Colonial and Post-Colonial educational policies in the Windward islands: St. Vincent and the Grenadines

Volma T. Westfield
Clark Atlanta University

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This study examines the purpose of colonial and post education policies in the British West Indies and more specifically, the post-independent government of St. Vincent and the Grenadines.

The study concurs that the purpose of education should be for one’s personal, community and country’s development. The educated is likely to become productive members of society by engaging in activities that will foster development, create opportunities and promote policies that will enhance democratization of their country.

The researcher found that neither the colonial nor post colonial purposes of education policies were specifically designed to develop the country. While the colonial education policies were designed to fulfill the needs of the colonial system, the post-colonial policies are primarily based on academia which is designed for the export market due to
the lack of available local vacancies for the acquired education and skills.

The conclusions drawn from the findings suggest that a brain drain has emerged with the citizens of SVG being educated, either for education sake as a means of pride, mobility or to fill the market for qualified personnel overseas.
COLONIAL AND POST-COLONIAL EDUCATIONAL POLICIES IN THE
WINDWARD ISLANDS: ST. VINCENT AND THE GRENADINES

A DISSERTATION
SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY

BY
VOLMA T WESTFIELD

DEPARTMENT OF POLITICAL SCIENCE

ATLANTA, GEORGIA
MAY 2012
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This work is dedicated to my beloved mother Goral Sylvia “Nennie” Straker who passed away in February 2010; and to my spouse Alwyn W Westfield for his untiring support, love and dedication throughout my journey. My children are also commended for their support and computer knowledge which I was obliged to utilize on several occasion.

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<tr>
<td>A- Level</td>
<td>Advanced Level</td>
</tr>
<tr>
<td>ALBA</td>
<td>Bolivarian Alliance for the Peoples of Our America</td>
</tr>
<tr>
<td>AQUA</td>
<td>Absenteeism, Quality and Affordability</td>
</tr>
<tr>
<td>CARICOM</td>
<td>Caribbean Community and Common Market</td>
</tr>
<tr>
<td>CCLSC</td>
<td>Caribbean Certificate for Lower Secondary Competence</td>
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<td>CDA</td>
<td>Colonial Development Acts</td>
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<td>CDAC</td>
<td>Colonial Welfare and Development Committee</td>
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<td>CDB</td>
<td>Caribbean Development Bank</td>
</tr>
<tr>
<td>CDWA</td>
<td>Colonial Development and Welfare Acts</td>
</tr>
<tr>
<td>CIDA</td>
<td>Canadian International Development Agency</td>
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<td>CEE</td>
<td>Common Entrance Examinations</td>
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<td>CPA</td>
<td>Country Poverty Assessment</td>
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<tr>
<td>CXC</td>
<td>Caribbean Examination Council</td>
</tr>
<tr>
<td>DTE</td>
<td>Division of Teacher Education</td>
</tr>
<tr>
<td>DTVE</td>
<td>Division of Technical and Vocational Education</td>
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<tr>
<td>DASGS</td>
<td>Division of Arts, Sciences and General Studies</td>
</tr>
<tr>
<td>DESD</td>
<td>Decade of Education for Sustainable Development</td>
</tr>
<tr>
<td>EC$</td>
<td>Eastern Caribbean Dollars</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>--------------</td>
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<tr>
<td>ECCU</td>
<td>Eastern Caribbean Currency Union</td>
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<td>ECE</td>
<td>Early Childhood Education</td>
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<tr>
<td>ESD</td>
<td>Education for sustainable development</td>
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<tr>
<td>ESDP</td>
<td>Education Sector Development Plan</td>
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<tr>
<td>GCE</td>
<td>General Certificate Examinations</td>
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<td>GOSVG</td>
<td>Government of St. Vincent and the Grenadines</td>
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<tr>
<td>HDI</td>
<td>Human Development Index</td>
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<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<tr>
<td>ISER</td>
<td>Institute of Social and Economic Research</td>
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<tr>
<td>IMF</td>
<td>International Monetary Fund</td>
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<tr>
<td>LRC</td>
<td>Learning Resource Centers</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MOESVG</td>
<td>Ministry of Education – St Vincent and the Grenadines</td>
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<tr>
<td>MP</td>
<td>Member of Parliament</td>
</tr>
<tr>
<td>NAB</td>
<td>National Accreditation Board</td>
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<tr>
<td>NCAF</td>
<td>National Curriculum and Assessment Policy Framework</td>
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<td>NDP</td>
<td>New Democratic Party</td>
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<td>NISSLVG</td>
<td>National Insurance Scheme – St. Vincent and the Grenadines</td>
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<table>
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>O-Level</td>
<td>Ordinary Level</td>
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<tr>
<td>PPP</td>
<td>People’s Political Party</td>
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<tr>
<td>PSLE</td>
<td>Primary School Leaving Examination</td>
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<tr>
<td>SD</td>
<td>Sustainable Development</td>
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<tr>
<td>SDA</td>
<td>Seventh Day Adventists</td>
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<td>SVG</td>
<td>St.Vincent and the Grenadines</td>
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<tr>
<td>TVET</td>
<td>Technical-Vocational Education and Training</td>
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<td>UAE</td>
<td>Universal Access to Education</td>
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<td>UIS</td>
<td>UNESCO Institute of Statistics</td>
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<tr>
<td>ULP</td>
<td>Unity Labor Party</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>USE</td>
<td>Universal Secondary Education</td>
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<tr>
<td>YES</td>
<td>Youth Empowerment Scheme</td>
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CHAPTER ONE
INTRODUCTION

The focal point of this research is to determine how colonial and post-colonial education policies in the British West Indies, particularly in St. Vincent and the Grenadines (SVG) have impacted the development of this island nation.

This research is significant, because it seeks to shed new lights on the purpose of education as prescribed by Britain for its West Indian colonies and specifically SVG. It is also intended to create new insights into the dilemma successive SVG governments have encountered in trying to fashion educational policies that are relevant to the needs of SVG. The correlation between various variables that contribute to education policies is analyzed and evaluated by looking at colonial policies that were applicable to the British West Indies. Focus is then directed to SVG from the colonial era to the present. This approach was selected due to the fact that Britain applied blanket policies for its entire Caribbean colonies. These blanket policies created more problems than solutions and left the islands with an unseeingly insoluble dilemma.

This topic was chosen because it possesses particular interest for me as a product of British colonial educational policies practiced in SVG where I have received my formative education. In looking briefly at the history of British educational system in the colonies, a pattern emerges which shows that education mainly consisted of three types: Education abroad on private initiative; Education on the islands in exclusive schools
designed for local whites lacking the resources for a foreign education; and education for the academically able of the intermediate group of nonwhites.¹ This was a system in which the wealthy planters sent their children to England; the poor whites attended grammar schools located within the region such as Codrington College and Harrison College in Barbados; the St. Vincent Girls' High and the Boys' Grammar School in SVG. Slaves and their free descendants were given little more than a religious instruction for some time after abolition. Other islands followed the same pattern. Indeed, in 1797 a law in Barbados made it illegal to teach reading and writing to slaves.² Historically, the tasks of educating the people of the British colonies were left largely to the churches; particularly the Catholic Church as well as dissenting protestant churches such as the Baptists, Methodists, and Moravians. These Christian denominations played a significant role in opposing the inferior education imposed on the black people in the colonies.³

Rudimentary observation of SVG reveals that the central outcome of the British educational policy was to produce students for white collar jobs in the tradition of the colonial system which was based on western values. Furthermore, the 1979 SVG Constitution does not make any specific or general reference to the education of citizens.⁴

In SVG, and the region as a whole, school children were taught about “Going around the


² Ibid.


mulberry bush”, “London Bridge is falling down”, “Around the Fire One Wintry Night” and “Chestnuts Roasting by an Open Fire”. “Probably the most penetrating condemnation of colonial education in the West Indies was the 1963 prize-winning calypso in Trinidad. This famed Calypsonian, the Mighty Sparrow wrote that: ‘in my days in school, they teach me like a fool… the tings dey teach me I should be a block headed mule’.”

A further condemnation came from Rodney when he posited “the main purpose of the colonial school system was to train Africans to help man the local administration at the lowest ranks and to staff the private capitalist firms owned by Europeans.” He further contended that colonial schooling was education for subordination, exploitation, the creation of mental confusion, and the development of underdevelopment.” This he said resulted in an “extremely high rate of dropouts.” According to Rodney, “those whom the colonists could not readily exploit were not offered even the crumbs of education.”

Statement of the Problem

In SVG, there are many students who hold passes in ten or eleven subject areas at Caribbean Examination Council (CXC) or General Certificate of Education (GCE). These graduating students are either unable to obtain a job or they are forced to accept low paying clerical or service positions which are not commensurate with their educational attainment. Additionally, the socioeconomic and political conditions are not commensurable with other countries of similar institutions, history, and size; or even less resources. The neighboring island of Barbados which received independence from

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Britain in 1966 according to the Central Intelligence Fact Book Web site, boasts a 99.7 percent literacy rate with an annual expenditure of 6.7 percent GDP on education in 2008. This is similar expenditure to SVG with a lower literacy rate.

SVG is a signatory to the Convention on the Rights of the Child of 1990. This emphasizes the basic right of every child to have an equal opportunity to primary education as well as education for all. The Dakar Framework for Action 2000, states that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. The Education Policy of 1995 articulated the rationale and philosophical basis for educational development in SVG while the mission statement identifies the goal of education as the ability to prepare and equip student for life as follows:

- Education is a fundamental human right.
- All forms of education should be developed to meet the multivariate learning needs of its citizen.
- The concept of equity should be central to the practice of education.

The Ministry of Education (MOE) embraces the principle that all children can learn and recognizes that the learner must be actively involved in the learning process. The mission statement with regards to the curriculum is guided by a combination of traditional and contemporary philosophies of Progressivism and Reconstructionism. These philosophies propose an education for change, democratic social living and democratic reform. In addition, Progressivism and Reconstructionism focus on the notion of students being in control of their own learning. Hence, instruction is skewed towards a

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more outcome-based, learner-centered, activity-based curriculum. This is in tandem with the principles and values outlined in the Education Sector Strategic Plan.⁸

In light of this variation and in order for the new thrust to have a measure of success, it was necessary for the government of SVG under the leadership of the New Democratic Party to develop and initiate a National Curriculum and Assessment Policy Framework based on the Education Act (NCAF) in 1992. The framework was designed to cover 12 years of education. It stipulated who was to be educated and for what purposes. The main aim of this framework was to provide equitable education and raise standards so that all students can achieve success across the education span. It was produced after consultation with religious, business and other organizations and from public meetings and questionnaire.⁹

NCAF created three levels of education: Early Childhood, Primary and Secondary. At the early childhood level, the main focus was to increase equity in the distribution of a good quality education with the main aim being to increase literacy and numeracy. At the Primary School level, the focus was on "harmonization of curriculum"¹⁰ by revamping the core areas into student-centered curriculum to include mathematical concept, health science and foreign languages.

The secondary level curriculum has traditionally been provided by the external examinations bodies such as Cambridge, England and Caribbean Examination Council (CXC) at the upper levels but there were no set guideline for the lower levels. To

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⁸ Ibid.


¹⁰ Ibid.
overcome this, the Curriculum Development Unit (CDU) with the assistance of classroom teachers, developed curriculum guides in the core areas of English, Mathematics and Science for lower secondary grades 7, 8 and 9. Secondary schools were also expected to teach both French and Spanish and Information Technology. The adoption of this policy has many implications and commitments for SVG including:

- Universal Secondary Education (USE) completed in 2005 adjusted the concept of inclusive education.
- All students who have attained the age of eleven years at the beginning of the academic year, or will attain that age by the following September may be admitted to a secondary School. This allows under achieving students the opportunity to attend secondary schools.

Despite the good intentions, the USE implementation suffered many drawbacks. Among them were that USE allowed for a greater diversity of abilities and maturities in students entering secondary schools, but there was the problem of accommodation. This has led to further marginalization of an already disadvantaged body. The implementation also overstretched the already scarce human, natural and physical resources. The curriculum also did not extend across the board and school basically adapted to cope.

The government under the leadership of the Unity Labor Party enacted the 2005 Education Act which replaced the 1992 Act. This is a comprehensive Act that covers the responsibilities of all actors ranging from the parents to the Chief Education Officers. Education was made compulsory and mechanism was instituted to review and report on


14 Ibid., 2
the education system every five years. The 2005 St. Vincent Education Act stated that everyone under the age of 14 must attend school.

The purpose, both general and specific of the goals of the 2005 Act listed under Part II Division 1 number 3 subsections 2 and 3 Goals and Objectives are as follows:

(2) The general goals and objectives are -
   a) to establish a varied, adequate and comprehensive education system that is characterized by excellence;
   b) to promote the education of the people of Saint Vincent and the Grenadines by establishing educational institutions which will foster the spiritual, cultural, moral, intellectual, physical, social and economic development of the community;
   c) to frame all educational policy so as to provide a more valid, comprehensive and relevant educational service directly related to the changing needs of Saint Vincent and the Grenadines;
   d) to effect the execution of the educational policy of the Government; and
   e) To establish an education system in accordance with this Act.

(3) Without prejudice to the generality of subsection (1), the specific goals and objectives are -
   a) to encourage the development of basic knowledge and skills in all persons, including but not limited to –
      i. literacy, listening, speaking, reading, writing, numeracy, mathematics, analysis, problem solving, information processing and computing;
      ii. critical and creative thinking skills for the modern world;
      iii. an understanding of the role of science and technology in society and related skills;
      iv. appreciation and understanding of the creative and performing arts;
      v. physical development and personal health and fitness;
      vi. the creative use of leisure time;
   b) to develop a sense of self worth in all persons through a positive educational environment;
   c) to promote understanding of the importance of the family and the community;
   d) to provide opportunities for everyone in Saint Vincent and the Grenadines

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17 Ibid.
f) to reach their maximum potential;
g) to promote understanding of and respect for the Constitution, laws and national symbols of the State;
h) to promote the principle and practice of gender equality;
i) to promote knowledge and understanding of the history, language, culture, rights and values of Saint Vincent and the Grenadines and its changing role in contemporary society;
j) to increase awareness and appreciation of the natural environment of Saint Vincent and the Grenadines and the need for its protection by all persons;
k) to promote a Caribbean identity by encouraging regional cooperation and integration;
l) to develop an understanding of the historical and contemporary role of labor and business in society;
m) To prepare students for participation in life in Saint Vincent and the Grenadines and in global society, having regard to the changing nature of that society.

The news report from August 27, 2010 read as follows:

Former Grammar School Student 16-year old Dumbarton resident Israel Carr is St. Vincent and the Grenadines' top performer at this year's Caribbean Examination Council's (CXC)/Certificate of Secondary Education (CSEC) examinations. Carr's accomplishment reads 12 grade ones. He received 11 distinctions, namely in, Physics, Chemistry, Biology, English A, English B, French, Spanish, Mathematics, Information Technology, Principles of Business and Social Studies. A distinction means that he got 'Grade A' for all the areas tested in the subjects he sat. The only subject that he sat and did not receive a distinction in is geography. He however got a grade one. (SVGToday, 2010)

Two weeks prior to this exciting news, local Magistrate Donald Browne, while sentencing a 14 year old boy, lamented the school dropout rate. He also chided the boy's mother for her negligence with regard to his education.18

These two scenarios reflect the dichotomy in the education system in SVG: On one hand there are excellent successful students and on the other unproductive failing students. At face value this may look normal, but in a West Indian setting, various unique variables are at play to produce this outcome, especially the emphasis on academics in

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many households. This further raises the question of the purpose of education in SVG. In the first situation, Mr. Israel's academic achievement prepares him for further academic studies instead of work readiness. This is a reflection of the emphasis the rising working class or middle class places on education. To them, education is regarded as a means of mobility or class stratification. This is by no means a novelty and was pointed out by Macmillan in 1936. 19

The issue at hand is: What is the desired outcome for education in SVG and other small island nation with similar limited resources. The high rate of passes at the CXC and GCE external examinations indicate that SVG cannot or will not be able to absorb the amount of young educated people the system produces each year. The situation is the same at the GCE and CXC advanced level Examination which are benchmarks for admittance to tertiary education. Many students are forced to migrate legally or illegally to countries such as Canada, England, and the United States. Others seek employment in the larger Caribbean islands, the British Military, on cruise ships or regionally in tourist or service industry, or anywhere they can find employment.

