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

Brief History

Historically, education in the former British West Indies (now the English-speaking Caribbean) followed, for the most part, similar patterns to education in Britain. Before a developed education system in Britain, the education of girls was rudimentary, as its policies were based on the premise that "a woman's place is in the home," and the true vocation of wife and mother called for little or no formal schooling. As a result, little or no provisions were made for the education and the continuing education of girls. This pattern also obtained in the English-speaking Caribbean. In addition, there was also discrimination in terms of race and colour, so that in the early years of the history of education in these islands, the provision of education discriminated in favour of the white male elite population.

In the 17th and 18th centuries, there was some form of primary education, largely initiated by the clergy. The curriculum was limited to the three Rs--reading, writing, and arithmetic--along with religious instruction,
and catered mainly for boys. Secondary education was for the privileged few who could afford to send their boys to England to be educated or, as in the case of Jamaica, schools were set up by endowments or other private means for boys who were a little less privileged. For example, Wolmer's Free School was set up "to offer a classical education to young gentlemen so that they would be properly fitted to take their places in society" (Hamilton, 1997, p. 358).

In the early 19th century, schooling increased for both sexes, but there was discrimination in the curriculum. For example, in Barbados at primary level, boys were taught the three Rs while girls were taught only reading and needlework. In Jamaica, the Kingston Common Council minutes of 10th August, 1818 said that "girls are not to return to the afternoon session since they must go elsewhere to learn needlework" (Hamilton, 1997, pp. 134-135).

According to Gordon (1963), "the pre-emancipation society was therefore not in any sense an educated one" (p. 18). However, an education system seemed to be a serious issue in the post-emancipation period and the latter half of the 19th century. At primary level, the curriculum still centred on the three Rs and girls were still discriminated against, especially the newly-freed population, as students were trained in domestic science (girls) and agriculture (boys) so that they could take up positions of domestics and plantation workers respectively. At least, however, education seemed to be gaining some attention.

In terms of secondary education, sons of the privileged few were still sent to England for schooling or were sent to the schools established for boys. For example, in Trinidad, Queen's Collegiate School (now Queen's Royal College), a secular boys' school, was established in 1859, and St George's College (now St. Mary's College) was established by the Catholic Church in 1837. In Trinidad, also, the first female secondary school for girls--St. Joseph's Convent--was established by the Catholic Church in 1836 and catered for the daughters of the plantocracy. In the main, although secondary education increased, it remained in favour of the white population and boys.

By the early 20th century, education was looked at more seriously and education of girls was given more consideration, although there was still some discrimination. In 1903, Jamaica saw its first female exhibition winner. And in Trinidad, the Education Amendment
Ordinance of 1901 stipulated that "the work of girls in arithmetic was to be judged more leniently than that of boys and as a rule the sums will be much easier" (Drayton, 1982, p. vii). In Barbados, the Swaby Commission of 1907-9, the first major Education Commission of the century, recognized the need to remedy the deficiencies in facilities for secondary education for girls. But it was the religious bodies, mainly the Catholic, Anglican, and Presbyterian churches which rallied to the cause of education for girls.

By the mid-20th century, attempts seemed to have been made by all the governments in all of the islands to improve their education systems. One significant development was the appointment of more female teachers. This was evident in the post-war period (1945), and was done, presumably, because of the toll the war took on the male population, and also because of migratory trends. However, even in this area discrimination existed, as women were paid lower salaries. In this period, too, secondary education for all was given serious attention. For example, in 1953, St. George's College, a new secondary school, was established in Trinidad. Although it was, and still is, a co-educational school, it was the first time that the government had provided free secondary education for girls.

By the post-independence era (1960 onwards), most islands provided free secondary education based on the Common Entrance Examination (CEE). Indeed, this was one of the slogans widely used in the campaign for independence. Based on this, girls have been provided for and have taken advantage of opportunities available to them.

