Pro Quest

Education of the Hearing Impaired on the Island of Jamaica. Programs in Action.

Volta Review Oct-Nov 1987; 89(6); pp 287
Dolman, David

The educational resources that are provided for hearing impaired in Jamaica are looked at in this study. The context of economic conditions, educational environments and additional special education services are examined. Both historical and contemporary perspectives are examined. The effectiveness of the resources are evaluated.

Schoolchildren and Ganja: Youthful Marijuana Consumption in Rural Jamaica.
Anthropology and Education Quarterly Summer 1984; 15(2); pp. 131
Dreher, Melanie Creagan

This article looks at the use of marijuana among school children in Jamaica. Both the ideology and behavior are examined. This study looks at two rural communities and how this is relevant to the children's domestic and school life.

In Jamaica, Community Aides for Disabled Pre-School Children.
Assignment Children Spring 1981; 53-54; p. 117
Thorburn, Marigold J

A major goal of the Jamaican Early Stimulation Project was to develop a way for providing early identification of disability and intervention services.

ISTOR

Fertility and Family Planning Among Young Adults in Jamaica
International Family Planning Perspectives Volume 14; Issue 4, Dec 1988, pp 137 – 141
Warren, Charles W.; Powell, Dorian; Morris, Leo; Jackson, Jean; Hamilton, Pansy

This study examines the sexual behavior among youth in Jamaica. Close to 1/3 of all 15 – 24 year females were in schools when they became pregnant with their first child. 81% of these mothers did not return to school after they gave birth. This study shows a need for family planning education directed at young adults and for an improvement in courses of sex education at a very early age.

Environmental Issues in Jamaica
A Resource Binder

Compiled by Phil Abbott

Overview on the Purpose and Structure of the Binder

This binder has been created as a resource on general and specific information relating to environmental issues in Jamaica. It is divided into two sections: Deforestation and Contamination of the Environment. Both sections begin with a short 'reader' focusing on a specific issue related to the topic. A page of statistics and an annotated bibliography to facilitate background research is also provided for each section. At the end of this booklet is a list of a few useful websites and following that are a few pages from two of those sites.

Table of Contents:

Section # 1 – Deforestation

Reader # 1	
Statistics	1
Annotated Bibliography	3
	5

Section # 2 – Contamination of the Environment

Reader # 2	
Statistics	7
Annotated Bibliography	8
	9

<u>List of Websites</u>	
Printed WebPages	11
	12

Environment reader # 1
Deforestation in Jamaica Linked to a Severely Unequal System

Jamaica has a surface area of 10,991 sq. kilometres and a population of over two million people.¹ During the past few decades this small island has been experiencing one of the fastest rates of deforestation in the world "...causing serious declines in biological diversity, massive soil erosion, severe water supply problems, and declining agricultural productivity."² The clearing of new fields by peasant farmers is a major cause of this deforestation. However, at the root of this issue is the unequal system of land distribution in Jamaica which has seen no significant changes since colonial times. Large plantations continue to control Jamaica's most fertile lands on the coastal plains; beef and dairy farming take up a fifth of all the land while large coffee plantations are consuming the best lands in the Blue Mountains. Rural peasants have little options left but to farm in the mountainous forests of the interior.³ Rather than acknowledging or addressing the inherent inequalities in the systems of land and wealth distribution, the government tends to simply peg peasant farmers as the primary cause of deforestation.⁴ This reader will firstly provide a sense of why peasant farmers clear the forest showing how deforestation and poverty in Jamaica are intricately linked. Secondly, it will give an example of how reforms that provide farmers with more income can still be destructive to the environment; and finally it will link the issue of severe inequality in Jamaica to a global context.

With the coastal plains dominated by colonial plantations, freed slaves moved into the hills after emancipation.⁵ Early settlements were generally large enough to sustain a family. However, after generations of dividing the plots between children and continual agriculture in the same area, the amount and the quality of land a peasant farmer had to cultivate would often be insufficient to live off of. For example, by the 1970s peasant farmers in the Blue Mountains had an average of only 1.8 acres. This has led to the common trend of acquiring more land deeper in forests.⁶ According to Jamaican law, squatters can gain rights to land they have occupied over a certain number of years. However, the lands claimed are often on steep slopes.⁷ Due to the restraints of poverty, peasants will clear large areas of these slopes without putting the adequate time or resources to protect against soil erosion. Thus, many of the lands acquired by peasants have experienced severe erosion diminishing the soil fertility in the area and ultimately leading to further deforestation by rural peasants in order to sustain a meagre standard of living.⁸ Overall, peasant deforestation can be linked directly to the fact that rural farmers have little to no land ownership and are extremely poor. It is a perpetual problem because due to the poor quality of the lands there is a constant need for the peasant farmer to acquire more land.

There are some recent examples of rural communities escaping the extreme poverty. For instance, the small town of Long Road has been able to take advantage of a boom that has seen Jamaican coffee receiving the highest prices in the world. The community members established a successful independent co-operative creating a stronger economic situation. However, the cooperative has also been detrimental to the environment because a newly constructed road has increased access to the forests and the co-operative employs intensive agricultural methods, including pesticides (see Environmental reader # 2). This complex reality leads Weis to assert a need for a reassessment of distribution in order to end the perpetual deforestation. "This discord between environmental concerns and farmer's development priorities has made deforestation intractable, and demands an examination of the political economy constraining peasant agriculture."⁹

While the system of unequal land distribution is a legacy of colonial times the contemporary continuation of this is linked to the global neo-liberal economic system. The requirements of the Structural Adjustment Program enforced by the World Bank and the IMF have had direct

) implications on peasant farmers. For example, the obligation to open their domestic market has seen a flood of inexpensive foreign food products that compete with peasant crops sales, driving the price down. Furthermore, the privatisation of the public sector has led to an end in marketing boards which protected the farmers more than the open market currently does.¹⁰

¹ CIA World Fact Book, "Jamaica" [<http://www.cia.gov/cia/publications/factbook/geos/jm.html>]

² Weis, Tony. "Beyond peasant deforestation: environment and development in rural Jamaica" *Global Environmental Change* Volume: 10, Issue: 4, (December, 2000) p. 299.

³ Ibid, p. 303

⁴ Ibid p. 300

⁵ Mansingh, Ajai and Robinson, Dwight E. and Dalip, Kathy M. "Insecticide contamination of the Jamaican environment" *Trends in Analytical Chemistry* Volume: 16, Issue: 3, (March, 1997), p. 116.

⁶ Floyd, Barry. "Agricultural Innovation in Jamaica: The Yallahs Valley Land Authority" *Economic Geography* Volume: 46, Issue: 1 (Jan., 1970), p. 63

⁷ McDonald, M.A. and Healey, J.R. and Stevens, P.A. "The effects of secondary forest clearance and subsequent land-use on erosion losses and soil properties in the Blue Mountains of Jamaica" *Agriculture, Ecosystems and Environment* Volume: 92, Issue: 1, (Oct., 2002) pp. 2-3.

⁸ Weis, p. 302

⁹ Ibid, pp. 302 - 303

¹⁰ Ibid, p. 304.

Country/area	Land area		Population		Population		Population		Economic		Economic		Forest		Forest		Forest		Annual rate of change 1990-2000 (%)
	(000 ha)	(000)	Total	Density	Growth Rate	Rural	GDP per capita	Total	% of land area	Area per capita	Plantations	Change	Total	% of land area	Area per capita	Plantations	Change		
North and Central America	2,136,966	477,669	22.4	26.8	1.6	1999	1995-2000	1999	1997	n/a	549,304	2000	2000	2000	1.1	17,533	-570	-0.1	
Antigua and Barbuda	44	67	152.3	64.2	0.5	1999	1995-2000	1999	1997	7,331	9	20.5	0.1	0	n.s.	n.s.	n.s.	n.s.	
Bahamas	1,001	301	30.1	12.0	1.8	1999	1995-2000	1999	1997	-	842	84.1	2.8	-	n.s.	n.s.	n.s.	n.s.	
Barbados	43	269	625.6	50.6	0.5	1999	1995-2000	1999	1997	-	2	4.7	n.s.	0	n.s.	n.s.	n.s.	n.s.	
Belize	2,280	235	10.3	53.6	2.4	1999	1995-2000	1999	1997	2,547	1348	59.1	5.7	3	-36	-2.3	-2.3	-2.3	
Belmuda	5	64	1280.0	n.a.	0.8	1999	1995-2000	1999	1997	-	-	-	-	-	-	-	-	-	
British Virgin Islands	15	21	140.0	38.1	2.7	1999	1995-2000	1999	1997	-	3	20.0	0.1	-	n.s.	n.s.	n.s.	n.s.	
Canada	922,097	30,857	3.3	23.0	1.0	1999	1995-2000	1999	1997	19,267	244,571	26.5	7.9	0	n.s.	n.s.	n.s.	n.s.	
Cayman Islands	26	37	142.3	-	3.7	1999	1995-2000	1999	1997	-	13	-	0.4	-	n.s.	n.s.	n.s.	n.s.	
Costa Rica	5,106	3,933	77.0	48.7	2.5	1999	1995-2000	1999	1997	2,826	1,968	38.5	0.5	178	-16	-0.8	-0.8		
Cuba	10,982	11,160	101.6	22.5	0.4	1999	1995-2000	1999	1997	-	2,348	21.4	0.2	482	28	1.3	1.3		
Dominica	75	71	94.7	29.6	-0.1	1999	1995-2000	1999	1997	2,940	46	61.3	0.6	n.s.	n.s.	n.s.	n.s.	n.s.	
Dominican Republic	4,838	8,364	172.9	35.5	1.7	1999	1995-2000	1999	1997	1,659	1,376	28.4	0.2	30	n.s.	n.s.	n.s.	n.s.	
El Salvador	2,072	6,154	297.0	53.7	2.1	1999	1995-2000	1999	1997	1,684	121	5.8	n.s.	14	-7	-4.6	-4.6		
Greenland	34,170	56	0.2	17.9	0.1	1999	1995-2000	1999	1997	-	-	-	-	-	-	-	-	-	
Grenada	34	93	273.5	62.4	0.3	1999	1995-2000	1999	1997	3,052	5	14.7	0.1	n.s.	n.s.	n.s.	n.s.	n.s.	
Guadeloupe	169	450	266.3	0.2	1.4	1999	1995-2000	1999	1997	-	82	48.5	0.2	4	2	2.1	2.1		
Guatemala	10,843	11,090	102.3	59.9	2.7	1999	1995-2000	1999	1997	1,481	2,850	26.3	0.3	133	-54	-1.7	-1.7		
Haiti	2,756	8,087	293.4	65.8	1.7	1999	1995-2000	1999	1997	364	88	3.2	n.s.	20	-7	-5.7	-5.7		
Honduras	11,189	6,316	56.4	53.7	2.8	1999	1995-2000	1999	1997	723	5,383	48.1	0.9	48	-59	-1.0	-1.0		
Jamaica	1,083	2,560	236.4	44.4	0.9	1999	1995-2000	1999	1997	1,525	325	30.0	0.1	9	-5	-1.5	-1.5		
Marinique	107	392	369.8	15.4	0.9	1999	1995-2000	1999	1997	-	47	43.9	0.1	2	n.s.	n.s.	n.s.	n.s.	
Mexico	190,869	97,365	51.0	25.8	1.6	1999	1995-2000	1999	1997	3,304	55,205	28.9	0.6	267	-631	-1.1	-1.1		
Montserrat	11	11	110.0	81.8	-0.3	1999	1995-2000	1999	1997	-	3	27.3	0.3	-	n.s.	n.s.	n.s.	n.s.	
Netherlands Antilles	80	215	268.8	30.2	1.1	1999	1995-2000	1999	1997	-	1	n.s.	n.s.	-	n.s.	n.s.	n.s.	n.s.	
Nicaragua	12,140	4,938	40.7	35.8	2.8	1999	1995-2000	1999	1997	408	3,278	27.0	0.7	46	-117	-3.0	-3.0		