At the core, is the notion that the curriculum is not geared towards a specific set of skills that will allow students upon matriculating to enter the workforce in SVG. This emanates from the colonial education policies. The education that is available is designed to prepare students for academia, office or clerical work. Hence, students who are not interested in academia usually drop out. The local business and banking section can only absorb a very small proportion of the yearly school leavers. Therefore, there are many graduates who hold passes in five and six subjects that have very little alternative but to

either accept store clerk jobs if they are lucky enough or be unemployed.

To some extent, the skills that are necessary for the development of the country may be quite different from the skills people acquire. This is due to the educational policies of the country and its available curriculum. Hence, skills which are in demand in today’s global economy such as Information Technology (IT), computer skills, building technology, hospitality management, healthcare, agriculture and horticulture, food and beverage industry, automotive and small engine repair, plumbing and electrical engineering are neglected. This is primarily a result of the carry-over from the imposed colonial system which is proving a daunting task to disassemble.\textsuperscript{20}

\ldots the many critics of the old West Indian secondary schools are wont to mock especially at the old fashioned classical curriculum – at the very idea of black Jamaicans or Barbadians wasting their precious time on Greek... the West Indians have some excuse for allowing others to experiment with the newer substitutes while themselves continue a little in the old ways. (Macmillan 1936, 128)

The issues of education are not unique to the former British West Indies. Former British colonies in Asia and Africa are also plagued with the problems of fashioning a post-colonial educational system that is commensurate with local demands for development and global challenges. Hence, this paper will provide the foundation for more extensive work in the field especially in SVG. Every effort will be made to do justice to this research paper despite handicaps in obtaining relevant information; including but not limited to the difficulty in accessing government programs, policies and information.

\textsuperscript{20} Macmillan, 128.
Research Hypothesis

The hypothesis is that the education system under the British was mainly tailored towards white collar jobs within the British-created bureaucratic system rather than towards nation-building and that the post colonial governments of SVG continue to produce educated personnel for the export market as opposed to preparation for local development.

Central Research Question(s)

The specific research questions which this paper will address are as follows: What is the purpose of education as prescribed by the post independence administrations of St. Vincent and the Grenadines? Has education fulfilled the purpose for which it was prescribed by the various post independence administrations in St. Vincent and the Grenadines? Is there a significant shift in the goal of educational policies from the colonial benchmark? These will be measured through democracy, HDI and unemployment variables.

These research questions were carefully narrowed, such that, systematic answers will be given using the available resources to decipher whether educational opportunities and attainment do in fact contribute to the socio-economic and political development of SVG. The answers to these questions will shed some light on the principal reasons and causes for the level or lack of development in St. Vincent.

Definition of Key Terms

-The Purpose of Education: By definition, the purpose of education is the development of human capital towards meeting the individual and social needs of learners and their
societies.²¹ Many writers on the topic have concluded that education should have a purpose and that purpose should be to advance societies socially, economically and politically. Freire is of a similar opinion when he articulated that education is both an ideal and a referent for change in the service of a new kind of society. He further posited that education is a form of cultural politics that transcends the theoretical boundaries of any one specific political doctrine and links social theory and practice to the deepest aspects of emancipation. Freire asserts that education is more than schooling. It is a struggle for meaning and a struggle over power relations.²²

There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the ‘practice of freedom’, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world. (Freire 1970, 34).

Education according to Dewey, serves as the medium through which people share the intellectual and moral resources available to mankind and it is that which allows humans to become civilized. Since civilization is constantly changing, it is difficult to prepare students precisely. Dewey also see education as the fundamental method of social progress and reform. Educational process has two sides: one psychological and one


sociological. Each is of equal importance and cannot subjugated, be denied or neglected by the other without catastrophic results. For him, the notion or idea that education and life are inseparable is a fallacy since he viewed schools as the “critical portions of the playing field of life itself” and “education is a process of living and not a preparation for future living.”

For Rugg the purpose of education should be designed to deal with the diversity of mankind. Rugg agrees with Dewey that the purpose of education should not be just about teaching natural science rather it should include social science. It should consider the needs and goals of society based on careful observation. Hence for Rugg, education encompasses how people actually live together and as such, the curriculum should be designed to integrate children into the various industries, businesses as well as prepare them for both political and economic life.

John White argued that the initial purpose of education is “to help students to lead personally fulfilling lives and develop a sense of well-being” as opposed to being schooled about moral responsibilities.

-Well-being: Well-being was defined by White as the ability to accomplish meaningful things in life like: having self-direction; having knowledge and understanding; being able to enjoy beauty, and to develop deep personal relationships, displaying moral goodness

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24 Ibid.

and having expression of sensual pleasures. Well-being that is flourishing simply refers to one's basic need which cannot be fulfilled without food or shelter or money. White theorized that if students are schooled in morality, they will indirectly be sensitive to other people's need. In so doing, it is the other individual's well-being, instead of the student's, which is being developed. White admits that he did not clearly articulate in his objective for education prior to 1998 but by 1999 he identified some underpinning values. The first of these refer to education as the route to development and well being of the individual.26

-Social Reconstructionism: Theodore Brameld supported the educational philosophy of Social Reconstructionism which views education from a social perspective. Social Reconstructionism believes society is unhealthy and threatened because the old methods of solving problems and social ills have failed. Hence, society develop problems such as racism, war, sexism, poverty, pollution, worker exploitation, global warming, crime, political corruption, population explosion, energy shortage, illiteracy, inadequate health care, and unemployment. The central purpose of education for Brameld was to train students to think.27 He does not discount the teaching of the three Rs because he believes these lead to vocational competence, effective citizenship, and the development of ethical character. Brameld is confident that society could nevertheless be saved by reconstructing the education of the masses, so that, they can think critically to understand the ills of their society, and develop a vision of a better world based on a conception of social justice, and actualize that vision. They believe the underlying causes of these problems are

26 White. 443-443.

rooted in the Eurocentric conceptions of knowledge, culture, and values which have
degenerated. For Brameld, "a man cannot really be free unless he understands the
conditions, both social and personal that are necessary to gain freedom."  

-The Universal Declaration of Human Rights: The Universal Declaration of Human
Rights Article 26 adopted in 1948 laid out the expectation for education for all.

(1) Everyone has the right to education. Education shall be free, at least in the
elementary and fundamental stages. Elementary education shall be compulsory.
Technical and professional education shall be made generally available and higher
education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality
and to the strengthening of respect for human rights and fundamental freedoms. It
shall promote understanding, tolerance and friendship among all nations, racial or
religious groups, and shall further the activities of the United Nations for the
maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to
their children.

-Millennium Development Goals: These are goals adopted by world leaders in the year
2000 and to be achieved by 2015. The Millennium Development Goals (MDGs) provide
concrete, numerical benchmarks for tackling extreme poverty in its many dimensions. On
its Web site, the Millennium Development goals states that these goals provide a
framework for the entire international community to work together towards a common

28 Michael Schiro, Curriculum Theory: Conflicting Visions and Enduring Concerns-Social
oC&printsec=frontcover&dq=inauthor:%22Michael+Schiro%22&source=bl&ots=yu9UGL11A6&sig=NN0
wiM3BCXP8ykVJatk-
DaoJYOY&hl=en&ei=IlxgTeicGIqFtgtb2NikDA&sa=X&ei=book_result&ct=result&resnum=2&ved=0CB
wQ6AEwAQ#v=onepage&q&f=false (accessed September 8, 2010)

29 Brameld, 10.

30 United Nations Secretariat, Universal Declaration of Human Rights, 1948, Art. 16,
end – making sure that human development reaches everyone, everywhere. If these goals are achieved, world poverty will be cut by half, tens of millions of lives will be saved, and billions more people will have the opportunity to benefit from the global economy.

Goal 2 of the MDGs calls for all primary school children everywhere to receive an education by the year 2015. This means that all children who attend school regularly learn basic literacy and numeracy skills and complete primary school on time. The philosophy adopted by the MDG and listed on its Web site is that, “education is an end in itself and has tremendous benefits for individuals and society.”31 The framers of these goals view education as a human right and an instrument through which people can improve their lives. It also allows women to make better health choices with regards to family size and facilitate the political participation of poor people. 32

_West India Royal Commission_: The West India Royal Commission Report is generally known as the Moyne Commission. This was a Royal Commission appointed in 1938 by British Secretary of State for the Colonies Malcolm MacDonald. The purpose of which was to conduct a comprehensive investigation into the social and economic condition in the British territories in the Caribbean after the occurrence of a series of disturbances in that region beginning in the mid-1930s.33 The public report had exposed the horrid conditions under which the people, especially the sugar workers, in the British West Indies colonies existed and especially pointed out the deficiency in education and other

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32 Ibid.

33 _Report of the West India Royal Commission 1938-1939; on the State of the Colonies, Cmd. 6607 (1945)._ 1-4
social ills.  

-A and O Levels / CSEC and CAPE Subjects: The General Certificate of Education (GCE) Advanced and Ordinary Level (A and O Levels) examinations has traditionally been offered by Cambridge University, England. The Caribbean Examination Council (CXC) has established its own examination known as CXC. These examinations are generally taken by final year students in secondary schools. The CSEC examinations subjects are equivalent to GCE Ordinary Level (O-Level) offered by Cambridge England while the Caribbean Advanced Proficiency Examinations (CAPE) is equivalent to the British Advanced Levels (A-levels). The CSECs/ O-Level subject passes are used as employment qualification, certify the holder has completed secondary school and are mandatory for post-secondary education. CAPE / A-Level subjects are required for entry into tertiary education. These examinations are open to anyone.  

-Subventions: The amount of revenue that a not-for-profit organization such as an education institution receives from government to cover the organization's annual operating expenses. It could be in the form of a grant or subsidy.  

-Education Development: Education development has many challenges and seeks to develop the most suitable form of education. These include decisions about who should be educated, and to what purpose are they to be educated, also, who should bear the cost of education, which education is applicable and the reciprocity of that education. A key concern is what is to become of the educated who are unemployed?  

On its Web site, the World Bank states that education is central to development.  

34 Ibid.  

It empowers people and strengthens nations. It is a powerful equalizer, opening doors to all to lift themselves out of poverty; it promotes economic growth, national productivity and innovation, and values of democracy and social cohesion and is critical if the Millennium Developments Goals (MDGs) are to be achieved. The general benefits of education are numerous. Investment in education not only benefits the individual but the society and the world as a whole. On its website, the World Bank 2010 states that “broad-based education of good quality is among the most powerful instruments known to reduce poverty and inequality.” It also has proven benefits for health and “strengthens nations’ economic health by laying the foundation for sustained economic growth.” The site states that “for individuals and nations, it is key to creating, applying, and spreading knowledge—and thus leads to the development of dynamic, globally competitive economies and is fundamental for the construction of democratic societies. The Web site further states that “countries with higher primary schooling and a smaller gap between rates of boys’ and girls’ schooling tend to enjoy greater democracy. Democratic political institutions such as power-sharing and clean elections are more likely to exist in countries with higher literacy rates and education levels.”

-Education for Sustainable Development: On its Web site, The United Nation Development Program (UNDP) defines Education for Sustainable Development (ESD) as the process by which education is used to achieve human development through mutual access to quality education that can benefit them as well as the community. Sustainable Development (SD) is a relatively new concept which speaks to the ability of development

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meeting the needs of the present as well as future generations. The basic fundamental
principles of SD are economic growth, environmental improvement and social
responsibility. The term is very vague but is often used in conjunction with job creation
and improvement in social conditions. Hence, it was expanded to include improvement in
education.37 Some basic tenets adopted by United Nations Decade of Education for
Sustainable Development (DESD) 2005-2014 are:

"ESD is the educational process of achieving human development ("the
three pillars of human development" proposed by UNDP: economic growth,
social development, and environmental protection) in an inclusive, equitable and
secure manner. It thus includes education for poverty alleviation, human rights,
gender equality, cultural diversity, international understanding, peace and many
more. (United Nations Secretariat 2006, 3).

-Democratic Theory of Education: According to Hirst and White, a democratic theory of
education recognizes the importance of empowering citizens to make education policies
that are not repressive and non discriminatory. Instead, they should preserve the social
foundations of democracy; where adult members of that society are equipped with an
education to share in self governing. They further contend that it is the responsibility of a
democratic society to educate all educable children and to prepare them to participate in
the shaping of the society in which they live.38 This philosophy was also articulated at
the World Conference on Special Needs Education held in Salamanca in 1994 where the

Press, 2001), 816.

http://books.google.com/books?id=L8tsNhlfqjQC&pg=PA2&lpg=PA2&dq=the+political+theories+of+educa-
cation&source=bl&ots=xFBJPTqj5v&sig=hU2wg6PqD4fyTA1swwhwolGmz8rB4&hl=en&ei=klv8S8CzDpO
Q8QShpCXBw&sa=X&oi=book_result&ct=result&resnum=3&ved=0CBIQ6AEwAjgy#v=onepage&q=t
he%20political%20theories%20of%20education&f=false (accessed May 3, 2010)
outcome states that ‘all schools should accommodate all students’.  

*Political Development:* Political development is also defined as “a government’s ability to exert power effectively, to provide for public order and services, and to withstand eventual changes in leadership.” Braveboy-Wagner viewed political development as synonymous with democracy and modernization and as a government’s capacity to “initiate, absorbs and sustains the continuous transformation” brought about by modernization. This therefore means the governments are responsible for solving political problems that arises due to the goal of political development one of which is an educated citizen.

**Significance of the Study**

This topic should be of interest to Political Scientists because it will contribute to the knowledge available on small island nations. Policy-makers will be enriched with knowledge on the investment return on education. They will also have readily available information which can be used to enhance their policy formulation and implementation. It will also present a new approach in policy analysis; while providing the groundwork for further studies in the field of public policy and administration. This approach encompasses various aspects of political science including public policy, political behavior, comparative politics, international relations and political theory. Hence, it is also an effort to integrate theory and practice.

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Tentative answers are based on observations of political activities of the post independence administration, expected outcomes of education and the end result of that education. Careful observation and analysis will be given to the machinations of education policies by politicians and administrators. The outcome of these policies can result from lack of foresight, corrupt practices, and lack of viable policies or ill-conceived policies. Other equally significant variables are limited natural resources compounded by waste and lack of confidence in these countries’ leadership. In order to substantiate my answers, careful research will be done to provide background on education opportunities, educational attainment and their effects on the political development. Various statistics will be evaluated such as capital and recurrent expenditures, enrollment and graduation rates, employment data that are available. These are necessary to access what education goals and purpose are achieved.