In terms of tertiary education, university education was initially considered the domain of men. In Britain, Cambridge University, although established in 1571, permitted women to study for degree examinations from 1869, but they were not formally given a degree title. The University College of the West Indies (now The University of the West Indies (UWI)), established in 1948 as a College of the University of London, was initially predominantly a male domain. Research by Marlene Hamilton (1999) has shown that between 1948 and 1995, the percentage of women attending UWI more than doubled from 30% to 64%. The statistics are self-revealing as they show the strides that women have made in terms of educational opportunities in a system that discriminated against them from the onset.
Now, in the 21st century, education is well provided for both sexes, and we see girls/women as well qualified as their male counterparts in every conceivable field and profession, and availing themselves of educational opportunities towards self-improvement and advancement in their careers.

A Brief Overview of the Literature on Girls/Women and Education in the Caribbean

During the last two decades, gender studies worldwide became a serious issue and subject of much debate, as women everywhere seemed to be making their presence seen and felt in all spheres of society. It is not surprising, therefore, that questions were being asked and answers were being sought to explain this phenomenon. One of the answers seemed to lie in education and increased educational opportunities for women and how these impacted on gender roles in the society. Women and education was, therefore, a topical issue as researchers looked for answers in this area.

In the English-speaking Caribbean, the literature, especially in the 1980s, examined various aspects of this multi-pronged issue. Historically, it looked at education for girls from colonialization onwards, and showed how girls were discriminated against from that time, because of their gender or colour, or in terms of curriculum, by a male-oriented society. It revealed, too, that the church played an important part in providing education and, more significantly, secondary education, especially for girls. These religious bodies—namely the Catholic, Anglican, and Presbyterian churches tried to provide for girls the equivalent of what the state provided for boys.

The areas of performance and achievement were also examined in this period. At all levels of the education system, girls seemed to be outperforming boys academically. Statistics of enrolment and performance indicated that girls were indeed taking advantage of educational opportunities and outperforming boys even at the CEE level, and in several subjects at the Caribbean Examinations Council (CXC) examinations. At UWI, the enrolment figures for females showed a steady increase of female students in all faculties. These patterns of enrolment, achievement, and performance have been identified in most, if not all, of the islands of the English-speaking Caribbean, and reveal
that girls are most definitely taking more advantage of educational opportunities than boys (Evans, 1999; Hamilton, 1999).

The research also showed how education reflected the links with the other structures of society, so that changes in the socio-political and economic landscapes impacted on educational opportunities. In addition, the research showed how ethnic and cultural norms and values affected the education of girls on some of the islands (Mohammed, 1987).

From an economic point of view, one critical area of research was the role that non-formal education (NFE) played in the self-development and advancement of women who had fallen through the cracks of the education system, or who were unable to take advantage of educational opportunities. This kind of training, it was noted, provided skilled labour for the national economies and served as a boost for national development (Ellis, 1995).

The research described also showed that education played a major role for women in terms of job and career advancement, and that women were able to enter into previously male-dominated job areas because of advanced educational qualifications.

As one looks at research done in the 1990s, the focus was still on performance and achievement, though from a different perspective. Females had made significant strides and did seem to be out-performing their male counterparts. However, concern for male performance or under-performance became apparent. The terms "male academic underachievement" and "the marginalization of men" became topics of discussion and research, and a matter of concern. A 1999 UNICEF Report stated that "in the Caribbean, unlike the majority of the developing world, boys are doing significantly worse than girls at schools. Fewer boys pass the Common Entrance Examination and they are more likely to drop out of school" (p. 58).

Researchers have identified several factors to substantiate these findings. These include attendance and dropout rates, cognitive skills and abilities, school and subject choices, motivation factors, treatment of boys and girls at school, and lack of role models. The questions being asked are whether males are underachieving because females are successfully entering into professions that were once considered male domains, or whether they are underachieving because females seem to
be catching up with them or surpassing them in terms of numbers. It must be added, however, that although there is an increase in female performance and achievement at all levels, there are some subject areas that are still dominated by males. According to Bailey (2000) "the findings indicate that males are under-participating at the upper cycle of secondary and tertiary level. Performance data, however, show that they are more strategically positioned in science and in technical crafts and, overall, are better performers in these areas" (p. ix). This critical area of male academic underachievement is still the basis of much research.