Panama	7,443	2,812	37.8	1.7	42.7	2,993	-	2,876	38.6	1.0	40	-52	-1.6
Puerto Rico	1,887	3,839	432.8	0.8	25.1	229	229	25.8	25.8	0.1	4	1	0.2
Saint Kitts and Nevis	36	39	108.3	-0.8	66.7	6,032	-	4	11.1	0.1	0	n.s.	-0.6
Saint Lucia	61	152	249.2	1.4	62.5	3,454	9	14.8	14.8	0.1	1	1	4.9
Saint Pierre and Miquelon	23	7	30.4	0.3	14.3	-	-	-	-	-	-	-	-
Saint Vincent and Grenadines	39	113	289.7	0.7	46.9	2,335	-	6	15.4	0.1	0	n.s.	-1.4
Trinidad and Tobago	513	1,289	251.3	0.5	26.5	4,119	312	259	50.5	0.2	15	2	0.8
United States	915,895	276,218	30.2	0.8	23.0	28,310	6.9	225,993	24.7	0.8	16,238	388	0.2
United States Virgin Islands	34	94	276.5	-0.8	54.3	-	-	14	41.2	0.1	-	n.s.	n.s.

Deforestation

Ontario Scholar's Portal

Beyond peasant deforestation: environment and development in rural Jamaica

Global Environmental Change Volume: 10, Issue: 4, December, 2000, pp. 299-305

Weis, Tony

This paper employs a case study into how the economic realities of peasant families in the Blue Mountains conflict with notions of forest conservation. The research argues that peasant families are constrained by economic pressures imposed by the government which, in turn, result from international pressures. It is suggested that rather than simply blaming deforestation on peasant farmers it is necessary to restructure the broader economic system to offer other viable alternatives for farmers.

Jamaica's Disappearing Forests: Physical and Human Aspects

Environmental Management Volume: 28, Issue: 4, October, 2001, pp. 0455 – 0467

Tole, Lise

This research used satellite images to measure deforestation in Jamaica from 1987 to 1992. This is supplemented by a 1999 visit to Jamaica to confirm and build on the earlier results. By examining the Levels of poverty in areas of recent deforestation, Tole attempts to assert the link between levels of wealth and deforestation. She concludes that population pressure and poverty are key causes of deforestation.

Population and poverty in Jamaican deforestation: Integrating satellite and household census data

GeoJournal Volume: 57, Issue: 4, 2002, pp. 227-247

Tole, Lise

This is a continuation of the above article reassessing the earlier research. Tole states that the issue of deforestation and its causes, of poverty and inequality, continue to be neglected. She reasserts the need to address these issues and predicts that if key social and demographic changes were implemented Jamaican forests may experience substantial regeneration within two decades.

The effects of secondary forest clearance and subsequent land-use on erosion losses and soil properties in the Blue Mountains of Jamaica

Agriculture, Ecosystems and Environment Volume: 92, Issue: 1, October, 2002, pp. 1-19
McDonald, M.A.; Healey, J.R.; Stevens, P.A.

This research examines the impacts of slash and burn agriculture in the Blue Mountains region. A particular notice is paid to the results of erosion caused by farming the steep slopes of the mountains. Alternative and more sustainable methods are suggested.

Urban steplands in the tropics: an environment of accelerated erosion

GeoJournal Volume: 49, Issue: 2, 1999, pp. 143-150
Gupta, Avijit; Ahmad, Rafi

This article uses Kingston, Jamaica and Singapore in comparative case studies of large cities in the Tropics prone to earthquakes and other natural disasters. Several possible environmental dangers such as erosion are noted within Kingston.

J-Stor

Agricultural Innovation in Jamaica: The Yallahs Valley Land Authority

Economic Geography > Vol. 46, No. 1 (Jan., 1970), pp. 63-77
Barry Floyd

This is an older article but useful in its analysis of a rural rehabilitation project implemented in the Yallahs Valley region of the blue mountains in the 1950s. This project is deemed widely successful by Floyd. He outlines his view of the problems with the regions agriculture and how the project altered this. He is strongly asserting the need for what he calls 'modern agricultural techniques' which include the use of artificial fertilizer, pesticides and intensive farming. The article thus provides an insight into a common view towards agriculture at that time.

Environmental Reader # 2
Pesticide Contamination in Jamaica

Agriculture has been a central part of the Jamaican economy for over three hundred years. The wealthy minority of Jamaican society have profited from using the most fertile lands on the coastal plains to form large plantations. In contrast, the poorer peasant farmers have been farming the less fertile mountain regions since emancipation in 1834. Since the 1940s synthetic pesticides have been used by both the small peasant farmers and the large plantations as a means of increasing production.¹ This use has had detrimental effects to soils and forests as well as the fresh and salt water ecosystems in and around Jamaica.

Research lead by Ajai Mansingh of the University of the West Indies in Kingston listed several reasons why the use of agricultural chemicals has had a particularity negative effect on the Jamaican Environment.

“...thin soil cover, cultivation on high, mountainous watersheds where most rivers originate ... small holdings and mixed cropping system in which different pests require different pesticides ... complex dynamics of river-flow and nearness of farms, rivers, homes and coastline.”²

A further reason lies in the high quantity of water flow through the river systems. Jamaica's fresh water system is divided into twenty watersheds that originate in the mountains and flow out to the sea. Most of these watersheds receive two or more rainfalls a week, even during the dry seasons. Thus, pesticides are constantly being collected in the river systems causing contamination in drinking water and the coastal seawaters. On top of this already fragile situation, most small-scale farmers have little to no training in the application of pesticides. Chemicals are often used in excess quantities and at times are not properly diluted thus intensifying the level of environmental contamination. These farmers are also tilling steep slopes that are prone to erosion, thus further facilitating the spread of chemicals.³ Indeed, the level to which small scale peasant farmers damage the environment through pesticide use is directly linked to the inequality of the system of land distribution discussed in Environmental Reader # 1. They are forced to cultivate the unwanted steep forested areas that already have poor soil quality. Being restricted by resources and time they cultivate using unsustainable methods.

It is important to note that the large plantation and livestock agricultural businesses are also the cause of serious levels of agricultural chemical pollution. Pesticides are often used excessively and without proper precautions. The government enacted some improvements to policy on pesticides over two decades ago. DDT, aldrin and lindane, all extremely harmful chemicals, were banned in 1973 and in the 1980s chlordane and dieldrin were also illegalized. In 1978 the program called the integrated Movement of Pests and Pesticides (MPP) was founded to asses the damages of pesticides on the environment. However, the chemicals that remain in use today are still harmful to the environment and humans while the MPP has done little to improve the methods of pesticide use.⁴

¹ Mansingh, A. (et al.) “Pesticide Contamination of Jamaican Environment. II. Insecticide Residues in the Rivers and Shrimps of Rio Cobre Basin, 1982–1996” *Environmental Monitoring and Assessment* Volume: 63, Issue: 3, (Aug. 2000) pp. 459-460.

² Mansingh, Ajai and Robinson, Dwight E. and Dalip, Kathy M. “Insecticide contamination of the Jamaican environment” *Trends in Analytical Chemistry* Volume: 16, Issue: 3, (March, 1997), p. 116.

³ Robinson, Dwight E. and Mansingh, Ajai. “Insecticide Contamination of Jamaican Environment. IV. Transport of the Residues Coffee Plantations in the Blue Mountains to Coastal Waters in Eastern Jamaica” *Environmental Monitoring and Assessment* Volume: 54, Issue: 2, (Jan. 1999), p. 129.

⁴ Mansingh, 1997, pp. 117 – 118.

Mansingh, A. (et al.) "Pesticide Contamination of Jamaican Environment. II. Insecticide Residues in the Rivers and Shrimps of Rio Cobre Basin, 1982-1996" *Environmental Monitoring and Assessment* Volume: 63, Issue: 3, (Aug. 2000) p. 465.

TABLE I
Usage of insecticides in the Rio Cobre basin up to 1989

Insecticide	Target	Usage
DDT	All crops	1948 to 1960s quite regularly; abandoned since the mid-1970s
Chlordane	Sugarcane	1948 to 1960s against termites
	Citrus	1948 to mid 1950s, soil treatment against root weevils
	Coffee	Irregular since 1979, on fallen berries against berry borer
Dieldrin	Sugarcane	1948-1950s against termites and citrus, coffee scales
	All crops	Since 1948 against root weevils
	Citrus	1955-1990
Aldrin	Citrus	In place of dieldrin against citrus root weevils
Endrin	Citrus and sugarcane	As above
Endosulfan	Coffee	Since 1979, against berry borer
	Vegetables	Since 1979, fairly regularly
Heptachlor	Coffee	1948-1975, against leafminer
Lindane	Many crops	Whenever needed
	Cattle	2-4 weekly cycle against ticks regularly between 1948 and 1960, irregular thereafter
Kelthane	Citrus	Foliar sprays against mites and flies, 1948-1975
	Cattle	Irregularly since 1948 against ticks
Endosulfan	Coffee	Since 1979, against berry borer
	Vegetables	Since 1979, fairly regularly
Coumaphos	Cattle	Regularly since 1950s against ticks
Diazinon	All crops	Foliar sprays, regularly since the early 1950s
	Cattle	2-4 weekly cycle against ticks
Malathion	All crops and cattle	As above
Chlorpyrifos	Banana, coffee	Since 1987, plastic sleeves coated with the insecticides used by banana farmers
Acetellic	Vegetable	Since 1987
Dimethoate	All crops	Foliar sprays, regularly since the early 1950s
Mocap	Banana	Regularly since 1948
Carbaryl	Citrus, root crops	Soil and foliar treatment since the 1970s
Furadan	Coffee, citrus	Soil treatment since the 1970s
Decis	Vegetables	Since the early 1970s
Permethrin	As above	As above
Cypermethrin	As above	As above

Mansingh, A. (et al.) "Pesticide Contamination of Jamaican Environment. II. Insecticide Residues in the Rivers and Shrimps of Rio Cobre Basin, 1982-1996" *Environmental Monitoring and Assessment* Volume: 63, Issue: 3, (Aug. 2000) p. 465.

Contamination of the Environment

Ontario Scholars Portal

Heavy Metals in Surface Water and Stream Sediments in Jamaica

Environmental Geochemistry and Health Volume: 19, Issue: 2, 1997, pp. 63-66

Knight, C.; Kaiser, J.; Lalor, G.C.; Robotham, H.; Witter, J.V.