Limitations of the Study

In SVG most government policies are published in ministerial documents, budgetary address and speeches as well as in the various political party manifestoes. These documents will present a challenge because they are not always published and required trips to the Ministry of Education to obtain these papers. Reliable data will be difficult to obtain as the current ULP government of SVG has not published reliable data during this decade as it relates to education outcome even though the budget estimates have been made public. In seeking primary source data, the issue of confidentiality is a key problem in SVG. Fear, political repercussions and retaliations are daily norms. These well known facts do have an impact on the quality, quantity and the willingness of respondents of the survey instrument. However, this had limited impact on the outcome.
Organization of the Study

The study will be organized into chapters. Chapter 1 outlines the rudiments of dissertation writing and includes the introduction and statement the problem, research questions, key definitions and terms referred to in the research culminating with the limitations of the study. Chapter 2 presents an extensive literature review on the topic covered. This chapter also detailed the historical development of education from colonial times to the present day government. It outlines the significant events that forced these changes and evaluates in detail the current ULP government administration Education Revolution policies. Sources of information and data for the colonial era will be the West India Royal Commission Report of 1938-1939, the Macmillan report of the early to mid 1930s; as well as research conducted by Brewster in 1960s. The theoretical framework utilized in this research is also included in this chapter. It covers a few pedagogy theories as well as the political theories for development as it is related to education. Chapter 3 covers the methodology of the study and includes a primary source data instrument. Chapter 4 presents the finding of the primary source data collected from various stakeholders in SVG. These include the Acting Prime Minister, various personnel in the ministry of education, principals and other teachers. Finally, Chapter 5 presents the conclusion to this research.
CHAPTER TWO

LITERATURE REVIEW

Education in the British West Indies: The Colonial Era

The subject state of SVG is a part of the Windward Islands which is situated in the Eastern Caribbean. It is a member of the British Commonwealth of nations. It is comprised of over thirty islands and islets. The largest is mainland St Vincent. SVG has in 2009 recorded a population of 115,000 living on 150 square miles of land. This limitation in size and human resources coupled with physical and geographical constraints have left SVG in a vulnerable position which creates various obstacles to its development. These obstacles include among other things: remoteness and insularity, susceptibility to natural disaster, limited institutional capacity, limited diversification and openness, access to external markets, income volatility and poverty. Upon attaining political independence, development became the major focus of these islands. The problem, of course, is that, even after independence, SVG continues to be oriented to the outside, and Vincentians likewise, continue to be oriented to the needs of outsiders. Hence, this is reflected in the policies adopted by various post-colonial administrations.

For Braveboy-Wagner, political development is synonymous with democracy and modernization. It is a government’s capacity to “initiate, absorbs and sustains the continuous transformation” brought about by modernization.¹ Hence, governments are

¹ Braveboy-Wagner, 194.
responsible for solving political problems that arises due to the goal of political
development. She linked the development problems to the lack of jobs for the “urbanized
educated, who often find no jobs awaiting them upon graduation.”

**British Colonial Education Policy**

To understand the source of disconnect, one needs to look back at the nature of
British colonial education and what the British wanted to accomplish with the policy.
Also, the works of the missionaries after the emancipation of slaves, the years prior to the
West India Royal Commission of 1938-1939 will be examined. The years leading up to
political independence of SVG and the implications for islands in the British Caribbean
will be scrutinized. Without a doubt, the British Colonial Education Policy was about
staffing their bureaucracy and creating a docile colonial subject. That meant promoting a
specific ideology of Britishness and subservience. That kind of ideology needed an
underpinning in the education system. By and large it seems to have worked, to a degree
that some scholars today do not altogether appreciate. It also generated certain kinds of
resistance, but the kinds of resistance it generated could only be expressed in language
borrowed from the colonizer.

Initially, the British education policy for their colonies was non-existent. This
need was met by private tutors for boys, not girls, who wanted to gain entrance to
educational institutions abroad. Those who could not afford to pay fees for their children

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2 Ibid.
were not educated. Hence, it was not surprising when education was offered to the slaves, some resented on the grounds that the white youth did not have such benefits.³

For Makris, the "colonial system of education Britain provided to its colonies was a double edged sword. On one hand, it inculcated in many colonial students a respect and admiration for British values and culture that were essential to the smooth maintenance of a vast overseas empire."⁴ On the other hand, it was a tool to control the people they subjugated. The British took on the role of universal educator with the mission to “conquer and enlighten"⁵ the uncivilized world even if it meant teaching them foreign concepts and matters of the world. Lord Thomas Macaulay claimed that it was British duty to educate those who could not be educated in their own language.⁶

The early foundations of education in the British West Indies were laid by the Christian denominations such as the Moravians, Methodists and the Anglicans. At this early juncture, the emphasis was not about staffing their bureaucracy, but rather on promoting specific ideology based on biblical teachings. The Moravians’ schooling was of a religious and non-political nature and focused on getting the slaves to accept their lot and to become docile through the practice of rigid self-discipline.⁷ "For slaves this meant submission to their master's will and full obedience to their orders, so that their masters

⁴ Paula Makris, Beyond the Classics: Legacies of Colonial Education in C L R James and Derek Walcott, 2001
⁵ Ibid.
⁷ Ibid.
might have no complaints against them."8 This type of schooling was welcomed by the planters across the British West Indies and in return for the missionaries' services, they often provided school houses. However, not all planters welcomed this new schooling in the Christian doctrine for their slaves.9

The Methodists espoused a similar line of teaching. Planters often interrupted school meetings with disorderly behavior and heaped insulting remarks on the missionaries.10 The Methodists endeavors can be traced back to 1758 with a visit to England by the Antiguan Speaker of the House of Assembly, Mr. Nathaniel Gilbert. This led to the establishment of the Methodist church among the slave class. Within three years, membership increased to 2,000 members in just three years.11 Wesley noted that in SVG, this led to the establishment of a school at Mt. Coke on the windward side of the island.

Thomas Coke who is the "father of Wesleyan mission"...visited the islands of St. Vincent...brought to the attention of the colonist the condition of the black Caribs who were the offspring of slaves from Guinea and the natives. The legislature was so impressed with his appeal that 150 acres of land was granted for the purpose of erecting a school. It was planned to employ two teachers in this school...Through the direction of this group in which Coke was at first a leading spirit, Wesleyan missionaries built churches and gave religious instructions to the Negroes in the West Indies. (Wesley 1932, 354).

The Church of England established The Incorporated Society for the Conversion and Religious Instruction and Education of the Negro slaves in the British West India

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9 Latimer, 435-456.

10 Ibid.

islands in 1794. 12 The original funds for the project were granted by the William and Mary College in Virginia, United States of America (USA). 13 Various societies and individual missionaries carried out the work when the established church could not afford to do so. They too faced staunch opposition from the planters who influenced legislation to restrict the activities of the missionaries. Missionaries mainly preached to the whites and forbid the slaves from entering their edifice. Clearly, the missionaries did not practice what they preached; as a result, they were forced to close many of their churches.

The dawn of the 19th Century brought about church reform in England. The Anglican and Methodist Missionary Society became involved in education which then spread to the West Indies. 14 Still, teachings were strictly along religious lines, even though laws were passed authorizing lay persons to teach the slaves the gospel. Legislation stipulated that the curates “must never attempt to instruct, or to educate the Negro slaves of any plantation without the consent and approbation of the proprietor of that plantation.” 15 Planters further stipulated that the missionaries cautioned the slaves to “dwell most strongly and frequently on the great practical duties of piety, and obedience to their masters, contentment, patience, and resignation to the will of heaven.” 16 Clearly, this education was not about rising out of slavery but instructions to the slaves to learn to become better slaves and be a docile segment of the population.

12 Ibid.
13 Ibid., 356.
14 Latimer, 436.
15 Ibid.
16 Ibid.
The American Baptist missionaries who were comprised of some Blacks were not affiliated with any governments. They earned the trust of the slaves who flocked to their meetings. Their missionary activities were mainly confined to Jamaica where planters were suspicious and wary of any meetings with the slaves. Hence, planters sought to crush such gatherings with tyrannical and brutal methods. In Barbados, the local authorities passed legislation between 1679 and 1789 prohibiting blacks from attending any such meetings. In Jamaica, the “Act of 1802 described the slaves as ill-disposed, illiterate, or ignorant enthusiasts; and for the purpose of punishment they were to be deemed rogues and vagabonds.” These acts were designed to frustrate the missionary zeal and prevent the local clergy and lay people from educating the slaves. It was only after the act of 1807 which prohibited the slave trade that the missionaries had a small measure of freedom to carry out the educating mission. As a result, the Anglican Church began to develop education programs for the poor on the various islands based on the British Lancaster System.

The Anglican Bishop, Porteus, in 1808, recommended a plan based on the Lancaster System of education for the poor, and proposed that school masters should be drawn from the overseers (bookkeepers), or other Europeans or natives employed on the estates. He further suggested placing these schools under the inspection, direction and control of the parochial clergy (Latimer 1965, 440).

The qualifications for these teaching positions were minimal. Teachers were required to know “a little more than those to be taught, and willingness to teach.” This by default qualified other slaves to teach. However, the slaves did not have much free time creating so this created insufficient teaching staff. Other problems stemmed from the language barriers among new arrivals and from British university educated teachers who

17Latimer, 436-439.
could not come down to a level that the slaves could comprehend. The planters stipulated oral instructions for their slaves but the clergy convinced the planters that religion could not be taught unless it was through written instructions. \(^{18}\) Hence, the bible became the basic tool for instructions:

The Bible became the principal text-book and while the appropriateness of its content was never questioned, the difficulty of its language was immediately apparent. The British and Foreign Bible Society distributed copies of the Bible free of charge, or for sale, helping thereby to promote the reading of it, not only among the British slaves but Spanish and French as well. (Latimer 1965, 440).

Some Bibles were even written in Negro dialect, a measure which drew criticism and accusation that the Moravians and the English clergies were preventing the Negroes from learning or understanding the English language:

In order that they might be kept in ignorance, since they could not understand strangers, neither could strangers understand them. An English rector in Jamaica claimed that the slaves in general could derive little or no advantage from attending church, because of the poverty of their knowledge of the language. (Latimer 1965, 441).

According to Latimer, the establishment of two dioceses of the Church of England made the greatest impact on the education of slaves and served to cement the position of the Anglican Church as the Church of England in the colonies. One diocese was located in Jamaica and included coverage for The Bahamas and Honduras. The other was located in Barbados and covered St. Vincent, Antigua, the other Leeward Islands, Trinidad and Guyana. The Bishop's functions were to control the clergy and to teach religion to the slave population. \(^{19}\) Here, the role of Sunday school as a teaching tool took on new meaning:

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\(^{18}\) Ibid., 440.

\(^{19}\) Latimer, 441.
Sunday school was a vital institution in the instruction of the slaves who could not attend at any other time. From the information available, it appears that these schools flourished more and more in all the islands as the missionaries tried to meet the demands of the slaves and wherever the planter relaxed his restrictions. The Church of England carried on its work of instructing the children in the catechism in schools established on certain estates. The number of estates which allowed or provided for estate schools show variance in attendance, not only from island to island, but from parish to parish. Canton records that in Jamaica in the year 1827, "multitudes of Negroes are learning to read in the Sunday schools," and that "the local Association for the Conversion of Slaves, etc. was instructing nearly 2,000 children. From these facts we can gather an appreciation of the Bible and Testament as fulfilling a double function - religious knowledge and the art of reading, though religious knowledge was of primary importance. (Latimer 1965, 441).

Freire refers to the colonial situation as a “culture of silence”. For Freire the colonizer attempts to prevent the people they colonized from understanding their situation, and cut off contact with their past or any other culture except for the colonizers culture so that they can perpetuate the colonizer agenda and colonial order. The practices and ideologies that were forced on the colonized people were alien and far removed from their own references. They only reflected the needs and values of the colonizer in the colonies. In the case of education, the colonizer needed a docile labor force who would not question the brutal and inhumane practice of slavery.

This practice of cruelty towards the black people was sanctioned by King Leopold II of Belgium directives to the Colonial missionaries in 1883 as they embarked on their Christianizing and civilizing missions to the Congo. King Leopold specifically instructed them to abuse the colonized physically and psychologically as follows:

Your principal objective in our mission in the Congo is never to teach the niggers to know God, this they know already... They know that to kill, to sleep with someone else's wife, to lie and to insult is bad... Your essential role is to

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21 Altbach, 84.
facilitate the task of administrators and industrials, which means you will go to interpret the gospel in the way it will be the best to protect your interests in that part of the world. For these things, you have to keep watch on disinteresting our savages from the richness that is plenty [in their underground... [Encourage] your followers to love poverty, like "Happier are the poor because they will inherit the heaven" and, "It is very difficult for the rich to enter the kingdom of God." You have to detach from them and make them disrespect everything which gives courage to affront us... [They were to focus] essentially to the younger ones, for they would not revolt when the recommendation of the priest is contradictory to their parent's teachings. You must singularly insist on their total submission and obedience, avoid developing the spirit in the schools, and teach students to read and not to reason... Evangelize the niggers so that they stay forever in submission to the white colonialists, so they never revolt against the restraints they are undergoing. Recite every day – "Happy are those who are weeping because the kingdom of God is for them."

Convert always the blacks by using the whip. Keep their women in nine months of submission to work freely for us. Force them to pay you in sign of recognition-goats, chicken or eggs—every time you visit their villages. And make sure that niggers never become rich. Sing every day that it's impossible for the rich to enter heaven. Make them pay tax each week at Sunday mass. Use the money supposed for the poor, to build flourishing business centers. Institute a confessional system, which allows you to be good detectives denouncing any black that has a different consciousness contrary to that of the decision-maker. Teach the niggers to forget their heroes and to adore only ours. Never present a chair to a black that comes to visit you. Don't give him more than one cigarette. Never invite him for dinner even if he gives you a chicken every time you arrive at his house.22 (King Leopold II, 1883).

This system of missionary education stayed in place until the passage of the Emancipation Act in 1833. The British public then began to push the issue of education for ex-slaves on the grounds that if the slaves were to be freed, they needed to be educated to prepare for freedom. Consequently, the emancipated slaves served a period of apprenticeship as an intermediate period during which reconciliation and education would work among blacks and whites: six years for field slaves and four years for others. To this end, the Fifth Resolution of the House of Commons was passed in 1833.

stipulating that the local legislatures provide moral, and, of course, religious education to the Negro populations. The Anti-Slavery Committee in the UK continued to push the issue and led Zachary Macaulay to recommend that Infant Schools be established in the colonies to promote education.\(^{23}\) He recognized the main difficulty in the education of Negroes was finding adequate teachers and therefore recommended hiring local Negro teachers at a substantial lower salary.

The British Government then issued guidelines but most importantly, it called for direct cooperation of the missionary societies to assist in the establishment of schools. The plan drawn up by E.G. Stanley, Secretary of State for War and the Colonies stipulated that: a) money grants to be used by the various government for Negro education; b) Christianity form the basis of the Negro education; c) education be liberal and comprehensive with all youths educated; d) dividing the colonies into education districts, and, e) requested that each Governor of the various colonies submit their proposal for education with specifics.

In the meantime, the Colonial Office continued to direct missionary societies to appoint teachers who were paid by the government. Under this new arrangement, many missionary societies became engaged in the education of the Negroes and pledged to do as stipulated. Competent native teachers were used especially at the elementary levels but the Headmaster or Headmistress was recruited from England.\(^{24}\)

Macaulay’s proposal called for adopting the Bell and Lancaster models with “eight normal schools for both sexes” to be established with the school serving

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\(^{23}\) Wesley, “Negro Education -I”, 361.