Other areas of significance in the 1990s were women in administration and women in higher education. In spite of women's achievements, this area is still very much gender-biased. The business world's theory of the "glass ceiling" is still very evident, although women are gradually making inroads in this previously male-dominated area. Williams and Harvey (1993) state that the evidence suggests that at UWI, women are under-represented at all levels in teaching and administration other than mid-level administration. Taylor (1995) states that a review of the literature on the subject of women in administration reveals that there are both deliberate as well as unconscious attempts to exclude and isolate women from educational administration. Hamilton (1999) says that the proportion of women on the teaching staff at UWI grew very slowly during the 1960s and 1970s, reaching an average of 28% in the 1980s, and 31% in the 1990s (including both academic and senior administrative staff). But an important consideration is, coupled with these low numbers, women's very weak representation at the more senior levels--Senior Lecturer, Reader, Professor (or their equivalents) (p. 20). Perhaps the new millennium will see women's significant rise to the top in areas of administration and higher education. The research also reflects that these critical areas are now being seriously assessed, as there is a paucity of literature available and, hopefully, significant research will be done in the future.

Overall, the literature shows a steady increase in the achievement of women, propelled by the provision of educational opportunities in all areas of study, which were seized by girls/women. In addition, the formal establishment of institutions of gender studies has played a major role in focusing and advancing women's issues and achievement, and in highlighting the study of women and education.
Bibliography

General

Antrobus, Peggy


This study examined the influence of global/regional trends on state policy, with special reference to how the altered political vision of the state, inherent in structural adjustment policies, appeared to impact the welfare and livelihood of rural women and families in St. Vincent. The study also assessed the extent to which an innovative NFE project, aimed at community development through the empowerment of women in a rural community, served to mitigate detrimental aspects of these policies and related state practices. A feminist research methodology was utilized with a combination of interviews, focus groups, and observation. The NFE project, which linked university continuing education to community organizing, served to increase human, physical, and social capital, as well as enhance community norms and people's capacity to cope in a deteriorating socio-economic environment. The study also showed that NFE interventions can be applied to both micro and macro level situations, and that their effectiveness in addressing social change depends on their inclusion of political education about macro/micro links and gender conscientization.

Bailey, Barbara


This paper attempts to assess the situation and status of women's education at all levels of the education systems throughout the region, and attempts to identify gaps between practice and policy. To do so, an analysis of quantitative and qualitative factors is presented to establish the position of women vis-à-vis men in the education system.
and educational process. It also analyzes existing policy statements to determine the extent to which sex differences and gender issues have been recognized and addressed in these statements, and makes recommendations for future policy making in education.

Bernard, Myrna
Participation by female students in natural science and technical programmes, Guyana: Implications for classroom practice and curriculum management. In B. Carby & V. McClenan (Eds), Gender, science and technology (pp. 78-105). Mona: Centre for Gender and Development Studies and the Faculty of Natural Sciences, UWI, 1997.

The aims of this paper are: (a) to examine the characteristics of participation by female students in natural science and technical areas in secondary schools and tertiary institutions in Georgetown, Guyana; (b) to investigate, through a small scale survey, the perceptions of students, teachers, and administrators of secondary schools with respect to the participation of females in the areas above; and (c) to highlight implications of the findings for classroom instruction and curriculum management in secondary schools. The paper also raises concerns as regards the institutional and educational barriers to female participation in science and technology education.


This case study provides a description of the educational system of Jamaica within the context of the socio-economic environment of the country. The results of a survey of Primary 6 students, which sought to ascertain some of their perceptions on gender and education, are presented. The nine factors investigated were: geographical, socio-cultural, health, economic, religious, legal, political, administrative, and educational. The findings in respect of this investigation are also presented.
Dingwell, Maria


This paper looks critically at the secondary school curriculum and how it supports gender differentiation. It gives a brief look at the development of secondary education for girls in Trinidad and Tobago. It also looks at sex stereotyping in various subjects and makes suggestions to deal with this issue. It recommends the introduction of a curriculum that offers a fairer chance to girls, and which must be free from sex bias and role stereotyping.

Drayton, Kathleen


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

Drayton, Kathleen


The main purposes of this study were to: (a) review the major gender issues in education and to identify and review all relevant studies done in the Caribbean region which contributed to an understanding of gender issues in education; (b) to make recommendations, in the light of the findings, on ways in which gender might be factored into policy making in all relevant areas of education in the Organisation of Eastern
Caribbean States (OECS); and (c) to make recommendations on essential research that should be carried out to inform policy making in education in the OECS.