This research examines the levels of seven heavy metals in the water systems of Jamaica; cadmium, chromium, copper, mercury, nickel, lead and zinc. Copper and Lead mines have existed in the past explaining part of the prevalence of these two in the metals in the soils. However, the overall natural existence of heavy metals in Jamaican soils is much higher than averages around the world. The findings show that though the levels are high in the soils they are much lower than might be expected in the fresh water system. The current levels do not pose a serious danger to the Jamaican populations' health.

Insecticide Contamination of the Jamaican Environment

Trends in Analytical Chemistry Volume: 16, Issue: 3, March, 1997, pp. 115-123

Mansingh, Ajai; Robinson, Dwight E.; Dalip, Kathy M.

Mansingh, A.; Wilson, A.

This is the first in a series of research projects aimed at examining the effects of pesticide contamination in the Jamaican environment. The paper notes the intensive use of synthetic pesticides in Jamaica since the 1940s. DDT, aldrin and lindane, all extremely harmful chemicals, were banned in 1973 and in the 1980s chlordane and dieldrin were ban. In 1978 the program called the integrated Movement of Pests and Pesticides was founded to asses the damages of pesticides on the environment. This paper examines the levels of pollution that have continued since that time.

Pesticide Contamination of Jamaican Environment. II. Insecticide Residues in the Rivers and Shrimps of Rio Cobre Basin, 1982-1996

Environmental Monitoring and Assessment Volume: 63, Issue: 3, August 2000, pp. 459-480

Mansingh, A.; Robinson, D. E.; Henry, C.; Lawrence, V.

The paper combines research on the levels of pesticides in the four rivers in the Rio Cobre Basin from 1982 – 1983, 1989 – 1990 and 1995 – 1996. The research takes both water samples and samples from shrimp found in the rivers. The findings show that the contamination of the rivers was on average higher in 1982-1983.

Insecticide Contamination of Jamaican Environment III. Baseline Studies on the Status of Insecticidal Pollution of Kingston Harbour

Marine Pollution Bulletin Volume: 30, Issue: 10, October, 1995, pp. 640-645

Mansingh, Ajai; Wilson, Arlene

This study links the contamination of the Rio Cobre to the contamination of the Kingston Harbor. Testing conducted during July of 1992 showed at least 7 pesticides present in the waters.

Insecticide Contamination of Jamaican Environment. IV. Transport of the Residues Coffee Plantations in the Blue Mountains to Coastal Waters in Eastern Jamaica

Environmental Monitoring and Assessment Volume: 54, Issue: 2, January 1999, pp. 125-142

Robinson, Dwight E.; Mansingh, Ajai

This study conducted in the Portland watershed area of the Blue Mountains linked coffee production by small farmers to large amounts of pesticide contamination in the Rio Grande and the coastal waters. One of the main reasons found for this was the lack of training farmers have received on the proper use of the chemicals.

Websites

<http://www.rcfa-cfan.org/english/profile.1.html>

This site explains the *Trees for Tomorrow* project mounted in Jamaica by CIDA. It provides a concise overview of issues around deforestation and outlines the two phases of the reforestation project

<http://geography.ssc.uwo.ca/faculty/weis.htm>

This site explains the research conducted by Dr. Tony Weis from the University of Western Ontario. Most of his work focuses on Jamaica, dealing with contemporary constraints on peasant farmers and their links to the global neo – liberal system. The site also provides a list of all his publications (See webpage printed on p. 12).

http://www.worldwildlife.org/wildworld/profiles/terrestrial/nt/nt0131_full.html

http://www.worldwildlife.org/wildworld/profiles/terrestrial/nt/nt0218_full.html

This site provides extensive information on the diversity and make-up of Jamaican forests. It also offers an explanation of the causes and effects of deforestation in Jamaica. One particularly useful part of this site is the detailed glossary of terms which provides several concepts relevant to forestry and deforestation.

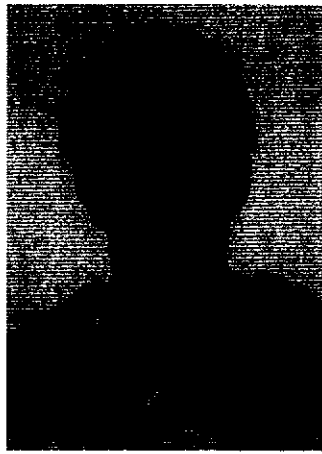
<http://www.maps4free.com/map-of-jamaica.shtml>

This site provides a basic map of Jamaica as well as general statistics on the geography and environment of the country. The statistics are taken directly from the CIA World Fact Book. (See web page printed on p. 15)

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I am interested in how the globalization of agriculture is interacting with the spatial marginality of peasant farmers in the developing world, related social and environmental problems, and struggles for land reform. My research combines critical analyses of macro-political economic forces (e.g. structural adjustment, trade liberalization, and the changing regulation of global agriculture) and the historical foundations of uneven landscapes and peasant economies, with a locally contoured approach that emphasizes the centrality of peasant interpretations in understanding both problems and possibilities for change - an agenda that is associated with the field of political ecology.

My empirical research has mostly been conducted in Jamaica, where I have written about such things as: the dilemmas associated with development and environmental conservation in inequitable landscapes; challenges facing peasant co-operatives; the relevance of eco-social theory to understanding 'peasant-driven' deforestation; the impacts of debt and externally-driven policy restructuring on both the agricultural sector specifically and on Jamaica's 'social implosion' more broadly; and a multi-layered case for land reform.

In addition to ongoing work in Jamaica and the Caribbean, I am currently engaged in research on global agricultural production and trade patterns and the evolution of multi-lateral trade regulation,

and how this is affecting peasant farmers and the prospects for ecological food systems more broadly. Engrained in this is a concern for how social movements work to build alternatives.

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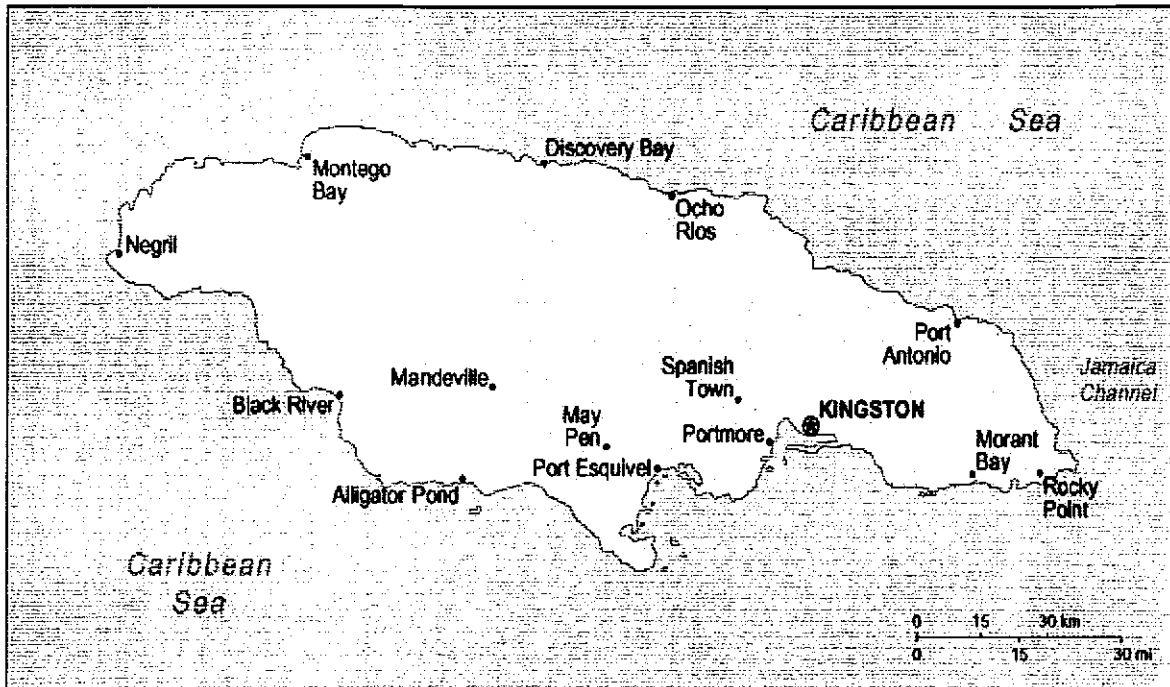
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Jamaica



Introduction Jamaica

Background: Jamaica gained full independence within the British Commonwealth in 1962. Deteriorating economic conditions during the 1970s led to recurrent violence and a drop off in tourism. Elections in 1980 saw the democratic socialists voted out of office. Political violence marred elections during the 1990s.

Geography Jamaica

Location: Caribbean, island in the Caribbean Sea, south of Cuba

Geographic coordinates: 18 15 N, 77 30 W

Map references: Central America and the Caribbean

Area: *total:* 10,991 sq km
land: 10,831 sq km
water: 160 sq km

Area - comparative: slightly smaller than Connecticut

Land boundaries: 0 km

Coastline: 1,022 km

Maritime claims - as described in UNCLOS 1982 (see Notes and Definitions): measured from claimed archipelagic straight baselines
exclusive economic zone: 200 NM
continental shelf: 200 NM or to edge of the continental margin
contiguous zone: 24 NM
territorial sea: 12 NM

Climate: tropical; hot, humid; temperate interior

Terrain: mostly mountains, with narrow, discontinuous coastal plain

Elevation extremes: *lowest point:* Caribbean Sea 0 m
highest point: Blue Mountain Peak 2,256 m

Natural resources: bauxite, gypsum, limestone

Land use: *arable land:* 16.07%
permanent crops: 9.23%
other: 74.7% (1998 est.)

Irrigated land: 250 sq km (1998 est.)

Natural hazards: hurricanes (especially July to November)

Environment - current issues: heavy rates of deforestation; coastal waters polluted by industrial waste, sewage, and oil spills; damage to coral reefs; air pollution in Kingston results from vehicle emissions

Environment - international agreements: *party to:* Biodiversity, Climate Change, Climate Change-Kyoto Protocol, Desertification, Endangered Species, Hazardous Wastes, Law of the Sea, Marine Dumping, Marine Life Conservation, Ozone Layer Protection, Ship Pollution, Wetlands
signed, but not ratified: none of the selected agreements

Geography - note: strategic location between Cayman Trench and Jamaica Channel, the main sea lanes for the Panama Canal

Education and Environmental Degradation in Jamaica

Includes:
Workshop Outline

Part 2 of 2

By Phil Abbott and Masaya Llaveranas-Blanco

Completed for:

Marisa Kaczmarczyk at Jamaica Self-Help
Supervising Professor: David Morrison, Trent University
Trent Centre for Community-Based Education

Department: International Development Studies
Course code: IDST 370
Term: Fall/Winter 2004-2005
Date of project submission: June 2005

Project ID: 588

Call Number: 370 Abb

**Exploring the Colonial Legacy in Jamaica:
Past, Present, and Possibilities for Change**

A Workshop Outline

By Phil Abbott and Masaya Llavaneras-Blanco

Overview

This workshop has been designed specifically for groups going on educational trips to Jamaica with JSH. The goal is to provide a historical context of colonialism in Jamaica; open a discussion on the impacts of the colonial legacy specific to poverty and education; and finally, to discuss effective means and actions that could influence change. The workshop could also be useful with high school, university or community groups that are not going to Jamaica. Though the information is specific to Jamaica it is certainly relevant and comparable to, issues in other countries.