\(^{24}\) Wesley, “Negro Education -I”, 361.
St. Vincent and the other Windward Islands located in Barbados. The schools were to be funded by charities supplemented by a small student fee for admission to both the normal and the elementary schools. Macauley hoped that plans would pave the way for the establishment of other schools at a later juncture.²⁵

The plan proposed by John Anderson of Berbice and a minister with the Church of Scotland recommended that the colonies be divided in parishes that were 20 miles long. Each parish would be assigned one preacher and four teachers who would be well versed in scripture, English, writing, and arithmetic and most importantly music on the ground that the “Negro population was very fond of music.”²⁶ Operating funds would come from the increased duty on sugar.

The plan submitted by William E. Gladstone recommended that the education remained along the same religious lines on the premise that it was easier to extend the existing system rather than to create new ones.²⁷ His plan was more in line with the British Government plans for Negro Education

**British Government plans for Negro Education**

The British Government’s plan called for the continuation of the current missionary system with assistance from the various religious societies already on the ground. The premise was that the job of teachers and preachers were similar, and like Gladstone, they concurred that any new system would cause damage to the work that was already being done by the missionaries. The plan proposed a two tiered system: one

²⁵ Ibid., 364.
²⁶ Ibid.
²⁷ Ibid.
below six years of age and the other, six to twelve. Students in this latter age group were prepared for the labor force upon attaining the age of twelve. Thus the growth of the school houses began, resulting in increased enrollment in Jamaica, Bahamas and Barbados. Attendance time varied from two days per week to three to four hours per week, a situation which drew stern criticism from Rev. Sterling who could not understand the rationale or see the benefit of so little time being dedicated to learning.

What effect can possibly be expected to arise from the plan of taking a Negro child for only 3 or 4 hours per week out of his native hut where he has been actually instructed in fraud and lying and has witnessed gluttony and every kind of debasing enjoyment which made the great aims of existence. [Reinforced by the home which was] forcing in his ear the chopped fragments of a dogmatic Catechism and teaching him to read a few pages selected from the Bible by means of an unintelligent and disgusting monotony of repetitions. (Wesley 1932, 364).

As a result, the British government allocated a sum of five thousand pounds in 1833 for the purpose of designing and maintaining the system of education for the Negro population in the colonies. This paltry sum was met with more criticism from 1834 to 1838, especially in light of the fact that the plantation owners were allocated twenty million pounds as compensation for ending slavery.28 However, in the Bahamas, people were jailed for requesting maintenance for the schools. Some of the local legislatures were resistant to the education of Negroes because they felt it was an invasion and infringement of their local rights. Despite these obstacles and resistances, the various societies continued to educate the Negroes supplemented with grant funds from various charities.29


29 Wesley, “Negro Education -II”, 74.
One charity which was outstanding in this endeavor was the Mico Charity. The Mico Charity was specifically instrumental in the establishment of schools in the British Colonies. Students were admitted to the Mico schools as early as two years old. They were taught through the singing of hymns, psalms, the use of objects and pictures. Special attention was given to the three Rs and to the children as they played outside. It was felt that the “playground” comparable to a world of life with little men and women.\(^{30}\) According to Makris this concept of sport was central to the British system of education. It was figured keenly into C.L.R. James’ understanding of the British education system and the need to be a gentleman and a sportsman as exemplified by the game of cricket.

Opposition to the education of Negroes remained strong up to 1836.\(^{31}\) The Jamaican Assembly was still resistant to use funds provided for that purpose. There were also great salary differentials. The local Negro teachers received the least pay of all the categories of teachers. Initially, there were no education or school inspectors. The first inspector of the colonial schools, C. J Latrobe, was not dispatched until 1837. Latrobe encountered many “ill-digested” plans. Latrobe found that the private and parochial schools in Jamaica were inefficient and few schools which provided higher education. Most of the schools were adjacent to sugar estates while others were in areas which were heavily populated. The rural and mountainous areas either had no schools or were neglected. Most of the younger children attended school in the daytime while young people and adults attended school on evenings and on Sundays. He also noted that

\(^{30}\) Ibid.

\(^{31}\) Ibid.
despite the harsh and rudimentary conditions under which the children were taught, there were "truly extraordinary" gains in the areas of arithmetic and writing.\textsuperscript{32}

He highlighted many of the obstacles parents encountered when sending children to school. These included illness, rain, food scarcity, long distance the students must travel to schools and finding the right teacher to ensure that their children were successful. Despite these challenges, many parents sent their children to school purely to break the cycle of plantation work and mentality while some used it as a daycare facility. This desire for change was especially feared by the planters in realizing that children who attended schools would never return to work in the fields.

Latrobe recognized the need to have a supply of trained workers and recommended that "lessons in active industry"\textsuperscript{33} and trade be incorporated into the curriculum. The purpose was to ensure that "the pupils [would] be taught to gain their livelihood by the performance of agricultural and industrial labors."\textsuperscript{34}

The problem with the missionaries development of education stem from the fact that there was no uniformity in the curriculum. Inspector Latrobe found that "in the whole chain of islands, education was not advancing in any two of them in the same manner."\textsuperscript{35} By 1837, the British grant funds for Negro Education had risen to 30,000 pounds per year. Additional schools were erected including some in SVG, some by the Benevolent Society of St. Vincent which was founded by free colored people. The school

\textsuperscript{32} Wesley, "Negro Education -II", 78.

\textsuperscript{33} Ibid.

\textsuperscript{34} Ibid., 79

\textsuperscript{35} Wesley, "Negro Education -II", 80-81.
was conducted only for parents and had a good reputation because it was well
administered and staffed with competent teachers.

Despite the demand for and the need to educate the Negroes, the contribution and
the funds toward the education process was insufficient. Hence, "the remaining years of
the nineteenth century witnessed the cooperation of the colonial governments and the
missionary societies in the development of education for the Negro peoples in all parts of
the British empire."36 The apprenticeship system was completely abolished in 1838 and
the Negroes were completely freed. However, those who championed the cause of the
Negro education continued to do so with the conviction that the Negroes needed to be
prepared for their freedom. This led to the British government increasing grant for the
construction of additional schools. Still by 1840, Education was still not made
compulsory or free by 1840, and no provisions were made for the masses to benefit.

By 1840, the basis had been laid for the British Colonial System of
Education as it related to the British Negro population. The System was founded
upon schools supported by the Government and by the missionary societies, and it
has continued to the present day upon these bases. The schools which were
maintained by missionary efforts and by voluntary contributions usually suffered
by comparison with the schools which were sustained in whole or in part by the
Government. As the years passed, the Government no longer confined itself to the
assistance of missionary schools but undertook the establishment of government
schools [which] have increased in influence and are recognized as the more
efficient schools today. The denominational and private schools have been
brought under governmental supervision. (Wesley 1933, 81).

To ensure that the schools adhered to some sort of curriculum, Britain started to
inspect the schools on a regular basis. Students received schooling in the fundamentals of
reading, writing, and arithmetic. The all white-schools such as Codrington College and
Harrison Grammar School in Barbados became integrated. Through the efforts of the
philanthropic aid of friends and the organized assistance of the British and colonial

36 Ibid., 80.
government, the base for the education of the Negro group within the confines of the
British Empire was laid. Despite the inadequacies of the education system, students’
achievements in the colonies closely ranked to those of middle class England. Also, the
“West Indian Negro seems to excel his American brother of color.”37

Comparable to the middle class schools in England, the higher schools called
Grammar Schools, the Girls and the Boys High School, the College for Boys and
the College for Girls, all under government supervision, have been preparing
advanced students for the Cambridge Local Examinations, the Oxford Local
Examinations, the College Preceptors of London and the Matriculation for the
University of London. Students who have followed these courses have gone into
the professions, into public life, or have returned to the colonies as teachers.
(Wesley 1933, 81).

Still, the issue of education for Negro remained unsettled as it was doubtful
whether Britain will continue to provide quality education. The lack of educational
opportunities left the majority of the Negro population in poor economic standing with an
almost feudal relationship with their former colonial masters.38 It would require various
commissions to detail the dismal state of socio-economic conditions and especially
education in the colonies to get some positive action.

The Macmillan research of 1936 backs up the findings above. Macmillan found
that secondary schools were British establishment schools controlled by whites who
allowed a few non-white students entrance. The curriculum was old fashioned and
classical and taught subjects such as Greek. The system of education was unjust because
there was no university or technical training and “the favorite ambition appears to get a
post in the public service. Some of the best boys proceeded to British or American

37 Wesley, “Negro Education –II”, 82.

38 Ibid., 92.
Universities...in the ministry or priesthood, the remainder in business clerkships. Their placing in useful walks of life is undoubtedly difficult.” Macmillan went on to lament the state of education and lack of opportunities in the islands.

The main difficulty is the weakness of agriculture, and the general level of economic life in the islands. Agriculture...continue to offer too little reward and too low a status to attract the ambitious...A much more genuine criticism lies not against the secondary schools themselves but against the social organization of the islands. Most of them have scholarships, if not free places, draw some small proportion of their scholars from primary schools. But all charge fees, and the bridge from the primary schools is narrow and insecure. Most of them prefer naturally enough to carry the children they know, and who 'know the school's ways,'...So far as they cater for the humblest classes therefore, they do it mainly for the already strong 'middle class,' very little for the masses. If anything these schools are a factor deepening and sharpening social distinctions. (Macmillan 1936, 126-127).

Macmillan stated the whites were not interested in and were contemptuous of the idea of establishing a university in the West Indies that will cater to the needs of the more advanced black and colored populace. Whites felt that the few scholarships that were handed out was enough and was used as a means of guarding against colored people taking over their institutions. 40

Macmillan noted that the condition of elementary education was deplorable. Although free, schools were poorly constructed or in various states of disrepair, and equipped with poor furniture with “children wading into schools through broken floor-planks. There was the general indifference to hygiene and...primitive sanitary

39 Macmillan, 127.

40 Ibid., 126.
arrangements."\(^4^1\) He was convinced that the "herding of children in overcrowded schools are responsible for the spread of disease"\(^4^2\) most notably yaws.

Regular attendance was not evident as the average attendance rate was 66 percent of the enrolled students with SVG registering around 54 percent. Regular attendance was hampered by such reasons as the need to wash the one school outfit, children helping out in preparing crops for market days, while others supplemented the family's earnings by working in the cane field. In a climate of indifference, students left school unable to read or write and "took school as a matter of course and playing truant as part of the routine."\(^4^3\)

**The West India Royal Commission 1938-1939**

The West India Royal Commission of 1938-1939 referred to as the Moyne Commission Report was commissioned by King Edward of England with the following Terms of Reference:

To investigate social and economic conditions in Barbados, British Guiana, British Honduras, Jamaica, the Leeward Islands, Trinidad and Tobago, the Windward Islands, and matters connected therewith, and to make recommendations. (West India Royal Commission 1945, 1).

This was a monumental undertaking, broad in scope and covered many scattered and diverse communities across the British West Indies. In carrying out their mandate, it was necessary for members of the Commission to visit a wide array of places to investigate personally the conditions present on the ground as it related to housing,

\(^4^1\) Macmillan, 132.

\(^4^2\) Ibid., 132.

\(^4^3\) Ibid., 133.
agriculture, hospitals, prisons, factories, docks, mental asylum, orphanages, leper homes, land settlement education and schools. Hence, it involved over 9,000 miles of travel gathering evidence from a total of 26 centers with interviews from 370 people or groups of people. A total of 789 memoranda of evidence were collected with over 300 pieces of communications detailing various grievances felt by the people in the colonies.\textsuperscript{44}

The economic and social conditions at this time must be highlighted to arrive at the crux of the problem. Economically, the colonies were a treasure trove for England as they formed the basis of “the fortunes of many wealthy British families”\textsuperscript{45} from the cultivation of sugarcane. According to Daniels, the Great Depression of the 1930’s knocked the bottom out of the "sugar basket" in which all the economic eggs of the area rested. Unemployment increased as many migrant workers returned from adjacent places such as the Panama Canal Zone and the United States. The steady natural growth in population worsened the situation and the pressures were cumulative.

Despite their close affiliation, the church was not able to instill or enforce their Victorian moral standards on the ex-slaves, hence social progress was slow. Marriages were uncommon and birth rates increased at an astounding pace. This is highlighted in Table 1, which shows the estimated population of the British colonies between 1896 and 1936. This rapid increase in population, compounded with severe economic conditions, led to massive unemployment and underemployment among the Negro class.\textsuperscript{46}

\textsuperscript{44} West India Royal Commission, 4.
\textsuperscript{45} Ibid., 4.
\textsuperscript{46} Ibid., 9.
TABLE 1
ESTIMATED POPULATION AND PERCENTAGE CHANGE OF THE BRITISH COLONIES
(FIGURES IN THE THOUSANDS)

<table>
<thead>
<tr>
<th>Colony</th>
<th>1896</th>
<th>1921</th>
<th>1936</th>
<th>Percent Change for 40 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamaica</td>
<td>695</td>
<td>858</td>
<td>1,139</td>
<td>64</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>248</td>
<td>367</td>
<td>448</td>
<td>81</td>
</tr>
<tr>
<td>British Guiana</td>
<td>279</td>
<td>298</td>
<td>333</td>
<td>19</td>
</tr>
<tr>
<td>Barbados</td>
<td>186</td>
<td>166</td>
<td>188</td>
<td>1</td>
</tr>
<tr>
<td>Windward Islands</td>
<td>146</td>
<td>162</td>
<td>210</td>
<td>44</td>
</tr>
<tr>
<td>Leeward Islands</td>
<td>131</td>
<td>122</td>
<td>140</td>
<td>7</td>
</tr>
<tr>
<td>British Honduras</td>
<td>34</td>
<td>45</td>
<td>56</td>
<td>65</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,719</td>
<td>2,018</td>
<td>2,514</td>
<td>46</td>
</tr>
</tbody>
</table>


These dismal economic and social realities led to widespread uprising and riots across the British West Indies and British Guiana as the Negroes demanded better living conditions. According to Daniels, “this severe trial was imposed upon a society ill-designed to withstand it; discontent and unrest culminating in disorder were the inevitable
This led to the appointments of several Commissions to investigate the causes of uprising in the region.

The team of commissioners found that the educational system in the West Indies was "fairly comprehensive" in theory with various levels ranging from primary to secondary schools. Teachers' training institutions existed at Codrington College in Barbados and Tropical Agricultural studies at the Imperial College in Trinidad. They found that some efforts were being made to establish a university. However, in practical terms, there were serious shortcomings in every aspect of the system. There was a lack of accommodation for the children who attended school and where accommodation did exist; it was badly planned, unsanitary and dilapidated. Teachers were not well compensated, not trained or poorly trained with high pupil to teacher ratio. The curriculum was not suited to the needs of the population and closely resembled the model of education designed for the British system.48

The administration and finance of education was complicated because both the government and private institutions, mainly churches, shared this responsibility. Because of the dual policy of granting private charters for schools as well as establishing government schools, the proportional role played by these two factions varied greatly. For example, on the island St.Lucia, there were no primary schools managed by the government except the schools that were denied outside funding. With the growth of


48 West India Royal Commission, 94-96.
government’s contribution to education, the role of the various church denominations became restricted to management and maintenance of the schools.\(^{49}\)

The colonists were critical of the churches role in education and wanted the government to take control. They complained that schools were held in venues designed for churches which consisted of a single large room crammed with children and where instructions were conducted by one of two teachers who taught different subjects to children of different ages. Others complained that the church school managers were preoccupied with denomination of the teachers and what they did in their spare time when recruiting teaching staff.