Ellis, Patricia

*Measures for increasing the participation of girls and women in technical and vocational education and training: A Caribbean study.* London: Commonwealth Secretariat, 1990. xii, 108 p. (Published in association with the Caribbean Association for Technical and Vocational Education and Training)

This study identifies successful initiatives taken by governments and Non-Governmental Organizations (NGOs), which include the formulation of supportive policies at the national level; the organization of research activities; the introduction of non-formal skills training programmes and income-generating activities; and the implementation of integrated development projects. The concept of project success is examined and attention is drawn to the complex interplay of contextual factors that critically affect the outcomes of projects and programmes. Recommendations are made for increasing the participation of girls and women in these programmes, and for the implementation of policies for education and training and employment.

Ellis, Patricia


This article shows how in the Caribbean, as elsewhere, a large number of women participate in a variety of adult NFE programmes. By participation in these programmes, women have learnt how to better articulate their experiences of oppression and feelings of powerlessness, and are better able to evaluate their position in society. In the Caribbean, these programmes are now being designed to address women's particular problems to meet their specific needs, and to increase their awareness of societal and economic factors that affect their lives.

Evans, Karen

This paper discusses how a community-based education programme in Guyana included training for local women in the design, construction, and use of appropriate technologies related to energy saving. It also shows how distance education programmes can achieve results and facilitate the participation of women, both young and mature, in technological education.

Hamilton, Marlene

This article gives a historical overview and outline of educational opportunities for girls in Jamaica from pre-emancipation to independence. It divides the overview into three periods: the pre-emancipation era, the period 1834-1900, and the 20th century up to independence. It concludes by analyzing the educational opportunities for each period.

Hickling-Hudson, Anne

This article explores how women have established their confidence and skills in bringing about change in their subordinated position in areas of political and social power. It also shows the need for a broadened interpretation of illiteracy, which should not be seen as mere reading and writing skills, but as a range of socio-cultural competencies that empowers women with the skills of leadership and negotiation necessary to challenge oppression from within the society.

Jones, Adele and Ellis, Patricia

This article looks at eight countries in the Caribbean and South Pacific regions to show how NFE programmes are actually helping women better understand themselves, their situation, and positions as women in their societies. It examines the extent to which these NFE programmes contribute to the empowerment of those who participate in
them, and further motivate others to take part in these programmes which can help transform their lives.

Jones, Carol

This paper examines the way in which schools and their curricula favour males more than females. It shows how the female potential for science and technology is largely under-explored. It also shows how socializing experiences contribute to this inequality. The conclusions reveal that school personnel are unaware of the bias in their beliefs and actions, and need to consciously act to address this situation. It recommends the construction of relevant policies, training of school personnel, reorganization of school practice, and mobilization of various agencies to sensitize the country at large to the gender problem.

Kassim, Halima Sa'adia

This paper seeks to highlight the Muslim educational presence in Trinidad during the early half of the 20th century. It examines the view of women within the local setting, the barriers they faced in the quest for education, efforts made to change the prevailing attitudes, and the implications of these factors for the Muslim community and, invariably, for the East Indian society.

Leo-Rhynie, Elsa

This article looks at the educational opportunities available to women at different points in Jamaica's history. It also discusses the challenges that these have presented, and the opportunities they have offered for the growth and development of women, and for the society at large.
Leo-Rhynie, Elsa


This article highlights the case of girls being denied places in secondary schools, despite the fact that their performance in the CEE for high schools in Jamaica is better than that of boys who are given places. In addition, the article points out that girls and women are subject to certain cultural practices and gender stereotypes such as early marriage, teenage pregnancy, and domestic responsibilities which impede their chances to further their education.

Morris, Jeanette


This thesis investigates gender stereotyping in a co-educational secondary school, particularly in subject choices. It explores the extent of gender stereotyping present in the school, the factors associated with the reproduction of gender stereotyping, and the effects on students' aspirations and school experiences. It also looks at students' perceptions of gender stereotyping, their responses to it, and whether these vary according to race and class. It gives recommendations for changes to be instituted within the school to minimize gender differentiation in curriculum choice, and to sensitize teachers to the problem.