The workshop is designed in three one hour slots that could be completed in one day or as a series of one hour gatherings. The times given are suggestions and it is recognized that, as in any workshop of this nature, an activity could be kept very short or allowed to run longer depending on how much time is granted for discussion. Thus each section could be extended longer if it is desired. It is not recommended to limit a section to less than 50 minutes as the time for discussion would be inadequate.

Though the three sections work in sequence it is possible to use one section, or even one activity, independently if it is useful. Some sections' activities make reference to readers that provide necessary or supplementary information. These are found at the end of this booklet. Anyone using this booklet in order to present a workshop is encouraged to adapt the ideas to a method that functions best for them.

The activities are designed using methods of popular education in hopes of encouraging discussion and active participation of all present. The issues dealt with have no straightforward answers and can generate complex and contradictory responses. Thus it is hoped that this workshop will provide background information, begin an active dialogue about these issues and encourage thoughts on effective actions that could encourage change.

Table of Contents

Workshop Outline	Page #
Section # 1 – Colonialism	1
Section # 2 – Poverty	2
Section # 3 – Education System	4
Appendices	
# 1 – Timeline (for activity 1.1)	6
# 2 – Poverty Statistics (for activity 2.1).....	9
# 3 – Agree / Disagree Questions (for activity 2.3).....	9
# 4 – Chart of Education System (for activity 3.1).....	10
Examples	
# 1 and 2 – Diagrams (for activity 1.2)	11
# 3 – Power Triangle (for activity 3.3)	12
Background Readers	
Colonization (for activity 1.1)	13
Structural Adjustment (for activity 2.2).....	16
History of Jamaican Education (for activity 3.1)	21
Gender and Education (for activity 3.1).....	23
Quality of Jamaican Education (for activity 3.1).....	25
Grade Six Assessment Test (for activity 3.1).....	27

Colonialism

Activity #1

Purpose: The objective of this activity is to place participants in the historical context of Jamaica. The idea is to encourage them to think of the country as a complex system with historical, social, political, cultural factors that are deeply interrelated. Colonialism is one major part of these factors having long lasting effects in Jamaican reality.

Activity	Material Needed	Necessary Background information	Time
<p>1.1- Brief historical time-line</p> <ul style="list-style-type: none"> - What historical facts have being significant to Jamaica? <p>Review of Jamaican National history from 1st European encounter (Columbus' arrival) to independence in 1962. This activity would serve as an introduction to the presentation as a whole. It aims to get people thinking about the theme and to present basic facts about colonialism in Jamaica. It should ideally begin with a song (dub poems, reggae, related to Jamaican history and/or colonial legacy) playing in the background.</p>	<ul style="list-style-type: none"> -Images and pictures if available. -Music - It maybe useful to have a poster made with the dates that are the most relevant to the presenter. 	<ul style="list-style-type: none"> -Colonization reader - Appendix #1 (time line) 	10 mins
<p>1.2- Deconstructing Colonialism.</p> <ul style="list-style-type: none"> - Have participants break into small groups (of 3-5 people). -Ask groups to discuss the concept of colonialism in general and what it may entail (if needed, the presenter could provide examples and ideas i.e. economic, cultural, political implications and consequences of colonialism. Yet, it would be ideal that participants come up with their own concept and analysis). This analysis is to be expressed graphically through drawings, charts, diagrams, etc (see examples #1 and #2). - Reconvene in the big group. - Each group would briefly explain their analysis through presenting their graphic representation. - After groups have presented their work presenters should clearly 	<ul style="list-style-type: none"> -Big sheets of paper -Colour markers 	<ul style="list-style-type: none"> -See above -Examples #1 and #2 	25 mins

draw the links between the definitions and categories the group came up with and the Jamaican case. See example # 1 for samples of charts.			
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Poverty
Activity #2

Purpose: This activity should serve as a continuation of the colonization one. Some of the factors that the group would have come up with will probably be related to economics and poverty. If this is not the case, presenters should make the relationship clear (i.e. many of the products that Jamaica produces today began to be produced during colonial times. Most of these products are agricultural ones like bananas and sugar)

Activity	Material Needed	Necessary Background information	Time
<p>2.1– How do we define poverty? This should be a brief discussion about the different factors that determine poverty based on the following question:</p> <ul style="list-style-type: none"> - Does poverty only entail lack of material wealth (money)? - Ideally, for this activity the group would gather in a big circle. - One participant would be asked to take notes of the comments made on a large sheet of paper. - The presenter stands in the middle of the circle with a small tennis ball. She/he will throw it to each participant. Each participant will then catch the ball and give his/her opinion about the activity's theme to the group and throw the ball back to the presenter. In this way every participant will be engaged in the discussion and each opinion will be heard. - Different factors affecting access to wealth (as well as affected by 	<ul style="list-style-type: none"> - Large Sheet of paper. - Colour markers - Tennis Ball (could be replaced by some other object) 	<ul style="list-style-type: none"> - None 	20 mins

<p>it), such as colonial structures, education, employment, health, gender inequality and general well-being will come up in the discussion. In case these are not brought up, the presenter should mention them briefly at the end of the section.</p>			
<p>2.2 – Poverty in Jamaica: Basic numbers This section should be a very brief presentation of statistics showing how Jamaicans earn a living as well as presenting the number of people living in poverty in Jamaica. What do most people work on? What does Jamaica produce? What is the minimum wage? What is the price of a basic goods basket? Again, this should be very brief section. All information required should be in appendix # 2. The SAP reader could serve as a supplementary source of information. New and more current figures could be added if the presenter finds it pertinent.</p>	<p>- None</p>	<p>- Appendix # 2 - See SAP Reader for extra background information.</p>	<p>5 mins</p>
<p>2.3 – Agree/Disagree: - This activity is based on a list of controversial premises related to poverty in general and the Jamaican context in particular. (You can find premises in appendix # 2) Premises are presented one at a time and participants are asked to take a stance about it: If you agree you go to the right side of the room; if you disagree, you go to the left side. Participants would also be allowed to stand somewhere in between. Participants are asked about their reasons for standing in their chosen position. - This activity should encourage, through physical movement and controversial premises, reflection, discussion and debate about the theme.</p>	<p>- None</p>	<p>- Appendix # 3</p>	<p>20 mins</p>

Education System

Section # 3

Purpose: to use the Education system in Jamaica in order to demonstrate examples of how poverty and the colonial legacy remain in Jamaican society today. To reflect on the ideas explored in the workshop and think of the most effective means to promote change.

Activity	Material Needed	Necessary Background information	Time
<p>3.1 – Explaining the Jamaican Education System</p> <ul style="list-style-type: none"> - Hang a chart of the structure of the Jamaican education system (Appendix # 4) on the wall or project with an overhead. (If it will be hung on the wall it should be blown up to at least double the size. The chart could also be copied by hand before the workshop onto a large piece of paper. In this case the presenter could choose to condense the information to make the chart more of a visual aide while the education system is explained.) - Using Appendix # 4 as a guideline, briefly explain how the system functions. The explanation should mention the colonial roots of the Jamaican education system, inherent inequalities and how it is ingrained into society. (Education Reader # 4 will provide a useful background.) - It is also important to bring to light the contradictions within the system and that it does function very well in many ways. A good example of this is the teacher training program which produces highly qualified teachers who are recruited to the US and the UK every year. However, at the same time many of the poorer elementary and secondary schools are said to have very low teaching standards. This is largely due to the difficulties of teaching in schools where students are of a low socio-economic status. (see education reader #3) <p>Education reader # 1 can also be helpful in giving a historical background of Jamaican education. Education reader # 2 can be helpful if there is a desire</p>	<p>- Appendix # 4</p>	<p>-Education readers #1 through #4</p>	<p>15 mins</p>

<p>to discuss Gender issues within the Education System.</p> <p>- This activity can work to give a general overview of Jamaican education or focus on a specific issue at the discretion of the Presenter. It will not be possible to deal with all issues in detail. Whatever manner is selected, it is important to remember that the activity's purpose is to link the colonial legacy and poverty into education, a dominant institution in Jamaican society.</p>			
<p>3.2 – Open Discussion</p> <p>Engage participants in an open discussion relating to the information in activity 3.1 using focus questions. For example:</p> <ul style="list-style-type: none"> - What are some differences between the Jamaican system and the Canadian system? - What aspects of the system perpetuate inequality? 			<p>10 min</p>
<p>3.3 – Poverty Triangle</p> <p>This closing activity is meant to link all aspects of the workshop together. Draw a poverty triangle on a large sheet of paper (see Example # 3). Before starting ask participants to reflect on the other activities, and be aware of the concepts of defining poverty discussed in 2.2.</p> <p>Ask participants to suggest which institutions, Ideas and Individuals may perpetuate poverty and write them on in one color. Then ask which institutions, Ideas and Individuals may work to alleviate poverty and write on in another color. It is possible to have the same thing both perpetuate and alleviate poverty. For example, The Education system does segregate people based on class but also provides a means for people to escape poverty. Engage in a discussion using this question as a starting point: What route (Ideas, Institutions or Individuals) do you see as the most effective to promote change? Groups that are going on a JSH trip could be encouraged to keep thinking about this and the question could be asked again while in Jamaica or during debriefing upon return.</p>	<ul style="list-style-type: none"> - Large sheet of paper - 2 markers of different colors - Example # 3 		<p>15 – min (Could run much longer if time permits)</p>

Appendix # 1:
Brief timeline on history of Jamaica

- **1494** - Christopher Columbus sights Jamaica. It is important to add, however, that before European arrival the island was populated by indigenous peoples.
- **1509** - Jamaica occupied by the Spaniards under a license from Columbus's son. Much of the Native population dies off from exposure to European diseases and violent confrontation. African slaves began to be brought into the island to work on the sugar plantations.
- **1655** - Jamaica was captured by the British.
- **1670** - Jamaica is formally ceded to the British in accordance with the Treaty of Madrid.
- **1838** - Slavery was abolished in the island.
- **1865** - The British ruthlessly put down the Morant Bay rebellion, staged by freed slaves in response to acute hardship, and force the local legislature to surrender its powers; Jamaica becomes a crown colony.
- **1870** - Banana plantations set up as the sugar cane industry declines due to increasing competition.
- **1938** - Serious riots caused by unemployment and resentment against British racial policies; People's National Party (PNP) founded by Norman Manley.
- **1944** - Begins gradual independence process. Universal adult suffrage introduced; new constitution providing for a popularly elected House of Representatives promulgated.
- Throughout the years, the Jamaican economy was focused on agricultural production: Bananas, Sugar, and other primary commodities. This economic system was to partially change from the 1950s onward.
- **1958** - Jamaica becomes a member of the British-sponsored Federation of the West Indies.
- **1961** - Jamaica withdraws from the Federation of the West Indies.
- **1962** - Jamaica becomes officially independent within the British Common Wealth.
- **1950s-71** - Application of the Import Substitution Industrialization model with a high dependence on foreign investment. This developmental model was also called "Industrialization by Invitation."
- Emphasis placed on capital-intensive production of bauxite and aluminum.
- Development model depended on exports.
- Development of a stronger merchant class.
- This development model is also referred to as a major cause of Jamaica's deep social inequalities. By 1971, the poorest 60% received 19% of national income. On the other hand, the wealthiest 5% received 31% of national income.