Despite the shortcomings of the denominational system, the report found that the system had heavy support from a broad section of the population and who were unwilling to abolish the system. They felt that religion played an important role in the life of the Negro and led to improvement in their social conditions. Apart from the church, there were no other organizations serving as a unifying force in the community. Although the government recognized the need to limit denominational control to improve the educational effectiveness they did not see the need to separate the church from school. The report also found that no educational policy or education body existed in the West Indies and the expenditure on education and the facilities available varied greatly among the islands.

Uniformity existed among the islands as a result of history rather than by design. Education at the primary level was free but not compulsory. Ironically, if education was made compulsory, the system would not have been able to sustain school enrolment.

\(^{49}\) Ibid.
Table 2 below shows the breakdown of education across the regions for primary education. Figures for secondary school were not available. The estimates show that average enrolment was around 60 percent with an exceeding high teacher–pupil ratio. This affected the quality of education especially when some of the schools were one-room school. The absentee rate was high among those who were actually enrolled in primary school and represented an educational loss.

**TABLE 2**

**PRIMARY SCHOOL ENROLLMENT FOR 1937**

<table>
<thead>
<tr>
<th>Colony</th>
<th>School Teachers (exc. pupil teachers)</th>
<th>Pupil teacher</th>
<th>Est. # of children of school age</th>
<th>Enrolled</th>
<th>Enrolled as a % of number of school age</th>
<th>Average attendance as a % of enrolment</th>
<th>Enrolled pupils per teacher *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>126</td>
<td>614</td>
<td>35</td>
<td>30000</td>
<td>26397</td>
<td>88</td>
<td>19582</td>
</tr>
<tr>
<td>British Guiana</td>
<td>243</td>
<td>924</td>
<td>162</td>
<td></td>
<td>52318</td>
<td>^</td>
<td>38978</td>
</tr>
<tr>
<td>British Honduras</td>
<td>79</td>
<td>165</td>
<td>44</td>
<td>15000</td>
<td>10431</td>
<td>69.5</td>
<td>7791</td>
</tr>
<tr>
<td>Jamaica</td>
<td>661</td>
<td>2180</td>
<td>188</td>
<td>19600</td>
<td>15841</td>
<td>80.8</td>
<td>103325</td>
</tr>
<tr>
<td>Antigua</td>
<td>23</td>
<td>57+</td>
<td>44</td>
<td>8000</td>
<td>6124</td>
<td>76.6</td>
<td>3874</td>
</tr>
<tr>
<td>British Guiana</td>
<td>33</td>
<td>107</td>
<td>78</td>
<td>9000</td>
<td>7867</td>
<td>87.5</td>
<td>5510</td>
</tr>
<tr>
<td>Montserrat</td>
<td>12</td>
<td>33</td>
<td>28</td>
<td>3700</td>
<td>2783</td>
<td>77</td>
<td>2085</td>
</tr>
<tr>
<td>Dominica</td>
<td>33</td>
<td>87</td>
<td>51</td>
<td>12400</td>
<td>7723</td>
<td>62.3</td>
<td>5138</td>
</tr>
<tr>
<td>Virgin islands</td>
<td>11+</td>
<td>19+</td>
<td>14</td>
<td>1550</td>
<td>1268</td>
<td>81.8</td>
<td>824</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>293</td>
<td>1333</td>
<td>555</td>
<td>88740</td>
<td>72766</td>
<td>82</td>
<td>50799</td>
</tr>
<tr>
<td>Grenada</td>
<td>60+</td>
<td>112</td>
<td>119+</td>
<td>26000</td>
<td>13391</td>
<td>51.5</td>
<td>8757</td>
</tr>
<tr>
<td>St. Vincent</td>
<td>47</td>
<td>99</td>
<td>105+</td>
<td>21850</td>
<td>10159</td>
<td>46.5</td>
<td>6995</td>
</tr>
</tbody>
</table>
The West India Royal Commission of 1938-1939 found that students missed school for various social and economic reasons. “Children stayed away from school on Mondays because that is by custom washing day and it is unusual for members of poor and large families to possess a change of clothes; and towards the end of the week to help with the cultivation of food crops or with the preparation of their parents produce for market.”

This apathy to education was captured in a song by Alston Peters, former Headmaster of the Buccament Governments School, SVG from early to late 1970’s in response to the observed behavior of his students.

Morning teacher, ah late for school

Morning teacher, ah late fu school – (Good Morning Teacher, I am late for school)
Ah sorry to break the rule - (I am sorry to break the rule)
Mammy gee me some wok fu do - (Mother gave me some chores)
Ah had to boil hog food too - (I had to cook pig food too)
And today is banana day - (Today is banana shipment day)
Ah just couldn’t get away - (I just could not get away)
Up in ah Buccama Valley - (Up in the Buccament Valley)
Plenty wok for school pikney - (Many chores for school children)
Me ha fu tie out me goat and milk me cow - (I had to take out the goat and milk the cow)
Before me put on me clothes fu school - (Before I get dressed for school) (Peters year unknown)

Source: Report of the West India Royal Commission 1938-1939, Presented by the Secretary of State for the Colonies to Parliament by Command of His Majesty, (London, His Majesty’s Stationery Office 1945), 97

* In arriving at these figures, pupil teachers have been ignored. Hence, the figures for some, especially the smaller and poorer colonies, are very large, as pupil teachers there form an important part of the teaching strength 9see columns 3 and 4)
^ Not ascertainable
+1936
! Including 69 probationers
\} In some of the Leeward Islands, the figures in column 3 include Assistant Teachers some of whom were paid as, and had the qualification of, pupil teachers.
The West India Royal Commission of 1938-1939 found that too much emphasis was placed on providing an excellent classical education to a very small percentage of the pupils. This did not prepare students for jobs in agriculture. There were very few white collar jobs resulting in high rates of unemployment.

There were not enough teachers and those available were not adequately trained. Some teachers had little more than a primary school education themselves but were allowed to teach on a pupil-teacher system which was similar to an apprenticeship. The pupil teacher performed the duties of a regular teacher and learned by trial and error. Teacher training facilities were non-existent in the smaller islands due to prohibitive costs and prospective students journeyed to the neighboring island of Trinidad or Jamaica to pursue studies.

With the exception of Barbados, Jamaica and Trinidad, teacher salaries were remarkably low and needed to be increased. However, offering higher salaries was out of the reach of the smaller islands and there were no set standard across the region to encourage inter-island exchanges. Jamaica had the highest while St. Vincent had the lowest. The disparity among the islands made it nearly impossible to have a regional teaching service. There was no single department of education with responsibility for all aspects of education. The government oversaw primary education while another independent body oversaw the secondary schools. There was no overlap. In the smaller islands there were no attempts to remedy the situation.

The report found that there were only two institutes for tertiary education in the West Indies. These were the Codrington College in Barbados and the Imperial College of Tropical Agriculture in Trinidad. Any person desirous of extending their education had to
travel to the United Kingdom, the United States, or Canada at substantive cost, unless they receive government assistance. The chosen fields of study for any scholarship holders were not always beneficial to their countries' development.

Although health science was part of the curricula it was not linked to life in the community or put into practice. There was "inadequate water supplies, bad latrines, and pools of water in grounds strewn with refuse, leaking roofs, overcrowded classrooms, ill-designed furniture and lighting arrangement which cause eyestrain." They felt that many of the problems could have been eliminated with very little additional expense but no guidelines in these matters or prevention of diseases such as hookworms and malaria existed. They blamed the rapid increase in population for straining the local economies and the education facilities. This further lowers the already low standards of living of the community and diminished the already scarce economic opportunities.

The Commission of 1938-1939 reviewed the work of various earlier commissions in arriving at their conclusion. Namely: the Marriot-Mayhew /Education Commission of 1932, the Education Commission of 1937, the Disturbance Commission of 1937 and the Local Education Board Commission of 1938. The Marriot-Mayhew Commission was sent to Trinidad, Barbados, Grenada, and St. Vincent. Many of the recommendations of Marriot-Mayhew Commission on education were disregarded believing that they would have only served to lower the education standard by reducing the classical education opportunities. The Marriot-Mayhew recommendations would have provided an alternative for students who were not currently getting that classical education. Broadly speaking, it recommended age limit for primary set at 6-12 year olds. These schools

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52 West India Royal Commission, 104.
should provide play-centers. It called for post-primary modern schools for ages 12-14 to include vocational and practical schools to complement the secondary schools. It also called for the establishment of teacher training school, a central Library system based in Trinidad for the benefit of the smaller islands; and the creation of an education advisory board drawn from members of the agricultural and industrial sectors. The last recommendation called for simplification of the primary curricula with new emphasis placed on correct use of language and arithmetic.

Despite the dismal picture, some of the recommendations from the Marriot-Mayhew Commission of 1932 were implemented especially in the Eastern Caribbean islands. For example, (a) Advisory boards were in place; (b) students from the Windward Islands were attending college for a fee in Trinidad, (c) a central library build, and, (d) schools were differentiated by age.

They found similarities between the report from the Education Commission of 1937 findings and the Marriot-Mayhew Commission of 1932. Mr. Hammond, a member of the Education Commission of 1937, remarked that:

"the provision of post-primary education with a practical or agricultural bias will be of little avail if the conditions of life which the pupil may expect remain as uninviting as they have traditionally been and with slight improvement, continue to be...In one island the ex-pupils of a school where agricultural and practical subjects were best taught contained the lowest percentage of agriculturist: the highest percentage was shown by one of the most backward schools concentrating on the traditional curriculum unrelated to the life of the community." (West India Commission 1945, 97).

Hammond cautioned that the best and brightest students took up agricultural work since attractive opportunities were not available. He believed education and social
Teachers Training College facilities and providing opportunities for teachers to improve their techniques. To meet this objective, ECS8,596,650.00 or 8.4 percent was allocated for fiscal year 1988/89 towards education.108

By the administration 10th year in office, serious attempts to improve education were outlined. The 1993/94 budgetary estimates allocated ECS27.7 million in recurrent expenditure up from ECS15.7 million in 1984/85 while capital expenditure on primary education was estimated at ECS6.8 million.109 The net effect of this investment was the creation of over 3,200 primary school places, eighteen self contain teacher-staff rooms, twenty five home economic centers, ten new libraries; one industrial arts center as well as the provision of an additional 110 places for children with special needs. The sum of ECS500,000.00 was allocated towards constructing a modern auditorium at the St. Vincent Grammar School which never materialized.110 The NDP government constructed the A-Level College which is an important step towards tertiary education and further committed to meeting the economic cost for students attending UWI.111

Table 3 below give details of the total secondary school enrollment up to 1994 compiled from UNESCO statistics on education. It shows just about 1/5 of all school age population was actually attending high school. Despite the recommendation of the various commissions, each successive government focused on providing general education and spared little time and energy in providing technical and vocation

108 Ibid.


110 Mitchell, “1993 Annual Budget”

111 Ibid.
curriculum. At the tertiary level, the figures are more dismal with less than 3 percent of eligible students engaged or attending tertiary school.

TABLE 3

SCHOOL STATISTICS FOR ST. VINCENT FROM 1971-1994

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Population Enrolled</th>
<th>Secondary Population Enrolled</th>
<th>General Programs</th>
<th>Vocational Programs</th>
<th>Tertiary Population Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1971</td>
<td>--</td>
<td>15,874</td>
<td>3,158</td>
<td>3,073</td>
<td>85</td>
</tr>
<tr>
<td>1972</td>
<td>--</td>
<td>16,281</td>
<td>4,009</td>
<td>3,647</td>
<td>362</td>
</tr>
<tr>
<td>1974</td>
<td>--</td>
<td>17,164</td>
<td>4,995</td>
<td>4,659</td>
<td>336</td>
</tr>
<tr>
<td>1975</td>
<td>--</td>
<td>17,585</td>
<td>4,878</td>
<td>4,549</td>
<td>329</td>
</tr>
<tr>
<td>1976</td>
<td>--</td>
<td>17,956</td>
<td>5,084</td>
<td>4,685</td>
<td>399</td>
</tr>
<tr>
<td>1979</td>
<td>--</td>
<td>18,731</td>
<td>--</td>
<td>5,187</td>
<td>--</td>
</tr>
<tr>
<td>1980</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>5,421</td>
<td>--</td>
</tr>
<tr>
<td>1981</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1982</td>
<td>--</td>
<td>19,067</td>
<td>8,058</td>
<td>7,771</td>
<td>287</td>
</tr>
<tr>
<td>1983</td>
<td>--</td>
<td>19,094</td>
<td>7,765</td>
<td>7,496</td>
<td>269</td>
</tr>
<tr>
<td>1984</td>
<td>--</td>
<td>19,077</td>
<td>7,473</td>
<td>7,267</td>
<td>206</td>
</tr>
<tr>
<td>1985</td>
<td>--</td>
<td>19,004</td>
<td>8,785</td>
<td>8,500</td>
<td>285</td>
</tr>
<tr>
<td>1986</td>
<td>--</td>
<td>18,881</td>
<td>9,043</td>
<td>8,796</td>
<td>247</td>
</tr>
<tr>
<td>1987</td>
<td>--</td>
<td>18,705</td>
<td>8,785</td>
<td>8,555</td>
<td>230</td>
</tr>
<tr>
<td>1988</td>
<td>--</td>
<td>18,480</td>
<td>10,499</td>
<td>10,119</td>
<td>380</td>
</tr>
<tr>
<td>1990</td>
<td>--</td>
<td>10,877</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>1991</td>
<td>--</td>
<td>17,817</td>
<td>10,719</td>
<td>10,305</td>
<td>414</td>
</tr>
<tr>
<td>1994</td>
<td>--</td>
<td>17,507</td>
<td>--</td>
<td>9,870</td>
<td>--</td>
</tr>
</tbody>
</table>


Education from the 2001 to Present: Ralph Gonsalves Administration – The Unity Labour Party (ULP): Post Colonial Era

Ralph E. Gonsalves led the Unity Labor Party (ULP) into office by winning twelve of the fifteen seats in the 2001 general election. The ULP made education one of its priorities in the election campaign of 2001. The party’s manifesto claimed that the
“the curriculum taught at all levels is nowhere as appropriate to our country’s needs and the modern scientific world as it should be... and the administration of education leaves much to be desired.” The party promised to make significant improvements in its first five years which included equipping all school/classrooms with computers, introducing Spanish in the primary schools and reform the general curriculum.\textsuperscript{112}

Gonsalves claimed he found the education system in a “complete mess”\textsuperscript{113} and lamented the fact that despite all the recommendations from the various commissions, there was not any significant improvement from the 1960s to 2001. Gonsalves accused the previous NDP administration of being lethargic and not having a concrete policy on education despite knowing the inadequacies in the system:

Even the leaders in the NDP government were aware of the educational malaise around them but were unable to fashion an appropriate way out of the crisis to which they had contributed immensely. Indeed, Prime Ministers James Mitchell and Arnhim Eustace respectively in 1994 and 2000 bemoaned the presence of a crisis in education. Their thesis was identical: The nation was not receiving adequate returns on the educational investments and the teachers were to be blamed. They were unable to see that the absence of a well-conceived educational policy, strategy, and action plan was the central brake on educational advancement and that they were primarily responsible. The educational crisis was thus, at its root, a political and policy one. To move forward, the NDP government first had to be removed. (Gonsalves 2010, 6).

These inadequacies were documented by the ULP as follows: The quality of Early Childhood Education was uneven, poor and received very little state support. At the primary school level, schools were dilapidated with only a 1/3 of students passing the

\textsuperscript{112}Unity Labour Party Manifesto, General Elections 2001, 8-9

\textsuperscript{113}Ralph Gonsalves, “Lifting the Education Revolution to the Next Level,” The Searchlight Newspaper, Kingstown, St. Vincent, November 12, 2010, Special Section
Common Entrance Examination. There was also no foreign language or Information Technology component in the curriculum.  