Morris, Jeanette

Women scientists in the work place. In B. Carby & V. McClenan (Eds.), *Gender, science and technology* (pp.14-22), Mona: Centre for Gender and Development Studies and the Faculty of Natural Sciences, UWI, 1997.

This study attempts to explore the contradiction indicated in the results of a questionnaire survey to women scientists employed in nine scientific and educational institutions in Trinidad and Tobago. The survey showed that many women felt that advancement opportunities were available and that they were treated equally with men. However, the response to one question in particular showed that some obstacles are encountered. The paper also discusses relationships with colleagues, promotion and rewards, motivation, and discrimination.
Pierre-Joseph, Patricia


This study examines the role and expectations of the first female residential vocational training institute for girls, established in Trinidad in 1976. It looks at its aims and objectives, its organization and structure, and its curriculum/course contents. It also attempts to evaluate its relevance in the society and makes recommendations for making vocational education a preparation for the world of work.

Salter, Veronica Anne


This thesis focuses on the career choices of 11th grade female secondary students. It examines psychological and situational factors that are operational in the selection of a particular career, with particular emphasis on careers that are thought to be non-traditional for females. Questionnaires to students measured factors associated with career choice. Results showed that females who chose non-traditional careers were mostly from the middle socio-economic strata. Conversely, students in co-educational schools chose traditional careers despite having greater scope for taking non-traditional courses. It indicates the need for school curricula to be androgynized, and also advocates the establishment of sixth-form co-educational high schools.

Performance/Achievement

Bailey, Barbara


In this paper, the 1997 results of the CXC examinations for Jamaica are analyzed in an effort to determine male/female patterns of participation and performance. Data were obtained and analyzed in terms of male/female differences in a two-stage analysis. Firstly,
differences were examined for the overall total of 36 subjects and then for each of the 16 academic and 20 technical-vocational subjects. At the second stage, differences were examined for co-educational and single-sex schools, and school types. The findings showed that the typical sex-linked segregation of the curriculum was still evident, with boys participating at a lower rate than girls. The data also challenged the widely held view that boys are underachieving, showing that males had a slightly higher overall pass rate in the technical areas, whereas girls outstripped boys in the academic subjects.

Blondel, Ezra


This paper reports on a pilot investigation of the hypothesis that mathematics is a barrier to girls considering jobs in science and technology in Dominica. The data suggested that at secondary school the majority of girls considering jobs in science and technology liked mathematics. The link between mathematics and science seemed tenuous, however, after secondary school, as very few women actually took up the science option. The paper recommends that the influence of mathematics on science needs to be investigated in the wider context of the factors that influence career choices for boys and girls in Dominica.

Drayton, Kathleen


This article states that recent enrolment statistics for the Caribbean region show more females than males at all levels of the education system, except the primary level. It identifies the need to examine educational policies in order to determine the reasons for this male rejection of education. It suggests that a possible reason may be that at the 11-plus age girls perform better because of developmental reasons. It also states that educational policies for girls and boys have always had different aims and different social purposes which need to be re-examined.
Eastmond, Henderson and Haynes, Anthony


This paper briefly examines the current international and regional views on technology education with emphasis on information technology. Current issues on gender in information technology are discussed, and a gender analysis of the entry trends and performance of candidates writing the CXC examinations is presented. The conclusions show that for the information technology courses offered by CXC, female candidates outnumber males at both the Technical and General Proficiency levels, and there is no significant difference in performance between male and females.

Ellis, Patricia


The article shows that although more females than males participate in education in the Caribbean, few choose vocational/technical, mathematics, science, or technology programmes. Barriers such as sex role perceptions, socialization, stereotypes, and lack of female role models perpetuate the gender divisions in education and training.