- **1962** - Official Independence from Britain.
- The Jamaican Labour Party (JLP) is in power during Jamaica's first decade of official independence.
- **1972-1977** - Michael Manley becomes Prime Minister representing the People's National Party.
- Manley's government presented an important change in Jamaican Development policies.
- Jamaica becomes part of the Non-Aligned movement growing around the world in less-developed economies.
- Global context of monetary instability (the fall of the gold standard, OPEC crisis)
- Jamaica focused its development dependentist strategies with strong central government management.
- Intended to enhance agricultural and industrial sectors with funds produced by Bauxite.
- The International Bauxite Association was created in Kingston uniting 65% of the world's bauxite producers.
- Emphasis on social programs (literacy, trade unionism, micro-entrepreneurship, food subsidies, etc.) In 1975, 12.5% of GDP was devoted to government social expenditure on health, education housing and welfare.
- Manley's government also developed a strong relationship with Cuba.
- Manley's rhetoric and relationship with Cuba are often seen as the causation of the elites' strong opposition to the government. Relationship with the US was also severely affected as well, fundamentally due to Cold War politics. This situation generated grave capital flights and financial stability that eventually led into acute economic and political crisis.
- **1977** - The economic (and hence political) crisis became unsustainable; the national reserve reached historical scarcity levels of foreign exchange.
- First talks with IMF. Manley obtains a halt for approximately 12% of external debt payments.
- Structural Adjustment Programs begin:
 - Large devaluation of National Currency
 - Deregulation of import controls
 - Reduction of public sector
 - Removal of government subsidies
- **1980** - Conflicts between Manley and IMF arise.
- **1981** - JLP's electoral victory. Edward Seaga becomes Prime Minister
- **1981-1986** - External debt changes in nature: from private and short-term to public and long-term.
- Seaga establishes very close political and economic relationship with the US. Seaga's government breaks Jamaica's relations with Cuba.

- Structural adjustment reforms are reinitiated.
 - Dismantling of import's license system (used as part of the ISI initiative)
 - Privatization of public enterprises began. However, the state JLP's government purchased an oil refinery contradicting the IMF mandates without major consequence
- Jamaica is one of the major supporters of the US invasion to Grenada.
- **1986** - Seaga's government decides to stop following structural adjustment measures and imposes a halt in its debt payments. Lobbies for more credit without further conditionalities arguing for security against communist threats.
- The US intervenes in Jamaica's favour in IMF discussions. Jamaica is given a stand-by credit with no further conditions by the IMF.
- Parish elections: PNP's landslide victory.
- Tariff reductions reforms initiated.
- **1989** - Michael Manley returns as Prime Minister.
- **1989 - 1990s** - Diplomatic relations with Cuba re-established yet not with the warm terms of the 1970s.
- Talks with IMF continue.
- Structural Adjustment Measures begin to be applied more deeply.
 - Reduction of state properties and economic intervention.
 - Removal and reduction of stamp duties and tariff rates.
 - Financial liberalization (banks allowed to trade with foreign currencies freely)
 - Privatization process reinitiated.

1991 - Manley retires from office due to illness

1991-2005 - P.J. Patterson, of PNP, wins three elections consecutively. Remains in power at time of writing

- Structural Adjustment Programs further implemented

Appendix #2

- 2% of Jamaicans live with less than US\$1 a day
- 13.3% of Jamaicans live with less than US\$2 a day
- 8% of Jamaicans don't have access to a proper source of clean water
- 9% of Jamaicans are undernourished
- On average, a Jamaican employed person makes US\$ 3984 a year
- The most important exports produced by Jamaica are: Bauxite, Alumina, Sugar, Bananas, Cocoa and Citrus.
- The main markets where Jamaica sells its exports are USA, Japan, Germany, The Netherlands and the UK.
- 17% (approx) of Jamaican GNP is invested in Jamaica's international debt (1990-1995 figures).
- 5.4% of GNP is invested in health and 8.2% in education (1990-1995 figures).

Sources: United Nations Development Program: Human Development Report 2004 (<http://hdr.undp.org/reports/global/2004/>); Jubilee Research, Country Data base (<http://www.jubileeresearch.org/databank/profiles/jamaica.htm#stats>)

Appendix # 3:
Controversial premises on poverty

(Note for the presenter: that it is not necessary that all premises be discussed. Pick the ones that seem the most pertinent to you. Also, new premises are welcome into the activity)

1. Poverty only occurs in the 'developing world.'
2. Colonialism is the main cause of poverty.
3. Issues of Health and/or Education (health and education can be used simultaneously or interchangeably) should be paid attention to only when problems of poverty have been tackled.
4. Poverty is only a problem of unemployment: If everyone were employed there would be no poverty.
5. Women are more affected by poverty than men are.
6. More money and wealth in Jamaica will solve the problem of poverty.
7. In Jamaica, democracy is the best way to solve the problem of poverty.

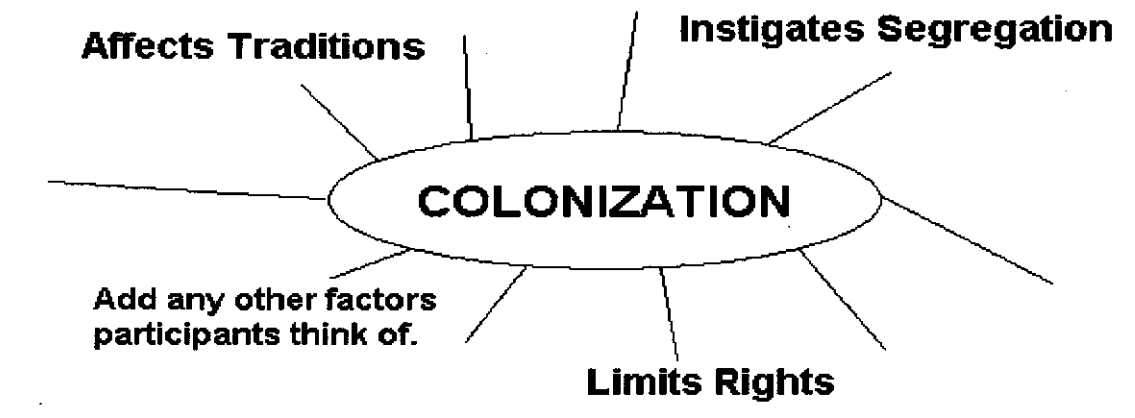
Overview of the Structure of the Jamaican Education System

Main Levels of Education	Number of Schools ¹	Details	Entrance Criteria
Early Childhood	29	Pre-school program that aims to prepare children for primary school.	Not totally free though Government subsidies are offered. Not necessarily accessible to poorer families.
Primary Schools	355 primary 349 all-age 88 primary + junior ²	From grade 1 to grade 6. Student's progress is monitored by 4 different Nationwide Exams: <ul style="list-style-type: none"> • Grade 1 Inventory Test: motor skills, visual and audio abilities • Grade 3 Diagnostic Test: math, reading writing and speaking • Grade 4 Literacy Test: Literacy and math (If failed student are held back a year for remedial help) • Grade 6 Achievement Test (GSAT): literacy, math, science and social studies. 	<ul style="list-style-type: none"> • Open to all children and they attend schools in the neighborhood of residence. • This means that children in poorer neighborhoods attend primary school with less funds and quality of education.
Secondary Schools	139	From grade 7 to 13. Teaches academic subjects from primary school.	Entrance to different schools based on results of GSAT.
Technical High Schools	14	From grades 7 to 11. Education in the areas of art and craft, agriculture, business, home economics and industrial arts.	Entrance for students who show skills in technical occupations. Usually students who do poorly on GSAT
Special Education	29 (2001/2003)	For ages 3 – 20. Over 3,400 students are enrolled with 300 teachers. Teacher student ratio is between 1:5 to 1:16 depending on the type and severity of learning disability. Has been criticized for separating disabled children from the regular system.	<ul style="list-style-type: none"> • For children with special needs.
Tertiary Education	19	<ul style="list-style-type: none"> • 2 Vocational/Agricultural Schools • 5 Community Colleges • 5 Teachers' Colleges • 3 Multi-disciplinary Tertiary schools • 2 Specialized Colleges • 2 Universities 	Entrance to different tertiary schools dependant on the high school attended and the number of 'A' level or 'O' level course achieved in high school. <ul style="list-style-type: none"> • 'O' level courses can lead directly into work, Vocational Schools or certain disciplines at other tertiary institutions. • Teacher's Colleges, Universities and other academic disciplines at Tertiary schools require certain number of 'A' Level courses.

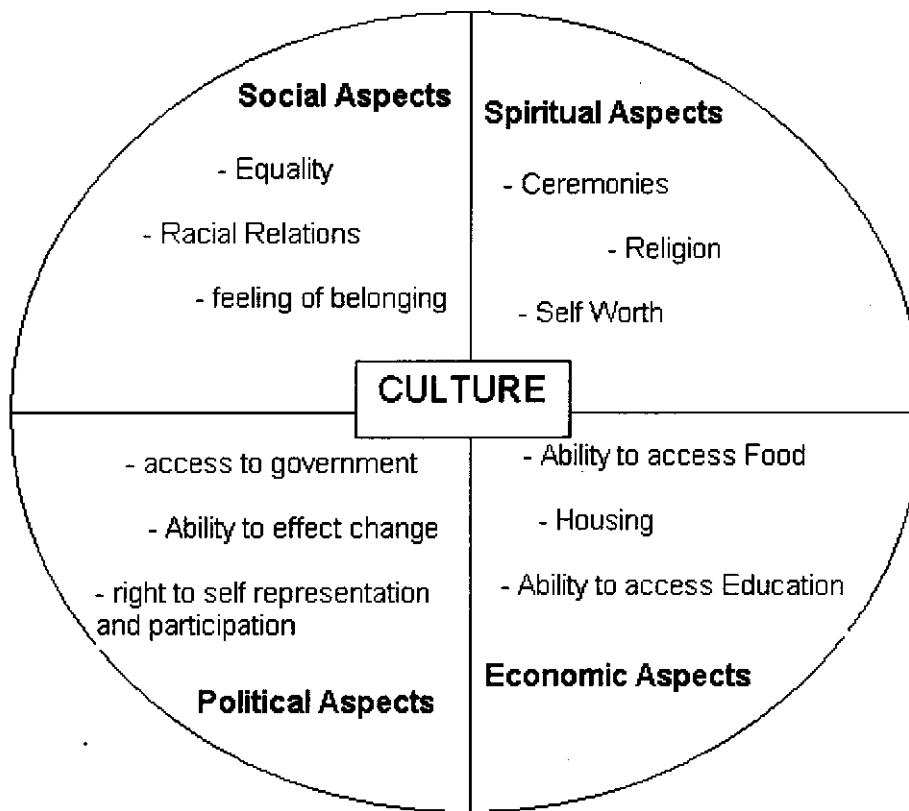
¹ 2004 total was 1004 institutions and 701, 300 students from early childhood to tertiary Education.