Secondary school education was generally of low quality with restricted access to all areas and only 39 percent of the 12-year olds were at secondary school. Between 1991 and 2000 enrolment in secondary schools increased by a mere 343 in total or by an average increase of 34.3 students per year. CXC grades especially in mathematics, the sciences and English language were not good enough and science laboratories and library facilities were limited.  

Special Education had limited spaces for children who were physically or mentally challenged and the physical condition of the School for Children with Special Needs was indescribably horrible. Adult and Continuing Education was lacking and an excess of 20 percent of the population was assessed to be functionally illiterate. 

According to Gonsalves access to tertiary education was limited or restricted to a trickle of persons who obtained, on merit, the few scholarships available, or who had the financial resources, or who were politically well-connected. The NDP government was in arrears of payments to UWI of ECS8 million representing four years in arrears. In the case of Nursing Education, the maximum annual intake was 20 students. This is despite the dire shortage of nurses in the health system. School facilities and equipment at each of the post-secondary institutions were in poor condition which affected the quality of  

114 Gonsalves, "Education Revolution", 2  
115 Ibid., 49.  
116 Ibid., 5.
education delivery. Finally, he reported that teachers were poorly paid, served in awful condition and had little or no voice in the shaping of public policy. 117

The ULP Government launched a comprehensive revamping of the education system it termed the “Education Revolution”. Their purpose and policy for education had four functions:

First, to train critical minds fit to receive and transmit universal culture, including science and technology, but with a Caribbean particularity; secondly, to produce skilled workers, including professionals, for the modern, sophisticated production apparatus; thirdly, to inculcate a core of tried and tested values resident in our Caribbean civilization and its Vincentian component; and fourthly, to shape well-rounded personalities and healthy beings for life and living. (Gonsalves 2010, 18).

ULP also adopted a new Mission Statement and guiding principles which were articulated by MOESVG in the Education Development Sector Plan of 2002-2007 as follows: 118

1) Achievement - to raise the standard in literacy and in numeracy to support life-long education.
2) Equity of opportunity and treatment for all learners.
3) Access to pre-primary, secondary, special, tertiary, adult and continuing education.
4) Quality improvement through the extension of teacher training, upgrading of the curriculum, more stimulating and challenging learning environments.
5) Increase efficiency by focusing on delivery and monitoring of the progress of this plan to optimize allocation and use of resources.

The ULP Education Revolution was designed to encompass all of the above functions at “the most optimal level possible in all the circumstances” and was hailed as a “profoundly egalitarian tool of social transformation...which revolutionized access to

117 Gonsalves, “Education Revolution”, 4

early childhood, secondary, post-secondary education.” For Gonsalves, this plan needed to be all embracing; otherwise it will be empty rhetoric and “merely a game of musical chairs at the top between the competing elites who have been fortunate enough to access post-secondary education.”119

The rationale for this Education Revolution stemmed from the dire economic situation facing the country’s banana industry in light of the fact that the preferential market for SVG bananas was dismantled in the 1990s. As a result, the country’s banana production fell from 80,000 tons valued at EC$120 million in 1992 to 55,000 tons in 1995 valued at EC$60 million. By 2000, it had fallen to a mere 22,000 tons which netted only EC$30 million. During this period, the tourism sector began to mushroom. Revenues from tourism increased from less than EC$100 million in 1993 to EC$300 million by 2002.120 Given these statistics, the ULP was critical of the NDP Administration’s handling of this situation and accused the NDP of lacking foresight and failing to educate the citizens to take advantage of the emerging modern and competitive service oriented industry.

The graduates from primary school had fewer banana holes to dig but they were not accorded secondary education or post-primary training to equip them for a different and transforming economy. Education was not even keeping up with the economic changes much less being ahead, or in the vanguard, of these economics alterations. The educational system, to a large degree, had become dysfunctional. Accordingly, the Education Revolution is required to be the mid-wife, handmaiden, servant, and leader of the emerging post-colonial economy in all its diverse dimensions. Taking the Education Revolution to the next level is a fundamental economic advancement. (Gonsalves 2010, 10).


120 Ibid.
To achieve the four main functions of the Education Revolution, the ULP government implemented programs covering students from primary school through tertiary level. During the first term, the ULP Administration boasted about the positive gains made in the following areas under their Education Revolution program. These programs include the following: The provision of Universal Access to Early Childhood Education by improving the physical facilities and by the introduction of early stimulation program, training early childhood teachers, and by providing financial support, and supervision.\textsuperscript{121}

Primary schools saw improvement in schools and physical facilities as they construct new primary schools, implementation of Visual, Performing Arts/Creative Arts, and Computer Knowledge courses. New focus was placed on training specialist subject teachers as well as training 100 percent of the teaching staff. This resulted in over 300 university graduates working in the primary school system. The emphasis in pedagogy was shifted from "rote learning" to critical thinking/learning.\textsuperscript{122} Significant improvements were made in the School Feeding Program to provide hot meals at the primary school level.

Universal Secondary Education was implemented in September 2005. This is one of the ULP's most controversial programs which increased secondary school enrollment to over 13,000 students. In the past, only 39 percent of the 12-year olds were in secondary schools as only those who passed the CEE were permitted to enter secondary schools. "Those who "failed" or those who did not take these Examinations either left

\textsuperscript{121} Ibid., 18.
\textsuperscript{122} Ibid., 7.
school or attended the “senior” grades in the primary schools until they reached the age of 15 years when they were required by law to leave the primary schools.” 123 Once the students reached the age of 15, they took the Primary School Leaving Examination (PSLE). However, only 6 to 10 ten percent of those who actually took the PSLE passed it and gained access to secondary schools. Those who failed did not have much option or chance at gaining secondary education. The Education Revolution changed this and beginning in September 2005, the new policy was as follows:

Every student who sat the CEE was accorded a space in a secondary school; no one “fails” the CEE... The CEE permit the child on the basis of his or her performance to enter the school of his or her choice. If the child does not perform well enough to enter a particular secondary school in accordance with one of his/her three choices, he or she is assigned a place in a secondary school on the basis of a set of objective criteria... A number of students who enters some secondary schools is deficient in one or more of the basic skills ... and require remedial work. (Gonsalves 2010, 50).

To meet the new demands for space, secondary schools were constructed at Sandy Bay, Colonarie, West St. George, Richmond Hill, and Buccament, while others were expanded. Science laboratories and school libraries particularly in the rural areas were upgraded. More teachers in core areas and remedial education were hired. To offset the cost of books, a book loan scheme (BLS) whereby parents pay a nominal fee of EC$50.00- $100.00 per school year for textbooks was introduced. 124

ULP increased access to quality post-secondary education at the “A” Level College or Division of Arts and Science. ULP fostered university attendance by increasing the number of state scholarships, bursaries, grants, student loans and

123 Ibid.
scholarships tenable at universities overseas and specifically to Cuba and Venezuela. As a result in the period 2001-2010, SVG witnessed a sharp increase in the number of university graduates due to the expansion of access to university education. Over 300 primary school teachers became university graduates in various subject areas through the sponsorship of the government. Hundreds of secondary and post-secondary teachers underwent post-graduate training. Teacher training was enhanced which led to an improvement in teaching.  

The National Accreditation Board (NAB) Act 35 of 2006 was established so that the college now offers university level courses and will now be able to award Caribbean Community and Common Market (CARICOM) Skills Certificates.

Special Education accommodations were improved as a new School for Children with Special Needs was opened in Georgetown and the school in Kingstown was improved. Teacher training for special education was emphasized and more specialist teachers were trained. A Centre for Student Support Services for student with learning disabilities was established and children and other persons who are physically and or mentally challenged benefited from a program called “Lives to Live” funded by Bolivarian Alliance for the Peoples of Our America (ALBA).

Adult Literary was enhanced through the launching of an eighteenth month program by Adult and Continuing Education Division of the Ministry of Education. This helped to meet the demand for the CXC and “A” Level training for working adults from

125 Ibid., 49.
126 Ibid.
127 Ibid., 26.
the public and private sectors and by regular student themselves. In conjunction, many Learning Resource Centers (LRCs) were built because they were regarded as a vital component in adult and continuing education.

Technology was upgraded and now includes full computerization of secondary schools and post-secondary institutions and substantially-full computerization in the primary school system. Library Services were upgraded and includes a state-of-the-art, multi-million dollar modern library in the capital city.

The ULP’s stated purpose for TVET is to produce skilled technical workers and professionals below the rank of university-trained professionals in a range of hands-on skills. These include skills required in the construction trade, plumbing, electrical works, motor-mechanics, designs, food and beverage, business and secretarial subjects, hospitality and tourism services, and airport services. Hence, TVET certification is available to the students and for artisans in various fields. This was made possible by refurbishing and upgrading existing Multi-Purpose Centers, building a new state-of-the-art Technical Centre at Kingstown which is equipped with a high-tech Automotive Centre.

The Education Act of 2005 enhanced legislatively the role and status of the educational system. Teachers’ salaries and benefits were radically improved, even for those teachers in the non-State government-assisted schools. To meet the cost of these new initiatives, ULP administration increased annual recurrent expenditure on education

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128 Ibid., 11.
129 Ibid., 12.
130 Ibid., 31.
significantly from “EC$74 million in 2000 to EC$134 million in 2010. On the capital expenditure side, the number jumped from EC$22 million in 2001 to EC$42.5 million in 2008”. Between 2001 and 2010, the ULP government education expenditure was in excess of EC$1.5 billion or EC$150 million per year. The budget for fiscal year 2011 proposed the following allocation to education: Recurrent Budget on education - EC$119.47 million, Capital expenditure estimated at EC$33.3 million or 18.9 percent. The government plans to borrow substantially to meet the 2011 fiscal expenditure.

The table 4 below is a compilation of the recurrent and capital expenditure on education from 2001 to 2011. The EDSP plan for 2002-2005 allocated EC$405,000,000.00 towards this sector. That figure increased from 2007 to 2009 and represented between 20 to 22 percent of GDP up to the present year. Prime Minister Gonsalves in his 2010 White Paper on Education boasts of having spent “in excess of EC$1.5 billion on education or more than EC$150 million per year. Every single educational sub-sector has benefited.”

TABLE 4

GOSVG CAPITAL AND RECURRENT EXPENDITURE ON EDUCATION FROM 2001-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Expenditure ECS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>80,065,890</td>
</tr>
<tr>
<td>2002-2005</td>
<td>405,000,000</td>
</tr>
</tbody>
</table>

131 Ibid., 14,69.

132 Jeff Trotman, “2011 Budget to stimulate growth,” The Vincentian Newspaper, Kingstown, St. Vincent, January 27, 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>157,000,000</td>
</tr>
<tr>
<td>2006</td>
<td>92,500,000</td>
</tr>
<tr>
<td>2007</td>
<td>135,032,000</td>
</tr>
<tr>
<td>2008</td>
<td>152,000,000</td>
</tr>
<tr>
<td>2009</td>
<td>163,800,000</td>
</tr>
<tr>
<td>2010</td>
<td>146,600,000</td>
</tr>
<tr>
<td>2011</td>
<td>152,770,000</td>
</tr>
<tr>
<td>Total</td>
<td>EC$1,484,767,890</td>
</tr>
</tbody>
</table>

Source: Compiled from the Government of St. Vincent and the Grenadines Digest of Statistics publications for the years 2001-2011, from the EDSP for 2002-2005 and the Budget Estimates presented by the Prime Minister and Minister of Finance to the Legislative Council between 2001-2005

In fact, Prime Minister Gonsalves saw no point in pursuing agriculture and steered his education policies away from an agricultural base. He was also critical of Mitchell for not changing in response to decline in the agriculture base. Of the numerous scholarships awarded to study abroad by these leaders, fewer than 10 percent specified agricultural studies.

The Education Revolution arrived at a time when the production apparatuses in the economy had become focused on the production of services as against the production of goods. Indeed, this condition of economic diversification grew more starkly after July 1993 when the seventeen year process of dismantling the preferential market regime for our bananas in the United Kingdom began in earnest. In 1992, St. Vincent and the Grenadines exported some 80,000 tons of bananas with a value of EC$120 million; by 1995, the export figure fell to 55,000 tons with a value of EC$60 million; and by 2000, banana exports were 22,000 tones and an export value of EC$30 million. Simultaneously gross tourism earnings grew from less than EC$100 million in 1993 to over EC$300 million in 2002. Yet, the previous administration failed to prepare the population with the requisite education and skills for the modern, competitive, service-oriented, post-colonial economy and society. The graduates from primary school had fewer banana holes to dig but they were not accorded secondary education or post-primary training to equip them for a different and transforming economy. Education was not even keeping up with the economic changes much less being ahead, or in the vanguard, of these economics alterations. The educational system, to a large degree, had become dysfunctional. (Gonsalves 2010, 11).
To this end, the Gonsalves administration dedicated a significant portion of the yearly Budget expenditure on education. Having spend approximately EC$1,500,000,000.00 over the past ten years on education, Prime Minister Ralph Gonsalves outlined his administration general success in the 2011 Budget Address. According to Prime Minister Gonsalves, “never before in the history of St. Vincent and the Grenadines, in every area of education: Early Childhood, Primary, Secondary, Post-Secondary, Tertiary, Teacher Education, Adult Literacy, Adult and Continuing Education, Special Education, Public Education, including Library Services, and Student Support Services”\textsuperscript{134} has there been so much success. He went on to state that “No child has been left behind; no teacher has been left behind; no parent must be left behind” due to his administration pumping “massive resources into education and training”\textsuperscript{135} and the adoption of the USE in 2005.

Some notable and measurable successes of the effort of the administration education policies can be assessed by the increased pass rate for the CEE whereby 57.6 percent met the prescribed standard. This is a huge improvement over the 35 to 40 percent pass rate in the years prior to 2010.\textsuperscript{136} The administration is also able to boast of gains made at the post-secondary and tertiary education levels during the delivery of 2011 Annual Budget Address to Parliament. According to the Prime Minister, this area experienced “unprecedented” growth as many students pursue overseas education.

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{134} Gonsalves, “Education Revolution”, 62.
\item \textsuperscript{135} Ralph Gonsalves, “2011 Annual Budget Estimates to the Legislative Council”, (Address delivered by the Prime Minister and Minister of Finance and Economic Planning to the House of Assembly, Kingstown, St. Vincent, January 24, 2011), 17., National Archive, St. Vincent
\item \textsuperscript{136} Ibid., 18.
\end{itemize}
\end{footnotesize}
facilitated with government aid to economically disadvantage students.

As Minister of Finance, I guarantee the student loan for such student up to a maximum of EC$120,000.00 and a little higher for medical students on such loans. Between 2002 and 2010, over 600 student loans for economically-disadvantaged students were approved at a cost of EC$38 million. In 2010 alone, nearly 100 students obtained this category of loans at a cost of over EC$5 million. (Gonsalves 2011, 19).

Under Gonsalves, the college was integrated and expanded to four divisions. For the academic year 2009-2010, all students who applied were accepted. The Division of Technical and Vocational Education (DTVE) saw student enrollment jumped from 437 to 739 students. In addition to this, the Division of Arts, Sciences and General Studies (DASGS), the Division of Teacher Education (DTE) and the DTVE now offer classes for extended hours. As of September 2010, the Community College offers associate and bachelor’s degrees as well as various diplomas and certificates.