Evans, Hyacinth


This paper discusses gender differences in motivation and achievement in Jamaica. The research revealed that there are apparent gender differences in achievement caused by various factors. These include access to schools; attendance and dropout rates at secondary level; differences in entry level; cognitive skills and abilities; and subject choice and performance at the CXC examinations. The data were collected from surveys conducted in four types of secondary schools, and focused on 12 broad research questions. The paper concludes by making recommendations for policy making in education in the light of its findings.
Evans, Hyacinth

This monograph is the result of a study to determine why boys are achieving less than girls, and to discover what part, if any, the school plays in this disparity. The research was done in four types of secondary schools. Approximately 700 of these students were interviewed individually and in groups. Academic performance was assessed on the end-of-term examinations. The results showed that boys and girls exist in a gender-coded school environment and differ on almost every measure examined in the study, and that many factors contributed to the gender differences in academic performance. A few strong factors were: (1) school practices, such as being beaten and insulted, that demean students, particularly boys; (2) academic identity; (3) the belief that school will help you in later life; and (4) involvement in work activities. Policy implications and recommendations are also included in the study.

Evans, Hyacinth

This article reports the results of research on the effects of streaming on boys and girls in secondary schools in Jamaica. The study found that girls were more represented in high-stream classes, while boys were more represented in low-stream classes. Streaming affected academic achievement, students' experiences of school practices such as being beaten or insulted, and students' sense of alienation from school. There were gender differences in all responses to questionnaires. Also, low-stream boys were most likely to do poorly academically and to experience negative school practices. The study suggests that while students come to school with different experiences and abilities, streaming serves to reinforce those differences, create and support other differences and, eventually, widen differences in academic performance.

Figueroa, Mark
Gender differentials in educational achievement in Jamaica and other Caribbean territories. Paper presented to the Conference on Intervention Strategies to Address Male Underperformance in Primary
and Secondary Education. Port-of-Spain, Trinidad, 26-28 November, 1997. 30 p. Sponsored by the Ministry of Education in conjunction with the National Commission for UNESCO.

This paper reviews research findings with respect to gender differentials in educational achievement in Jamaica and other Caribbean territories of the English-speaking Caribbean. The review of these research findings shows that there are two opposing world-views that can be analyzed. The first view looks at the privileges that males have enjoyed within patriarchal societies as a natural right, and the second view is rooted in the goal of achieving gender equality. The paper then looks at some of the CXC and UWI data on gender differentials in academic performance in the various subject areas and faculties, pointing out the various areas where women have improved or outperformed men. It also looks at some of the factors that influence academic performance, and recommends that more research must be done. It concludes by making recommendations for developing intervention strategies on the whole issue of gender performance.

Figueroa, Mark and Handa, Sudhanshu


This paper analyzes the achievement of females relative to males, in the Jamaican educational system, from both an institutional and market perspective. It is noticed that both pecuniary and non-pecuniary incentives reinforce each other to produce the distinctive pattern of female performance in Jamaica. Gender differences in socialization within the household better prepare girls for skills required to succeed in the Jamaican schooling system. In addition, education is often seen as being more important for a girl’s future success than for a boy’s. As a result, these features translate into higher marginal benefit curves for girls than for boys, which lead to both greater investments in schooling for girls and higher equilibrium returns on these investments. The conclusion is that Jamaican women have both more education and higher returns to this education than their male counterparts.
Fournillier, Janice B.


This thesis is the result of a study of three Form 3 students at an assisted secondary girls' school. Form 3 is the level at which subject choices for examinations are made. The study looked at the students' perspectives, cognitive beliefs, values, goals, and aspirations. The research was conducted using interviews, classroom observations, students' essays, and information on their backgrounds. The findings revealed that the students' achievement orientations were influenced by the microsystem, which involved the home environment, the social and psychological environment, and self-perceptions, which were influenced by the interpersonal relationships at home and school. The research assisted the students in becoming success-oriented, task-oriented, performance-oriented, and helped them avoid failure.

Kutnick, Peter; Jules, Vena and Layne, Anthony


This research paper addresses the problem of gender-differentiated achievement and stay-on in schools. It approaches these issues by exploring why females have stayed on in schools and have achieved comparatively better educational achievement scores in the countries of Trinidad, Barbados, and St. Vincent. The results are consistent throughout the educational system of these countries, in both primary and secondary schools, across social classes, in most curriculum subjects, and across various types of stratified secondary schools. The research attempts to determine why females are succeeding so consistently within the educational system, and whether female educational strategies are distinct from strategies displayed by males at the classroom level.
Rampersad, Joycelyn

This article examines the enrolment patterns and achievement levels in science and mathematics of students attending schools in Trinidad and Tobago, as well as in the rest of the English-speaking Caribbean. The research attempts to determine at what level gender stratification exists, and whether there are gender differences in achievement. The data suggest that more boys than girls are accessing science and mathematics at the secondary level, but with the exception of mathematics, there are no gender differences in science achievement.