² All age + Primary and Junior Schools include grades 6 -- 7

Example # 1

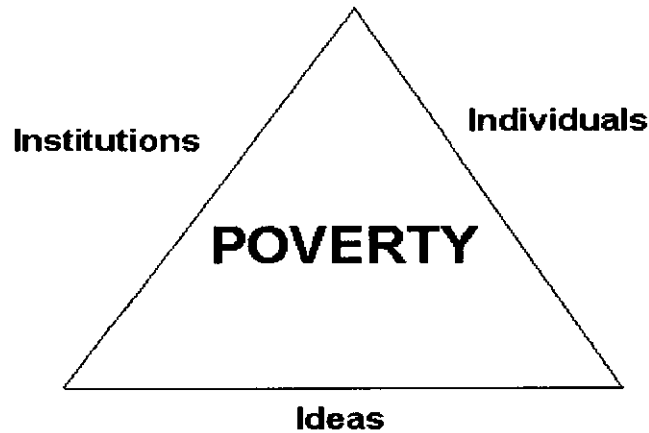


Example # 2



- These examples are meant to provide possible approaches that could be taken in this exercise though these are not the only possibilities.
- The examples also offer possible issues relating to colonialism.
- Facilitators are encouraged to help participants if necessary, but allow them to create their own method.

Example # 3
The Poverty Triangle



This is how the triangle could look before participants contribute aspects that perpetuate or alleviate poverty. The aspects can be written outward from the corresponding side of the triangle. The chart below provides possible aspects that could be given. If at the end some of these aspects are not given the facilitator could suggest them or some others they have thought of.

Chart of Possible Aspects that Alleviate or Perpetuate poverty

	Alleviate Poverty	Perpetuate Poverty
Ideas	<ul style="list-style-type: none"> • Freedom • Social Justice • Equality • Diversity 	<ul style="list-style-type: none"> • Racism • Classism • Capitalism • Colonialism
Institutions	<ul style="list-style-type: none"> • NGOs (sustainable equalitarian projects) • Education (can provide opportunities to escape poverty) • Multi National Corporations (if money used on just projects) • Government 	<ul style="list-style-type: none"> • NGO's (Large unsustainable projects) • Education (segregates based on class, providing better education to richer students) • Multi National Corporations (if money is used to expand class gaps) • Government
Individuals Actions or Attitudes	<ul style="list-style-type: none"> • Curiosity • Creativity • Honesty • Generosity • Open mindedness 	<ul style="list-style-type: none"> • Curiosity • Discrimination • Aggression • Violence • Ignorance

Note: There are not clear (right or wrong) answers for this exercise. Many aspects can be argued to alleviate poverty in some ways and perpetuate in others. Some examples of this are provided. This can be a source of discussion.

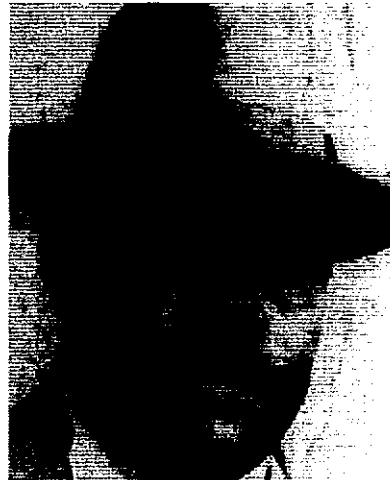
Jamaican Decolonization: Transition from Colony to Nation

The process of decolonizing, or getting over colonial regimes and structures, is a complex one. It goes beyond being "officially" free from the domination of a certain power or country; it entails a long process of recognizing the colonial structures that remain engrained in people's everyday lives. Colonial ideas about racial differences, rigid class divisions, and exclusive access to educational institutions are but a few of the colonial footprints left in any "post-colonial" society. Hence, most decolonization transitions are lengthy processes. Jamaica was no exception in this regard. In fact, Jamaica had a particularly lengthy and gradual decolonization process.

Most authors refer to colonial rule in Jamaica as one that had "doomed the mass of the people to poverty and unemployment."¹ However, the transitional processes, first to self-government and later to full independence, were carried out with great civility. The whole world was going through major changes due to the Second World War, such as the creation of important international institutions like the UN, not to mention the wave of

independence movements throughout Africa, Asia and the Caribbean.

Officially, Jamaica was granted self-government by Great Britain in 1944. Self-governance stipulated that Britain remained in control of Jamaica's foreign affairs and security. Alexander Bustamante, representing the Jamaican Labour Party (JLP), was Jamaica's First Chief Minister. JLP and the People's National Party (PNP) ruled Jamaica during the transition from self-governance to full independence. It was only in 1962 that, together with other West Indian islands, Jamaica achieved its full independence from Britain.



Marcus Garvey

Self-government and full independence did not arrive in a political and historical vacuum. In fact, varying social forces were demanding social and political

¹The History of the Jamaican People, Ian Randle Publishers, Kingston & Markus Weiner Publishers, Princeton, 1998, p 376

changes from the dominant socio-political regime. Figures such as Bustamante, Norman Manley and Marcus Garvey achieved national importance during the late 1920s and 1930s. They played important roles in racial and labour emancipation movements. Garvey created the "United Negro Improvement Movement" (UNIM) and advocated educational and economic development for both the black populations of Jamaica and the United States where he lived for a period of time. Bustamante and Manley, on the other hand, became national leaders through their work with labour unions, which later led them to found the PNP in 1938, as a continuation of the historical labour protests. Bustamante would later abandon the PNP to establish his own party, the JLP in July 1943. Separately, Manley and Bustamante led two unions in the historical protests of 1938.

The workers' protests of 1938 represented a catalyst for the growing dissatisfaction of the middle and lower classes of Jamaican society. Although the protests originally encompassed rural and urban labourers, they quickly gained the support of the middle class and other sectors of society whose access to economic, educational and social development were severed by racial and colonial discrimination. These protests generated the birth of the two main political parties that still

compete today in Jamaica's two-party system.

The elections of December 14th, 1944 represented most Jamaicans' first opportunity to vote. Launched on November 20th, 1944, Jamaica's new Constitution declared that all Jamaicans above 18 years of age were entitled to vote. In those elections a large majority elected Alexander Bustamante as Prime Chief. Some authors refer to his two-term government as an autocratic one, while others have described him as a great conciliator and diplomat. Bustamante implemented a development model based upon foreign direct investment (FDI). He believed it to be the growth engine that would lead to industrialization. Because bauxite was found in abundance in Jamaican soil during the Bustamante administration, the bauxite sector began to be exploited by North American companies such as Canada's Alcan and the United States' Reynolds and Karsen.



Alexander Bustamante

FDI was stimulated by pieces of legislation that

favoured the attraction of international capital. The Textile Industry Law (favouring the garment industry) and the Pioneer Industry Law (stimulating the development of local entrepreneurship) are examples of this new legislation. A national industry was established under the name of "Industrial Development Corporation," under the management of a black Jamaican entrepreneur.

Bustamante's development project, also referred to as "Development by invitation", was continued by the PNP administration that followed his government. Norman Manley was elected Prime Chief in 1955 and he lasted two terms in office. Manley was able to expand the legal incentives for international firms to invest in Jamaica and new legislation was passed that granted large tax incentives to international investors, together with other incentives. Jamaica was successful in triggering economic growth during these years: its gross domestic product (GDP) increased three-fold between 1944 and 1963. Also, power sales to industrial compounds, a common measure of industrial development, doubled during this period.

The sector that most favoured this development model and the liberalization of racially discriminatory restrictions was the coloured middle class. With the reduction of colonial rules, blacks and dark-skinned

people were able to reach higher posts in both the public and private sectors. In this way, the new and old middle classes were accommodated by a new system that allowed them to fully participate and develop. The old plantation-elite, mostly of British descent, was somewhat affected by the new economic system because the primary focus was no longer upon agricultural development.

The banking and insurance sectors remained on hands of the colonial elite. Political power in rural areas also continued to be controlled by the elite.



Norman Manley

Paradoxically, poverty and inequality deepened as the economy grew. The policy shift toward modernization generated large migration from rural to urban areas. Large landholdings expanded while small and medium producers were not able to keep up with the competitive pressure of the larger producers. Great portions of the rural

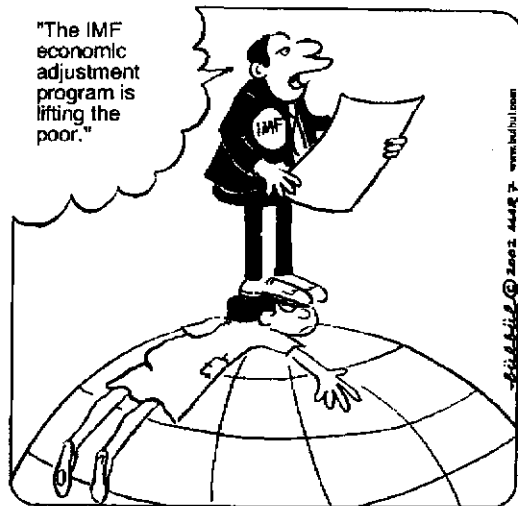
population moved into industrial areas, mostly in Kingston, in search of employment. Most of these migrants became part of the increasing numbers of urban poor, as capital-intensive industries did not offer as much employment as demanded by the labour force.

The process of decolonization in Jamaica had different effects on the population. While it facilitated the growth of the middle class, this historical period saw a deepening of social and economic inequalities that were directly or indirectly linked with racial distinctions. Many sectors of the dark-skin people remained excluded. This polarization of society developed into two different understandings of the Jamaican nation. The middle and higher classes, together with N. Manley and Bustamante's

leadership, defended a conception of Jamaica as a multicultural, "racially neutered" society, where racial and ethnic distinctions did not play an important role. On the other hand, the Rastafarians and other sectors of the African-Jamaican poor developed a sense of nation rooted in the African origins of most Jamaicans. Rastafarians took this argument of African past further by advocating for an exodus back to Africa, specifically to Ethiopia.

By the time Jamaica reached formal independence on August 2 1962, two understandings of the nation were confronting each other. This polarization, rooted in economic and racial discontent, would become ever more visible in 1972, with the arrival to power of Michael Manley, Norman's son.

The IMF and WB¹ in Jamaica: the implementation of Structural Adjustment Programs²



Source: www.bulbul.com

Being a relatively small island, Jamaica has a small economy. Having a relatively recent history of colonialism and dependence on European manufactured goods, it relies to a great extent on imported goods.

In the 1970s, during Michael Manley's years in power, Jamaica imported oil and industrial machinery in great quantities as part a national project to develop

¹ IMF stands for International Monetary Fund and WB stands for World Bank. Both institutions were created in the 1940s, in the post world war II era. Both Washington-based institutions are profoundly interconnected with each other. The IMF acts as a lender-of-last resort to developing countries whereas the WB is in charge of coordinating development programs, often based on export-led models of economic growth.

² Structural Adjustment Programs are commonly referred to as SAPs.

its own industries. It also imported some consumer goods and food. In return, Jamaica exported bauxite, aluminum and bananas. By the end of the 1970s, bauxite prices (Jamaica's principal export) dropped sharply. This price-drop affected the country's economy greatly: it was spending much more importing goods from abroad than what it was making by exporting its own goods. This gap in which what is spent in imports surpasses what is gained in exports is called "Balance of Payments Deficit."

Jamaica's balance of payments deficit became very acute between 1975 and 1977. The government was undergoing such sharp shortage of foreign currency that it was finding it very difficult to import basic goods and medicines. Also, inflation levels reduced real wages by 38%.³ In 1977 Prime Minister Michael Manley decided to go to the IMF asking for a loan that would release some pressure from the government budget. In an interview in 1993 Manley explained this by saying:

*"We dealt with them because we had got to a point where we were finding it hard to finance penicillin for hospitals. (...) We had no choice but to deal with them (...)."*⁴

The IMF loan was to cover the government budget deficit as well as to cover for some of the

³ Basic commodities and other goods' Prices became so high that salaries were worth 38% less than their nominal value.