There are Associate degree offerings in Law, Psychology, Business Administration, Computer Studies, Paralegal studies, and Information Technology. Bachelor’s degrees in Education and Nursing are now offered in a franchise agreement with UWI. So too are Bachelor’s degrees in Education, Language and Literacy Education and Mathematics Education. A Bachelor of Arts degree in Guidance Counseling, franchised from the Jamaica Theological Seminary College. (Gonsalves 2011, 20).

Despite this glowing report from the Prime Minister Gonsalves on the educational achievement of his government, many have not equated the increase in spending with growth, development and job creation. Opposition Green Party leader, Ivan O’Neil

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137 Ibid., 19.

138 Ibid.
expressed this sentiment in an article entitled “ULP education revolution a failure – should Girlyn Miguel step down as Minister of Education”\(^{139}\).

Girlyn Miguel has not impressed with her performance as Minister of Education, in terms of producing policies or a blueprint to reverse the dangerous trend of boys under-achieving in education.

Teenage males with no education or skills training are likely to end up as inmates in jail. The prison population in SVG, we understand, is 384, with the majority being young males, 90 per cent of whom can barely read. More seriously, the ULP’s so-called education revolution is under-performing to such a serious extent, that the Ministry of Education is afraid to produce the education results for each school. The Ministry of Education is making it very difficult for the public to obtain education results from the Ministry of Education. SVG Green Party calls on the Ministry of Education to publicize all education results by schools. If the education revolution is working, then make the exam results freely available for public scrutiny.

In January 2011, the father of an 8-year-old boy was amazed to find his son had been at primary school full-time from the age of 5 to 8 years, yet the boy cannot read, cannot count and cannot recite his times tables. The ULP education revolution is not working for boys.

SVG Green Party is seriously concerned about the plight and future of boys in SVG, because of the failing education system in SVG. After failing, young males often turn to alcohol and crime. As they get no education, young men are being left behind in the development in SVG.

The high crime rate and unemployment rate show that the ULP education revolution is not working and the young people of SVG are being failed. The ULP regime has not put forward an educational plan to reduce this problem. Belle Isle jail is not the solution to the problem, in fact, it’s an admission of ULP failure to address the critical issue of prevention of crime. (O’Neil, 2010).

This claim by O’Neil that data is unavailable to substantiate the ULP success is valid. The data on SVG is not available in the UNESCO Institute of Statistics (UIS) report on education released of April 2010. When data is available, it is not current and

often predates 2005. Hence, it is difficult to draw inferences and comparisons. The IMF researchers encountered statistical issues and difficulties accessing data in 2009.\textsuperscript{140}

While in areas central to surveillance—notably central government accounts, indicators of the financial sector and external sector accounts—the data are adequate for surveillance purposes, information on the rest of the public sector and nonbank financial intermediaries is limited. (IMF Country Report 2009, 41).

Table 5 explains the difference in school enrollment as a result of the Education Revolution. There can be no doubt that the efforts of the ULP Administration and their implementation of USE made tremendous positive changes at every level. According to the World Bank, by 2008-2009 primary enrollment was just over 15,000 while secondary enrollment was 11,541 which represent a substantial increase over the 2005 levels. However, there were 355 children out of school which is an increase from the 250 students in 2006 and from less than 100 in 2004.\textsuperscript{141} However by 2010, Prime Minister Gonsalves was able to boast that “over 13,000 students are now at Secondary Schools.”\textsuperscript{142} He could not or did not provide any statistics for the other areas to justify his EC$1.5 billion price tag. The completion rate increased but the repetition rates also increase as a result of USE. This placed ill prepared students at the secondary level that simply could not make the grade.

\textsuperscript{140} International Monetary Fund Country Report, St. Vincent and the Grenadines Staff Report for the 2009 Article IV Consultation, and Request for Disbursement Under the Rapid-Access Component of the Exogenous Shocks Facility, no. 09/181, 2009, 41.


\textsuperscript{142} Gonsalves, White Paper on Education - 2010, 3.
TABLE 5

SVG SCHOOL ENROLLMENT FROM 2005 to 2010

<table>
<thead>
<tr>
<th>Institution</th>
<th>2005</th>
<th>2008</th>
<th>2010</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary education</td>
<td>17,858</td>
<td>16,000</td>
<td>22,000</td>
<td>23</td>
</tr>
<tr>
<td>Secondary education</td>
<td>10,665</td>
<td>11,425</td>
<td>13,000</td>
<td>22</td>
</tr>
<tr>
<td>Community/A-Level College</td>
<td>1,289</td>
<td>1,484</td>
<td>2,000</td>
<td>55</td>
</tr>
<tr>
<td>Students studying abroad</td>
<td>549</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Primary completion rate (%)</td>
<td>71</td>
<td>100</td>
<td>100</td>
<td>41</td>
</tr>
<tr>
<td>Secondary completion rate (%)</td>
<td>60</td>
<td>67</td>
<td>--</td>
<td>12 (2005-08)</td>
</tr>
<tr>
<td>Secondary school repetition</td>
<td>5</td>
<td>7.37</td>
<td>13</td>
<td>160</td>
</tr>
</tbody>
</table>


The question is still unanswered, that is, what is the purpose of education in SVG? Has the government's education price tag of EC $1.5 billion contributed significantly to the development of SVG? These answers should lie in the government statistics but these are scanty and at times misleading with members of the bureaucracy often confusing the others. Data released by the Central Intelligence Agency (CIA) shows that the unemployment rate fell from 22 percent to 15 percent in 2004 but has not moved for the last six years. In the Country Poverty Assessment report for 2009, the unemployment rate was placed at 18.8 percent for 2007-2008. However, this same report placed the underemployment rate at close to 25 percent, and excluded the segment.

\(^{143}\) Ibid.

\(^{144}\) CPA 2007/2008, 57.
of the population who are engaged in the informal sectors.

Despite the heavy investment in education, the country has not reaped significant rewards in terms of poverty reduction. This poverty rate is set at EC$5336.00 and though it has fallen from 37 percent in 1995/1996, it is still relatively high at 32 percent for 2007-2008.\textsuperscript{145} In fact, SVG poverty rates and income inequality are among the highest in the Caribbean. For example, the poverty rates for Antigua and Barbados are 12 and 14 percent respectively. SVG income inequality is far above the average at 60 percent while St.Kitts and Grenada are 10 percent and 20 percent respectively.\textsuperscript{146} A further 2 percent of SVG population was categorized as indigent; while 18 percent are at the margin to being classified as poor. While it is true that various HDI has been lowered due to increase in variable rates over the recent years, SVG still lags behind at 92 compared to its nearest neighbor Barbados which is at 37. Education and poverty have a direct correlation. The less education you have, chances are the poorer you are.

Regardless of what measure is used, there is agreement that the profile of the poor in the sub-region includes the following groups: the elderly, children, the disabled, small-scale farmers, unskilled workers, the indigenous population and, in some countries, female-headed households and the underemployed and unemployed, many of whom are school-leavers who have few skills with which to enter the labour market. (UNICEF 1998, 15).

The fact is that the more education you have, the better positioned you are to take advantage of opportunities in the labor market and avail oneself to the means to lift oneself out of poverty. The CPA report shows that the poorest sector are enrolled in school up to age nineteen, but after that, it is only the people in the richest sector who go

\textsuperscript{145} ibid.

\textsuperscript{146} IMF Country Report 2009, 23.
on to further their education and are thus better equipped and able to find jobs.\textsuperscript{147} “Parents, rich or poor, expect that the education system will provide their children with the basic skills to either continue with their education or to pursue a livelihood which will enable them to enjoy a decent standard of living.”\textsuperscript{148} However, in SVG, 74 percent of the poor are employed and 25 percent are unemployed whereas 84 percent of the rich are employed 16 percent unemployed.\textsuperscript{149} These figures shows that the education in SVG is still failing a significant sector of the population who are not furthering their education and thus are unable to find suitable employment which will lift them out of poverty and aid the country’s development.

The Permanent Representative of St. Vincent and the Grenadines to the United Nations, Camillo Gonsalves was the closest to answering the research question. In an address delivered to the UN, Ambassador Gonsalves stated that the majority of educated Vincentians do not live in SVG – a situation which does not benefit the country.\textsuperscript{150} This is interpreted to mean that the purpose of education in SVG is to produce trained personnel for export.

According to a 2006 IMF Working Paper, 71 percent of tertiary-educated Vincentians do not live in Saint Vincent and the Grenadines. That is, seven out of every 10 Vincentians with a university degree reside outside of our country. Fifty-seven Percent of skilled Vincentians have migrated. Between 1970 and 2000, Saint Vincent and the Grenadines had one of the world’s highest rates of emigration.

\begin{itemize}
\item \textsuperscript{147} CPA 2007/2008, 82.
\item \textsuperscript{149} CPA 2007/2008, xvi.
\item \textsuperscript{150} Gonsalves, United Nations Address, 2.
\end{itemize}
Remittances have not offset these losses. According to the International Monetary Fund study, “the total losses due to skilled migration... outweigh remittances.” These losses, which include the governmental expenditure on education plus the social welfare costs and effects on the labour demand supply framework, are negating the national benefits of remittances. As impressive as our remittance inflows may be, the fact is that 71 percent of our university graduates should be contributing more than 5.5 percent of our GDP. Saint Vincent and the Grenadines is therefore not only experiencing a brain drain, but a quantifiable economic drain because of the flight of skilled workers overseas. (Gonsalves 2009, 2).

In fact, statistics show that under the Cato and Mitchell administrations, remittances were substantially higher than they are under the ULP Administration and was as high as EC$20,000,000.00 as indicated in Table 6. Under the ULP, that amount plunged to as low as EC$300,000 to EC$400,000 between 2003 and 2004 and has not rebounded to the 1980’s or 1990’s levels. Earlier figures showed that none of the three post colonial administrations prior to the current one spent anything close to EC$1.5 billion on education as a way to increase development by exporting nurses and other trained persons in the hope that remittances will increase. Until better statistics are released by the current government, the immediate effect seems to point to the fact that SVG is educating the citizens to compete in the international labor market. Just recently, Prime Minister Gonsalves proudly announced that 50 nurses who were trained in SVG left for Trinidad where they were recruited and proudly announced that the GOSVG will continue to train nurses with the expectation that they will be recruited abroad. This ties in to the above statement that “Saint Vincent and the Grenadines is therefore not only experiencing a brain drain, but a quantifiable economic drain because of the flight of skilled workers overseas.”

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151 Gonsalves, Education Revolution, 14.

152 Gonsalves, United Nations Address, 2.
The net result of the education investment should be manifested in the economic trends. However, the Prime Minister did not have good news to report in November 2011 because the economy actually contracted during 2003-2010 for various reasons including the US 2008 financial crisis. Preliminary data for 2010 indicate that the economy declined by two per cent even as the national debt at the end of December 2009 stood at ECS$1.17 billion, a seven percent increase over the same period in 2008. Prime Minister
and Minister of Finance Dr. Ralph Gonsalves, in presenting the 2011 national budget on Monday, January 24, said all major sectors recorded low or negative growth in 2010 while the rate of inflation was 2 percent, compared with 0.5 per cent in 2009.\textsuperscript{153}

In fact the country is also faced with huge deficit amounting to “EC$1.17 billion national debt, EC$580.8 million is owed to external sources while EC$588.6 million in domestic debt.” He reported that “GDP contracted by 0.6 percent due to poor performances in mining and quarrying, wholesale and retail trade, manufacturing, construction, and hotels and restaurants.”\textsuperscript{154} The only sector which he claims grew by 6.4 percent in 2009 was agriculture. This is despite the fact that agricultural and banana export has reduced to a trickle. This is interesting in light of the fact that it is this government stated policy not to invest in agriculture because it was deemed a dying sector. This reduction in GDP is captured in Table 7 which covers the years from the end of the Cato administration, Mitchell and the current Prime Minister Gonsalves. GDP grew from 4 percent in 1985 to 8.7 in 2008 but by 2009, it had fallen to an all time low of 2.9. This was attributed to a weakening in the tourism and the conclusion of school construction jobs.\textsuperscript{155} Stay over tourists declined by almost 10 percent while most of the construction projects such as road and school construction were completed.\textsuperscript{156}

\textsuperscript{153} Gonsalves, \textit{Budget Address 2011}, 7-9.

\textsuperscript{154} Kenton X Charles, \textit{St. Vincent economy shrinks as national debt rises}, I Witness News, Kingstown St.Vincent, January 24, 2010

\textsuperscript{155} Sir K Dwight Venner, \textit{The 2010 Eastern Caribbean Currency Union Economic Review}, (addressed presented by Governor of the Eastern Caribbean Central Bank to the ECCU, January20, 2011)

\textsuperscript{156} SVG IMF Country Report 2009, 25.
Social indices are also important yardsticks to measure development. These also speak to what all the commissions recommended to improve the social conditions of the Negro in the BWI. Although the poorest in the Eastern Caribbean, Table 8 shows that SVG does not lag far behind the other islands. “Life expectancy is near the Eastern Caribbean Currency Union Economic (ECCU) average and adult literacy is near
universal. This reflects targeted interventions to reduce poverty and access to free 
education, including at the secondary level.”

Table 8

<table>
<thead>
<tr>
<th>St. Vincent and the Grenadines Social and Demographic Indicators</th>
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<tr>
<td>Population (in thousand), estimate 2008</td>
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<tr>
<td>HDI rank, out of 178 countries, 2008 1/</td>
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<tr>
<td>Life expectancy at birth (years), 2008</td>
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<td>Adult illiteracy rate (percent), 2004</td>
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<td>AIDS incidence per 100,000, 2005</td>
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<td>Per capita energy availability (calories per day), 2004</td>
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<td>Infant mortality rate (per 100,000 live births), 2009</td>
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<tr>
<td>GDP per capita (US$) in 2008, estimates</td>
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1/ For ECCU, average of six Fund members countries.


In looking at the purpose of education in SVG, it is clear that most of the recent educational developments are in line with the recommendations made by all the commissions and by Brewster in 1969. Brewster felt that the major aim of education development should be “maximum democratization of access to educational facilities,

157 Ibid.
including a minimum compulsory education for all children."158 This was provided with the implementation of USE and is still in effect today. Unlike Brewster's recommendation, the post independent governments and especially the ULP administration have not "concentrated on the most important aspects of education given limited resources and which can be most beneficial to the policy goals of the government."159 It remains to be seen whether the next government will continue these costly ventures.

In the meantime, the country can expect to experience some turbulence which according to the IMF was brought on by the recession in the United States and a decrease in tourist arrival from the United States and Canada which caused a decrease in 4.3 percent GDP. These factors combined with reduced FDI and remittances painted a bleak picture for the 2009. Despite the heavy investment in education, the country is still vulnerable to external or exogenous shock as manifested in 2009, and sought assistance from the IMF Exogenous Stock Facility fund to stimulate growth and promote fiscal and debt sustainability.160 The fact remains that merely training people for education do leads to some social improvement, but true development will come if SVG is able to create jobs to meet the demands of the educated cadre. So far, they have not done so. In fact, records show that the government has only created five hundred jobs which are related to the Youth Empowerment Scheme (YES) which provides short term employment. Most sustained jobs are needed to prevent the brain drain and to prevent St. Vincent from training citizens for first world countries for minimal results. According to the Opposition

158 Brewster, 112.
159 Ibid.
Leader for the Green Party, this program has failed to produce jobs as promised by the ULP Administration.

The YES program was apparently supposed to promote the economic enfranchisement of young people. However, it attracts virtually no unemployed males – 95% of users of the program are female. The program itself only attracts 450 young people out of all the thousands of young people in SVG. This is a ridiculously low figure and clearly not answering the issues of the thousands of young people. Core weakness of the ULP regime is job creation, that's why only 450 people are on the YES program.