Schiefelbein, Ernesto and Peruzzi, Sonia


This article puts forward the view that education has reached a balance in opportunities for access by men and women to the various education levels. It also states that population censuses in the 1980s confirm that, in most countries, women have gained an edge in access to primary and secondary schooling. It adds that women are also making good use of educational opportunities in terms of academic achievement and grades passed.

Soyiba, Kola


This study investigates the extent to which there are gender differences in the performance of Form 5 students on a test of six categories of biological labelling errors. Data were collected from a sample of 1,216 students, randomly selected from 32 secondary schools in Barbados, Belize, Jamaica, St. Lucia, St. Vincent, and Trinidad and Tobago. Results showed that the performance levels of both the boys and the girls were low on the six categories of errors (except on labels without guidelines). However, the girls performed significantly better on each category of error than boys.
Conrad, Dennis A.


The four women who constitute this study are among the educational leaders who have demonstrated caring leadership, and who have had transformative influences over followers. To understand how they evolved as educational leaders, testimonies of their experiences and perceptions were developed, and presented as reconstructed narratives. The discussion on these narratives explores relationships between who these women are in character, their experiences of the ethic of care, and leadership. The study focuses on the lives of these women with a view to documenting their contributions and sharing their voices about the education systems of Trinidad and Tobago, and the broader Caribbean area. Data were collected through oral history interviewing, within the biographical tradition. The data, as transcribed narratives and topical life histories, were then content-analyzed to identify common themes and link them with contemporary research on leadership, women, and the ethic of care. Findings from the study revealed caring leadership as an evolutionary process, and the importance that spirituality, community, and a sense of gender equity and interrelatedness played in the lives of the participants.

King-McKenzie, Ethel L.


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


This dissertation documents the experiences of women in educational management. Because men have dominated this field, it looks at the career paths and management practices of some female secondary school principals from different types of schools in Trinidad and Tobago. It also examines how their gender, class, and race affected their career paths and their management practice. It shows how females bring a different management style to the field, as they place emphasis on relationships and show that being "humane" can be an effective management style.

Morris, Jeanette


This article looks at the experiences of women managers in education in Trinidad and Tobago. The data show that in these two islands, men are more likely than women to be secondary heads, and that female principals are more likely to be found in single sex girls' schools and schools for younger pupils rather than in co-educational schools for teenagers. It also looks at what is considered good management qualities, how women evolve as managers; what motivates women to seek management positions, and the different management styles women bring to their positions.

Morris, Jeanette


This article highlights the experiences of women of colour in management in general, and women in management in Trinidad and Tobago in particular. It looks at the experiences of a few women secondary school principals and explores how their personal and private lives are intertwined. It also shows how race, class, and gender impact on their career choice, promotional opportunities, and
management practice. The research reveals that certain qualities are typical of all women administrators internationally.

Morris, Jeanette

*Women's participation in educational management: A Trinidad and Tobago perspective.* Paper presented at the Second Biennial Cross-Campus Conference on Education, The University of the West Indies, St. Augustine, April 21-23, 1992. 31 p

This study was undertaken to explore the factors that facilitate or militate against women's access to and participation in educational management and policy making; to discover from women in leadership positions how they view the process by which they came to be in educational management; and to elicit reasons for the career choices, at crucial times, that determined whether or not to become involved in educational management. The results show that: (1) women make up the majority of primary and secondary school teachers in Trinidad and Tobago, but are not appointed as principals in proportion to the number of female teachers; (2) in the Ministry of Education, women are well represented in the senior administrative staff but not as Curriculum Supervisors and Specialist Officers; and (3) at tertiary level at UWI, the largest percentage of women is found at the lowest level of the academic staff but the numbers decrease further up the academic ladder.