⁴ Source: Progressive, Jul93, Vol. 57, Issue 7.

payments owed to other creditors. Manley was also able to obtain a break on the payments of a small portion of Jamaica's debt in the negotiations.

IMF loans impose particular conditions on the borrower countries, affecting their economic and social policies as well as their political systems. These conditions are often accompanied by "structural adjustment loans" (SALs) provided by the WB. SALs and IMF conditions, often referred to as SAPs (Structural Adjustment Programs), generally seek the following objectives:

- To establish a stable economic environment by maintaining low inflation levels and devaluating the national currency value

- To reduce state intervention in the economy to the minimum

- To reduce government expenditures to the minimum

Most borrower countries, such as Jamaica, hesitate before requesting loans from the IMF and WB due to the harsh conditions that they often entail. Authors argue, however, that this hesitation led countries to delay structural reforms that were inevitable in most cases, due to their high interdependence with the world economy. The same authors suggest that this delay made the reform application process a rough one.

There are four basic spheres of IMF and WB-led structural reforms:

- Privatization: the sale of state-owned properties and firms

- Trade liberalization: the reduction of all legal measures that protected local producers from international competition. These measures are named tariffs (taxes paid by importers for pay goods that they bring into an economy) and quotas (measure that limits the quantities of certain goods that are allowed to enter an economy). It is important to note, however, that these protective measures served as a way of protecting the livelihoods of different sectors of the Jamaican society, particularly small farmers'.



Jamaican Organic Banana farmer
Source: www.golocaljamaica.com

- Financial liberalization: the removal of all restrictions imposed on the banking system such as fixed currency values⁵ and fixed interest rates⁶. Due to financial liberalization, private banks and private individuals began to handle foreign currency independently from their national government.

⁵ This means that, before SAPs, the Jamaican government artificially controlled the value of its own currency against foreign ones.

⁶ Before SAPS, the Jamaican government determined the interest rates imposed by the island's commercial banks.

Also, financial markets were opened through this type of reform, allowing national and international capital to move freely in and out the island.

•Liberalization of Labour market: the liberalization of the labour system and legislation that allowed wages to drop (or rise) to levels that were not market-disruptive and internationally competitive. Also, this type of reform often entails changes in the retirement pension systems. Wage liberalization is often related to declining living standards since salaries need to be low in order to be competitive internationally.

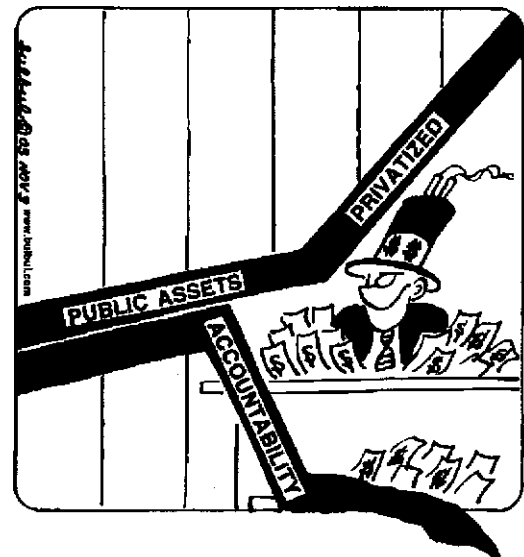
Although Jamaica acquired its first loans with the IMF in 1977, structural reforms did not take place in full force until 1989. Between 1977 and 1989, Jamaica began mild trade liberalization and privatization processes.

In 1977, the IMF imposed Jamaica's first adjustment reforms. First, they devalued the Jamaican Dollar (eroded by high inflation levels). This meant that Jamaicans' money's value had been cut down sharply reducing their purchasing capacity. They also reduced the state sector by reducing personnel in governmental institutions and enterprises and imposed other government cuts. The first SAP also limited public borrowing.

In this period, Jamaica also began a process of trade liberalization under which it slightly reduced its trade protections.

In 1983, the WB's SAPs removed restrictions on the import

of 180 goods. Trade restrictions were further removed between 1987 and 1991. Tariffs and quotas were reduced drastically. All tariffs fell from 50% to 20%. All these cuts meant that Jamaican farmers, miners and manufacturers lost the protective measures that kept them from competing with larger, more cost-effective producers. This later translated into the lay-off of many farmers and the abandonment of productive land. In this period, Jamaica joined a Common External Tariff that was imposed by all CARICOM⁷ countries as a measure to reduce the impact of the liberalization process.



Source: www.bulbul.com

As part of the trade liberalization reforms, Jamaica began to develop export production zones where international firms produce garments for export. These production zones depended on the liberalization of the labour market in

⁷ CARICOM stands for Caribbean Community.

order to remain competitive for international investors. This meant that wages have to remain low in order to keep foreign investors in the island, since they could well leave it for another country with even lower salary levels. Exports zones have diversified Jamaica's export products sharing an important place in the island's economy together with tourism, primary commodities, aluminum and bauxite.

The Jamaican Commodity Trading Corporation (JCTC) was eliminated in the trade liberalization period. The JCTC controlled the importation of certain commodities and sold them at artificially high prices in order to subsidize imported food prices.

On the other hand, privatization began in 1981 at a sporadic pace. The state would sell a few of its companies and later acquire new ones. This was the case in 1982 when the government bought an oil refinery from Exxon after having begun the privatization process.

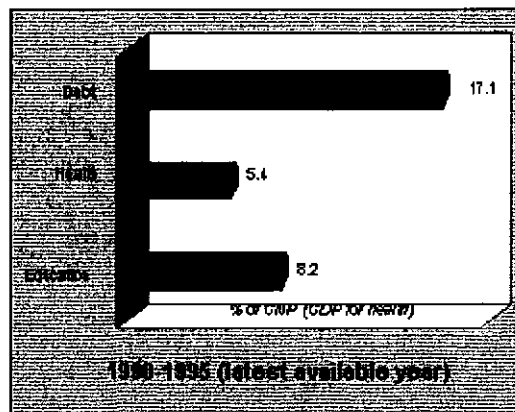
It was in 1989, with the PNP's return to power that the privatization took on a faster pace with approximately eight companies sold per year. Only 15% of state-owned companies had been privatized by 1998, showing the large number of publicly owned firms that existed in Jamaica previously. Although small in proportion, the value of entities privatized was significant.

Financial liberalization is the one type of reform that did not

occur to any extent in Jamaica until 1989. Between 1990 and 1991, the state gave up control over interest rates, foreign currency prices and foreign currency sales. Remittances from Jamaicans' abroad flowed into their friends and families' accounts now that foreign currency was handled in private banks.

Preferential interest rates given to small and medium enterprises were no longer provided. Jamaican national firms were allowed to borrow abroad.

It should be noted that structural adjustment programs are widely observed as generators of great inequality and poverty in many of the countries where they are applied. This is particularly so during the very first years in which they are applied for they tend to produce large reductions in wages, growing jobs losses (due to the reduction of government budgets and expenditure capacity) as well as a drop in government social spending. The latter sharply reduces the population's possibility to access health and education services.



Portions of Jamaica gross national product (GNP) spent in debt payments as compared to expenditures on health and education.
Source: Jubilee 2000

Inequality increased between 1989 and 1992 in Jamaica, period in which SAPs were strictly applied. However, the island recovered briefly in 1993. This recovery is seen as a consequence of the inflow of foreign currency through remittances and an agricultural boom that happened in that year.

It is of great relevance to study the everyday life effects of SAPs in order to understand a significant part of their influence. In particular we should look into their impact on the social and political arena.

Finally, it is important to note that Jamaica's trade deficit and lack of foreign currency has been persistent throughout the years and after the application of various SAPs. The continuation of these economic problems has led the island to engage in further borrowing in order to pay old debts. Between 1999-2000, the Jamaican government estimated that that 66% of its revenue was directed towards debt payments. In fact Jubilee 2000⁸ asserts that, in the 1990s Jamaica spent "over one and a half times more on debt service than on health and education combined."



Source: <http://www.cyberfaith.com>

⁸ Jubilee 2000 is an international non-governmental organization that campaigns for debt relief of the world's poorest countries. Its web page is: <http://www.jubileeplus.org>

Education Reader # 1
A Brief History of the Evolution of the Education System in Jamaica

Historically, education in Jamaica has been largely out of reach for the lower classes of society. When education was accessible to poorer children it often served as a means to indoctrinate the values of the elite on the lower classes and maintain the unequal social system. Prior to emancipation, the colonial education system functioned solely for upper class children. Slaves had access only to a non-formal education offered by missionaries. The content of the teaching worked to justify the unequal system stressing the necessity of submission to the white elite and British culture as a whole. After emancipation in 1838 the colonial school system was opened to the freed slaves, who made up the majority of the population.¹ However the small church run schools ran on minimal funding from the colonial government and charged fees which created a major deterrent.²

By the late 1800's public primary education was expanded to reach more of the population. At the same time the fees were lifted making the new schools more accessible to the majority of the population. However, secondary schools remained private and out of reach of the lower classes. The curriculum and teaching style was based on the British system. Thus the lower classes gained little more than basic literacy from their primary education. The British content served only those who could afford to attend secondary school or even school in Britain. Under these conditions the system worked to formalize the racial and class segregation within the country.³

After Jamaica's independence in 1962 the newly established Ministry of Education created many new primary schools and some public junior secondary schools. However, by changing none of the traditional British structure and content, the system remained inefficient and unequal. The election of the People's National Party (PNP) in 1972 resulted in a series of improvements to the education system. The government used 20% of the national budget to institute a nationwide free public education system up to the postsecondary level, though a private education system has remained for the upper class. The PNP also embarked on a massive literacy campaign which focused on adult education. This proved widely successful seeing the literacy rate rise to 85% in the late 1970's from well below 70% in the 1940's. Though the new school system was a great improvement, the huge growth of the public education system in a short period of time resulted in a diminished quality. For example, the class sizes rose dramatically as the number of teachers was insufficient to meet the number of students. The system was further hampered from the near 50% drop in funding through the 1980's.⁴

Current statistics show that nearly 100% of the population enrolls at least through primary education and that the literacy rate is approximately 87%.⁵ Though these figures suggest a successful improvement several problems remain within the education system largely due to inequality within the greater Jamaican society. Attendance can be very low, especially at schools in poorer regions of the country. Poverty and the resulting health and social problems also have a direct effect on the performance of lower class students in school. Furthermore, racial and gender discrimination continue to hamper the success of many students.

¹ *National Report of Jamaica; by The Ministry of Education Youth and Culture.* 15, Aug. 2004
<<http://www.ibe.unesco.org/International/ICE47/English/Natreps/reports/jamaica.pdf>>

² Foner, Nancy. *Status and Power in Rural Jamaica: A Study of Educational Political Change.* Teachers College Press, New York 1973.

³ National Library of Congress, "Education" [<http://countrystudies.us/caribbean-islands/22.htm>]

⁴ Ibid

⁵ CIA World Fact Book, "Jamaica" [<http://www.cia.gov/cia/publications/factbook/geos/jm.html>]

Education Reader # 2
Gender Inequality in the Jamaican Education System

Historically, women in Jamaican society were restricted from many opportunities in education and the workforce. Throughout the 1980's a trend towards greater gender equality spread through Jamaican society. This has resulted in an increase in female teachers and students within the education system as well as greater female success in school. At present, female and male enrolment in school is virtually equal in primary school while the ratio of females is slightly more in secondary schools and is significantly higher (67.3%) in post-secondary schools. Furthermore, female performance in school is notably better than that of males. This scenario has prompted two contradicting schools of thought on the issue.¹ One school argues that women are being given more opportunities than men resulting in male marginalization in the education system and broader Jamaican society. The other school claims that male students are underachieving in the face of the new equality. Additionally, it is said that men are promoting, what Odette (1995) calls, the view of 'women as villain' to justify their poor performance.

Carole Houlihan (2002) examined the work of Professor Errol Miller of the University of the West Indies who has been central in advancing the view of male marginalization. Errol argues that men's positions in the family and society at large have been greatly diminished since the 1980s. He claims that the recent dominance of female teachers is a political move to restrict the social advancement of black men, forcing them toward agriculture and industrial work. He outlines the decline of male participation in education as evidence of male marginalization.²

On the other hand, the view of 'women as villain' suggests that the greater female success and the predominance of female teachers have given women an unfair advantage in the system and there is a need to compensate for the male students. It is argued that those perpetuating this view are trying to cover the common tendency of male students to reject the value of education and thus the need to put forth an effort. Odette's research shows that the 'woman as a villain' concept is promoted in schools by male teachers and principals. It is suspected that this attitude could be partially attributed to the prevalence of single mother families resulting in a lack of male role models. Children's interaction with adult males is also limited in the school system itself with a disproportionate female to male ratio of teachers.³

Bailey (2004) extends this view with the argument that regardless of the greater success of female students in the school system, men retain a competitive advantage in the workplace. "In spite of the fact that the female labor force is more highly educated than the male, women are predominantly positioned in sales and service-related occupations and, on average, earn less than their male counterparts." She goes on to suggest that this unbalanced representation of women in higher positions extends to the administration in the education system. According to 2001 statistics from the Ministry of Education and Culture, there were 5,134 male teachers and 377 male principals while with 17,135 female teachers there were 555 female principals. Bailey argues this demonstrates that moving to higher position is much easier for men than women.⁴

This is an ongoing debate within Jamaican society. Houlihan believes that it will be a slow process to reach a comfortable equilibrium between males and females within education and the broader Jamaican society. She stresses a need to encourage male children to enter the education at a young age and proceed into postsecondary school without marginalizing female students.⁵

¹ Bailey, Barbara. "Gender and Education in Jamaica: Who is Achieving and by Whose Standard?" *Prospects* Volume: 34, Issue: 1, (March, 2004), pp. 56 – 57.

² Houlihan, Carole. "Male Marginalization and Masculinity in the Caribbean" (March 25, 2002), pp. 1-2.

³ Odette, Parry "Schooling is fooling": Why do Jamaican Boys Underachieve in School?" *Gender & Education* Vol. 9, Issue: 2 (June, 1997)

⁴ Bailey, pp. 53-69.

⁵ Houlihan, pp. 3-4.

Education Reader # 3
The Quality of Teaching in Jamaica

During the 1970's the Jamaican education system was reformed to create the current public system that spans from primary to post-secondary. In the 1980s funding was significantly cut and since then it has been deemed to be plagued by inefficiency and in a continual state of decline, as discussed in *A brief history of Education in Jamaica*. This is demonstrated in the results of the 1996 national examinations to graduate from primary to secondary school. Less than half of the students in the final grade of primary school sat the exam and only 28% of those succeeded. The poor performance of students is commonly blamed on the quality of teaching and in turn on the quality of teacher education. There is a sense that the teacher training program fails to adequately prepare aspiring teachers for the classroom.¹ Conversely, the Jamaican teacher training system is highly regarded by many within Jamaica and internationally. Proponents of this side of the argument point out problems within the education system and a continuing exodus of highly qualified Jamaican teachers to western countries.

Teacher training in Jamaica consists of a three year program offering methodology and theoretical courses as well as practicum placements in schools. Brown (2002) claims the orientation given to new professors is minimal, spanning little more than the outline of the curriculum and the rules of the college. She goes on to note a lack of a support structure for new teacher trainers to adjust comfortably into the position. These issues are said to contribute to poor quality of education given to teaching students.² The practicum placements are also criticized as being short and often poorly organized, giving the trainee little valuable classroom experience.³ Overall, this view asserts that inefficiencies are present throughout the teacher training programs and inevitably result in a low quality of teaching in the elementary and secondary schools.

Below average teaching is also blamed on the belief that the training program offers trainees little insight into the realities of the profession.

“...the teacher education program might be so structured as to give trainees a realistic view of what schooling is all about, with its attendant problems of inadequate funding, low salaries, low motivated students, drugs abuse problems, and violence in some cases. Such discussions could also be relevant when examining philosophies of education, e.g. aims of education.”⁴

Another argument see the issues of low funding to the education system and social problems within the Jamaican society as key issues in the inefficiency of the Jamaican education system rather than poor teacher training.

Rosemary Ganley, a former teacher in Jamaica, states that Jamaican postsecondary institutions, including teacher colleges, are widely viewed as offering a very high quality of education. This is supported by the fact that every year many teaching graduates from Jamaica are recruited for elementary and secondary schools in the United States and Britain. Good teachers generally do not want to work in schools in bad areas and the significantly higher wages offered in Northern countries is certainly an attractive lure. In

this view the low funding and in the education system and difficulties of teaching in poorer areas work as strong deterrents for highly qualified teacher to work within the Jamaican education system.³

¹ Hall, Winnifred M. "Voices of Jamaican Children Experiencing Learning Difficulties: Possibilities for Teacher Education" *Journal of Developmental and Physical Disabilities* vol. 11, no. 1, (March, 1999), pp. 25-34.

² Brown, Monica. et al. "Orientation of the Beginning Teacher Education in Jamaica" *Curriculum & Teaching Dialogue* vol. 4, no. 2, (2002), p. 123.

³ Hall. p. 26.

⁴ Brown, Monica M. "Caribbean first-year teachers' reasons for choosing teaching as a career. *Journal of Education for Teaching* vol.18, no. 2, (1992), p. 185.

⁵ Ganley, Rosemary, Personal Interview, 19 Jan. 2005.

Education Reader # 4
The Implications of the Grade Six Assessment Test

The Jamaican education system was formed during the colonial era and continues to be based on the British system of that period. For example, the system retains nation wide testing that influences a student's access to different schools. Also remaining is the division of 'A' and 'O' level courses in high school which lead to academic or technical post secondary education. Furthermore, as recently as twenty years ago all nation wide tests were sent to the United Kingdom for marking¹. There have been changes made to the system but many of the most crucial elements remain. Though the standards at the elite Jamaican schools are impressively high and offer an above average level of education, other schools offer a significantly lower quality of education. This rift in the quality of education offered in Jamaica can be connected to the very structure of the system. The chart following this paper shows the structure of the system and how it functions. This reader will examine one significant element of the system, the Grade Six Assessment Test, to demonstrate the ingrained inequalities within the system.

The progress of children in Jamaican primary schools is tracked through four different tests: the Grade One Inventory Test, the Grade Three Diagnostic Test, the Grade Four Literacy Test and the Grade Six Achievement Test (GSAT)². The test at the end of Grade Six is the most significant. Based on their results students are ranked, then assigned to, or are eligible to attend, different high schools. High marks in the grade six test will secure students a place in a more prestigious high school offering A level courses and high standard of teaching. Students are able to pursue university afterwards.³ Lower marks will result in a student being placed in a technical school or less prestigious regular high school. Here the student is more likely to study O level courses which can lead directly to employment or technical post secondary schools.

The less prestigious high schools are normally situated in poorer areas and have a much lower budget. This is because, though the Jamaican school system is theoretically free, students must pay a school fee and the fee for poorer students is much lower. As a result, high schools in poorer areas have larger class sizes, less resources and the most qualified teachers will often avoid them.⁴ Inevitably this can result in a lower quality of education. The prestigious High schools hold a certain number of free spaces for students from low income families creating an intense competition. Primary schools in poorer regions are affected by similar financial problems as high schools, making it extremely difficult for students to be adequately prepared for the GSAT.⁵

This system works to segregate students based on their academic achievements and favors children from higher classes significantly more than those from lower classes. Kari Levitt from McGill University, stated that it is "...a vicious system in which the class system is effectively perpetuated."⁶ It also encourages competition and places enormous pressures on the children, leading to undue emotional and mental stress. Nonetheless, there is a great deal of social resistance against changes, even from parents of children in the poorer primary schools, as all parents are striving to have their children

in the more prestigious schools. For poorer children from the ghettos, studying in a good school is a chance to escape poverty.⁷

This resistance to change could explain why a series of alterations to the system made by the Ministry of Education Youth and Culture (MOEYC) in 1999 have done little to improve equality within the education system. Formerly the system included a series of exams including the Common Entrance Exam at the end of grade six, testing only math and English skills. The National Assessment Program (NAP), implemented in 1999, has revamped the four tests and added Social Studies, Science and writing into the GSAT⁸. In the old system students were automatically bumped to Grade Five if they failed the grade four literacy test but the NAP implemented a rule that students are held back a year for remedial help if the test is failed. This is said to have improved the performance in the GSAT somewhat but does little to improve the inequality between the schools.

The MOEYC claims that the many aspects of the reforms have worked to alleviate the old problems. Firstly, the new tests are meant to test what the students know as they are based wholly on the primary school curriculum rather than the former strategy of testing the children's intelligence with only some of the material from the curriculum. They also insist that little extra preparation is needed by the students as the material on the test is what they have studied and there is more time given for the test.⁹ However, it is widely viewed that the reforms have brought no change at all. "It is the same thing and all they have done is added another three subjects to stress the children out."¹⁰ Children continue to feel elevated pressures to succeed that are causing emotional breakdowns. However, most significantly, the marks of the GSAT still determine the school and thus the quality of education the students will receive for their entire High School careers.¹¹

The GSAT is an element of the Jamaican Education system that clearly demonstrates the inherent segregation based on class and academic standing. Children from poorer families are given a lower standard of education in primary school with a slim chance of reaching a high quality secondary school. By grouping those with the highest academic standings in the best schools the children who need more help are being neglected.

¹ Ganley, Rosemary, Personal Interview, 19 Jan. 2005.

² Green-Evans, Vivienne. "Jump in GSAT Pupils Sparks Review: Education Ministry to Review Primary School Tests." *Jamaica Observer* [Kingston] 16 June 2002.

³ *Change from Within*, Dir. Peter Fabridge, Cinema Libra, 2003.

⁴ Green-Evans, "Ghost of Common Entrance haunts GSAT: Pressure on Students Grows as Exam Nears." *Jamaica Observer* [Kingston] 7 March 2004.

⁵ Ibid

⁶ Ibid

⁷ Ganley, 2005.

⁸ Ministry of Education, Youth and Culture, "National Assessment Program" [<http://www.moec.gov.jm/index.htm>]

⁹ *Change from Within*, 2003

¹⁰ Green-Evans, 2004.

¹¹ Ibid