Taylor, Ewart


This paper explores discrimination against women in education but more particularly their experiences in administration. Both the review of the literature and the survey data showed that there was a strong tendency, especially prior to the mid-1980s, for women to be under-represented in the field of practical educational administration. Data from Trinidad and Tobago were used to substantiate the research topic. The paper concludes by examining theories that explain gender bias, and makes recommendations on how women can improve their numbers and make substantive contributions to the theory and practice of educational administration.
Hamilton, Marlene


This paper examines women's access to UWI as students and more so as academic and/or administrative staff, and seeks to gauge the impact they have had or are having, particularly within the university setting. It looks at enrolment patterns, distribution of the top academic awards, and subject orientation. The paper also attempts to trace the professional lives of female graduates after their first degrees. In looking at women on the teaching staff, the paper shows lower numbers of female than male on the academic staff of all three campuses, and gives details of women's experiences during their career paths at the university. The paper recommends: (1) role modelling/mentorship/networking, (2) institutional responsibilities, and (3) changing attitudes to barriers. These will be effective ways of helping women move up the academic ladder and make themselves more visible.

Hamilton, Marlene and Leo-Rhynie, Elsa


This article aims to examine access patterns and graduation rates of Caribbean women pursuing undergraduate degrees at UWI, and to explore variations in academic staffing at this regional university by gender. The period examined initially spans the life of the institution, 1948/49 to 1985/86. This is followed by a focus on the 1980s, and attention is drawn to the fact that during this time increasing numbers of women were participating in university education, and were also achieving at higher levels than men. An attempt is made to suggest reasons/causes for any marked trends over the period under review that can be attributed to gender, whether these are related to policy decisions or to the attitudinal predisposition of the population at large.
Karl, Marilee

Available:

This section of the article deals with both enrolment and employment of women in higher agricultural education. It shows statistics of enrolment in the Faculty of Agriculture for the year 1995/96. These figures show a higher intake of females to males at undergraduate level, but a lower intake at both masters and doctoral levels. It also notes that men outnumber women in senior academic and administrative positions in the Faculty of Agriculture, and that more male graduates are employed in the public sector, with Ministries of Agriculture and national and regional agricultural research and development institutions, except for Jamaica where there is a significant number of women in key management positions. It also reports on a survey done in 1990 of women graduates in managerial positions. That survey revealed that women felt that they needed more managerial training and also more support for women as working mothers and/or pregnant women.

Reddock, Rhoda and Deare, Fredericka

Enrolment patterns of women in higher agricultural education: The case of the University of the West Indies. Rome: Food and Agriculture Organization, 1996. 56 p. (Country Case Study)

The data for this study were derived from a range of sources, regional and national documents on the status of women, university reports and statistics, and interviews with students, academic and senior administrative staff, and graduates of UWI. It shows enrolment figures at both undergraduate (1986-1996) and postgraduate (1977-1996) levels. It gives a regional overview of the status of women's lives, looks at female enrolment and causal factors, employment situations of female graduates, relevance of training, and gender-related issues. In its conclusions, the study recommends an examination of programme content, the improvement of student services, an increase in the scope of employment possibilities, and the provision of continuing education in agricultural technology.
Williams, Gwendoline

This report highlights the benefits accrued from the development programmes since the holding of the ACU-UNESCO Management Development Workshop for Senior Women University Administrators in 1990. It also gives the aims and objectives of the Steering Committee and highlights other areas that are critical to the study and development of women managers in higher education in the Caribbean. These are: (1) training requirements for the Caribbean region; (2) priority areas for action; and (3) collaborative links with voluntary and professional associations.

Williams, Gwendoline and Harvey, Claudia

This paper highlights the attempts to address the issue of gender equality in the employment practices at UWI in respect of its academic and administrative staff. It also looks at reasons for under-representation, which include structural barriers in the formal university appointments system, inaccessibility to informal university networks, and competing responsibilities at work and in the home. It also reflects on the July 1990 regional workshop on Women Managers in Higher Education organized by the Association of Commonwealth Universities, UWI, UNESCO, the Canadian International Development Agency (CIDA), and the British Council. Some of the positive outcomes of the workshop are identified, one of which is the establishment of Women's Studies Units, which could help to advance equity in employment opportunities and career mobility for women, and contribute to the overall development of the academic woman.
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Addendum

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