The YES program is meant to give young people a job placement, but since the ULP regime fails to create many jobs, it clearly cannot place young people on job placements. Young people are being severely let down every day. Many companies have no confidence in the YES program. They would prefer that young people got proper training and went to a proper college. (O’Neal 2007).

ULP Government Education Goals for the Future

The ULP acknowledged that gains were made through the Education Revolution but admitted that there is much more to be done. According to Prime Minister Gonsalves:

Limitations are to be curbed; weaknesses are to be reduced to the fullest extent humanly possible; strengths and possibilities are to be enhanced even more; ... and the management of the educational system needs yet more alterations and more profound reformation. (Gonsalves 2010, 17).

One of critical areas to be addressed is the eight denominational schools as it relates to USE and affordability whereby no tuition for any non-State secondary school will be borne by the parents. The government now pays all teachers in these schools in the hope that these schools would remove the annual school fees. \(^{161}\)

The ULP planned to combat absenteeism, quality and affordability (AQUA)\textsuperscript{162} by providing assistance with the cost of uniforms, books, meals and transportation. Recognizing parental and attitudinal challenges, the government decided to work through inter-ministerial departments to provide counseling and support to parents in an effort to eradicate these stumbling blocks.\textsuperscript{163}

The ULP government had plans to introduce a degree program in nursing in 2015 to meet the shortage of trained nurses regionally and internationally. This included utilization of the Community College facilities and staff to provide after hour service for post-secondary programs that will lead to the Associate Degrees and Degrees (Partial Fulfillment). The ULP government made a commitment to support these endeavors materially and transformed the college from a post-secondary to a tertiary institution. Gonsalves set a target of one university graduate, on an average, per household by 2025. He pointed out that plans are already in place to accelerate and expand these opportunities during the next five years leading up to 2015. Some programs earmarked to be introduced are studies in the Medical Sciences, Engineering, Natural Sciences, Architecture, Land Surveying, Quantity Surveying, Physical Planning, Environmental Sciences, Actuarial Science, Pure and Development Economics, Public Finances, Financial Management, International Trade, International Trade Law, Legal Drafting, Legal Administration, Agro-Processing, Designing, Food and Beverage, Hotel.

\textsuperscript{162} Ibid., 19.

\textsuperscript{163} Ibid., 18.
Management, the Agricultural Sciences, Software Engineering, and Information Technology, including its various sub-specialties.  

Gonsalves also stressed the need for good parenting as an element of achieving success for the Education Revolution. For him, “good parenting has to be a national crusade taken up by all and sundry but driven by civil society entities, including the PTAs and the churches, the State, and the mass media of communication." In his opinion, the students need to be monitored because they could lose their focus on their academic work.  

[Students]...too often spend an excessive amount of time with these popular entertainment outlets and an insufficient amount of time on their reading or homework. The very computer or the cell phone which can be used to facilitate learning can become time-wasting distractions. (Gonsalves 2010, 38).  

The ULP government plans to change the instruction methods to emphasize critical thinking by revamping the textbooks to reflect more critical thinking as well as retrain teachers to think accordingly. He believes that this is necessary because “top-notch universities such as Oxford and Cambridge are keen on testing students on their own admission examinations on Critical Thinking".  

The ULP projected two years ago in the revolution of Information Communication Technology (ICT) their goals for delivery of education. During the 2010 General Election Campaign, the ULP promised to provide one laptop per student at primary, secondary and post-secondary institutions. The estimated cost of this venture is 

164 Ibid., 36. 
165 Ibid., 37. 
166 Ibid., 53.
estimated at EC$60 million to be met by a grant from the Government of Portugal. Prime Minister Gonsalves regards education as “a serious business for serious people; it is not a branch of the entertainment industry to be treated lightly. It represents our present and is our nation’s future, our children’s future!”

It is education itself which will assist in building a sustainable economy and in creating wealth which in turn must pay for the education of the succeeding generations. This is a vital area from which the State cannot retreat. In our circumstances in St. Vincent and the Grenadines, a largely privately-funded educational system will condemn economically-disadvantaged children and young [people] to the status of uneducated second-class citizens. Education is a prime example of social solidarity in action spearheaded by the democratic State. (Gonsalves 2010, 72).

The ULP was returned to office in December of 2010 with slim majority of one. In delivering the 2011 budgetary address, Prime Minister Gonsalves included plans to improve the provision of early childhood education (ECE) which he felt was limited and had uneven access. Plans for secondary school expenditure included an EC$10 million allocation to complete the West St. George Secondary School (WSGSS) and EC$6.9 million for training, furniture and a science laboratory. A sum of EC$$30 million was also allocated to upgrade and complete the Community College so that it will offer bachelor’s degrees mentioned earlier by 2013.

Major Concepts and Theoretical Underpinnings

Four major educational pedagogical philosophies on education applicable for the nature of this research are Perennialism, Essentialism, Progressivism, and

\[167\] Ibid., 73.

\[168\] Ibid., 2011 Budgetary Estimates, 17.

\[169\] Ibid., 20.
Reconstructionism. These are applicable because colonial and post-colonial
governments’ education policies drew reference to the ideologies expressed in them. In
addition to these, relevant political theories such as Developmentalism, political
development and modernization theories will be elucidated.

**Progressivists/Progressivism**

Progressivists believe that individuality, progress, and change are elemental to
one's education. Students learn best when they can see the relevance of their education to
their everyday life hence education is student based and focuses on the needs,
experiences, interests, and abilities of students. Progressivists' teachers seek to make
school interesting and useful by planning lessons that provoke curiosity. They believe
that the classroom should solve problems similar to that which the students will
encounter in their everyday lives. The main focus is ongoing growth of the individual;
such that a child would be ready for the real world and a lot of the everyday setbacks that
an individual would experience. These could range from mending clothes to repairing
house roofs. This description of Progressivism places the West India Royal Commission
of 1938-1939 in context based on the numerous pedagogy theories and the
recommendations it made to developed and prepare students for life in their colonies.

The main proponent of this theory was John Dewey who "felt that education
could profit by emulating the techniques which made great progress possible in the
physical sciences. He believed the important component in education was the teacher.”\(^{170}\)

Others supporters include William Heard Kilpatrick, Ross L. Finney, and George S.

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\(^{170}\) Howard Ozmon, “Progressive Education: And Some of Its Critics”, *Peabody Journal of Education*
Count.\textsuperscript{171} Dewey viewed the school as a place where social experimentation occurred and where the main aim of education “should be to help individuals meet changing conditions in economics, politics, religion, and every other field...and that students should be encourage and promote change in his society.”\textsuperscript{172}

Progressive theory was based on the philosophies of Rousseau, Froebel, and Pestalozzi. Rousseau has often been called “the father of Progressive Education. He made frequent references to the idea of providing a child with a natural education. This idea of naturalness was later adopted and encouraged by Progressivists.\textsuperscript{173}

Opponents regarded Progressivism as being too pragmatic. They would prefer the focus to be on the intellectual development of the child. Other critics such as Dr James Conant, former president of Harvard University and Admiral Hyman Rickover, attacked the Progressivists philosophy for promoting too much freedom, frills and for being ill-disciplined. They also insisted that the traditional forms of education should be maintained. Conant felt that progressivism left schools in poor condition and a great deal of poor teaching. Rickover laid full blame on what he referred to as Dewey’s “erroneous conception of education...under the guise of modern education.” Some even criticized Dewey as being too futuristic and subscribing to untried methods.\textsuperscript{174}

The idea of democratic education is being erroneously interpreted and promoted, and that this permits teachers to stifle the most talented pupils in their schools [by putting] poor and mediocre students on an equal par with the gifted students, thus turning out students who are all the same. (Ozmon 1965, 174).

\textsuperscript{171} Ozmon, 169.

\textsuperscript{172} Ibid.

\textsuperscript{173} Ibid., 174.

\textsuperscript{174} Ibid.
The “aims and methods of Progressive education still remain a unique achievement in the history of educational thought” despite the fact that classical and intellectual forms of education did not put food on the tables or clothes on the backs of the Negroes. In fact, the majority of the recipients of a classical education did not give back to their communities.

**Perennialism**

Two proponents of this theory are Robert Hutchins and Mortimer Adler. This philosophy is founded on the basic flaws of the Progressivists. According to Mosier, the problems of the early decades of the 20th Century pushed for certainty from these ancient philosophies and theorists began to challenge the Progressivists view.\(^{175}\)

Perennialists criticized Progressivists of not elevating education and for introducing an untried and unstable system which was a precursor to the “underlying economic crisis.”\(^{176}\) As the name implies, this theory espouse the notion that some ideas have lasted over centuries and are as relevant today as when they were first conceived,\(^{177}\) therefore things of everlasting importance to all students, regardless of their backgrounds or interests should be taught. Therefore, education should teach principles, not facts. Students learn best by reading and analyzing the works of history’s finest thinkers and writers. Further, all humans have the ability to think deeply, analytically, flexibly, and imaginatively and schools should spend more time teaching concepts and explaining how

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\(^{176}\) Mosier, 1951.

these are meaningful to students. Since people are people first, workers second, one should teach liberal topics first, not vocational. They posited that the focus on personal development should not be fixed to particular time and place.¹⁷⁸

The study of Plato is critical to a Perennialist education. Plato’s portrayal of universal spiritual forms is believed to be just as real as the real physical world. Therefore, they opposed teaching information which might become obsolete or incorrect in the future such as teaching students computer technology.¹⁷⁹

...Perennialists decry undue reliance on textbooks and lectures to communicate ideas. Perennialists suggest that a greater emphasis be placed on teacher-guided seminars, where students and teachers engage in Socratic dialogues [and] earn directly from reading and analyzing the Great Books...which Perennialists believe are as profound, beautiful, and meaningful today as when they were written. (Rowe 2010).

The tenets of this theory would not serve to develop the blacks in the manner recommended by the commissions. Slaves were forbidden from reading any books and had the most basic understanding. It does not seem practical to ask them to relate to Socrates when their main concern again is feeding and clothing themselves.

Essentialism

The concept of essentialism originated from Plato works between 428-348 B.C. Plato argued that “a triangle, no matter what the length of the sides or the combination of angles, always had the form of a triangle and thus was discontinuously different from a

¹⁷⁸ Ibid.
¹⁷⁹ Ibid.
circle or rectangle." This type of essentialism espoused by Plato is called traditional or classical essentialism. The term essentialism was made popular in the 1930s and since that time has been a strong influence on the education systems in America after World War II.

Another type of essentialism is modern essentialism which act on the basis that "certain phenomena are natural, inevitable, universal, and biologically determined." Proponents of modern essentialism include William Bagley, Paul Copperman, and Theodore Sizer. As the word implies, Essentialism tries to inculcate all students with the most critical academic knowledge, skills and character development. These include traditional moral values such as respect for authority, perseverance, fidelity to duty, consideration for others, and practicality that students need to become model citizens and valuable members of society. Little emphasis is placed on the students' interests as the teacher and administrator are in control of what students learn.

Essentialists stress a curriculum based on math, natural science, history, foreign language, and literature instead of vocational courses. They do not believe in social promotion, rather as students advance, they should master complex skills and acquire detailed knowledge.

Essentialism strives to teach students the traditional academic disciplines [and] aim to instill students with the "essentials" of academic knowledge, patriotism,

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181 DeLamater and Shibley, 10.

and character development [which] is meant to train the mind, promote reasoning. (Sadker and Zittleman 2006, 200-207).

The ultimate goal of Essentialists is for students to leave school with more than a basic knowledge as well as "disciplined, practical minds, capable of applying schoolhouse lessons in the real world."\(^{183}\) This speaks to the recommendation of West India Royal Commission of 1938-1939 and Brewster, all of whom were concerned with life and existence of ex-slaves after the plantation and a life that was less dependent on British handouts.

**Reconstructionism/Critical Theory**

Social Reconstructionism emphasizes addressing social questions in a quest to create a better society and worldwide democracy. It focuses on a curriculum that identifies social reform as the aim of education and believes that education must be changed to remove inequities such as oppression and poverty. Theodore Brameld was the founder of Social Reconstructionism, which he formulated in reaction to the realities of World War II. Brameld recognized the potential for either human obliteration through technology and human cruelty or the capacity to create a beneficent society using technology and human compassion. George Counts acknowledged that education was the means of preparing people for creating this new social order. Paulo Freire contended that humans should not oppress or be oppressed but should instead educate themselves to deal with the world to overcome domination. Like the Essentialists, Reconstructionist advocate schooling children based on real life problems such as violence, hunger,

international terrorism, inflation, and inequality. This ideology is a community-based learning approach whereby the world can be brought into the classrooms.\(^{184}\) This theory is most relevant thus far to address the realities of the descendants of slaves.

Supporters of Social Reconstruction theory look at the curriculum from a purely social point of view. They assume that our "society is unhealthy" which threatened survival.\(^{185}\) This was attributed to the belief that the traditional mechanism that were developed to deal with social problems have failed and something needs to be done to prevent the society from self destructing. In this regard, it was necessary to devise a better plan for society that was capable of resolving societal problems.

For Social Reconstructionists, the solutions lie in education as the means to reconstruct society and resolutely believe in the intrinsic value of education to deal with these problems. These problems range from "racism, war, sexism, poverty, pollution, worker exploitation, global warming, crime, political corruption, population explosion, energy shortage, illiteracy, inadequate health care, and unemployment." In their opinion, the Eurocentric education of the past did and will continue to do harm to students and to societies unless something is done to re-direct students to acquire skills that focus on the development of the country and realities of life solutions.\(^{186}\) Nevertheless, they were optimistic because society and education possess the means to redirect and build a new


\(^{185}\) Ibid.

\(^{186}\) Ibid.
social order which "extend[s] the principles of liberty, equality, justice, and freedom to the widest possible set of institution[s]" and people."\(^{187}\)

If education is to be reformed along these lines, it has the power to educate people to "analyze and understand social problems, envision a world in which those problems do not exist, and act so as to bring that vision into existence. Thus, education of individuals in appropriately revitalized schools can lead to social transformation"\(^{188}\) and reconstruction of society. According to Schiro, Social Reconstructionists view their world from a social perspective, for example, human experience, education, truth, and knowledge are socially defined. Schiro further contends that human experience is fundamentally shaped by cultural factors and people derived their meaning in people's lives from their relationship to society. Education is viewed as a function of the society that supports it and is defined in the context of a particular culture. Truth and knowledge are defined by cultural assumptions.\(^{189}\) Therefore, Social Reconstructionists believe that:

"There is no good individual apart from some conception of the nature of the good society. Man without human society and human culture is not man"… "There is also no good education apart from some conception of the nature of the good society. Education is not some pure and mystical essence that remains unchanged from everlasting to everlasting. (Schiro 2008, 143).


\(^{188}\) Schiro, 134.

\(^{189}\) Ibid., 140.
Schiro, quoting Counts goes on to state that Social Reconstructionists believe that people are shaped by their very existence such that their

...basic philosophy, its social objective, and its program of instruction, reflects the experiences, the condition, and the hopes, fears, and aspirations of a particular people... at a particular point in history ... There can be no all-embracing educational philosophy, policy, or program suited to all cultures and all ages. (Schiro 2008, 143).

For Social Reconstructionists, if society is undergoing a crisis then everything about society including the “the good education, and truth and knowledge are also undergoing a crisis. For stability to return, a vision of a good society must be developed.”190 It is from the need to stop and reorder that good education, and truth and knowledge will come about because as “individuals reconstruct themselves based on their vision, they act on society so as to bring into existence new conceptions of the good man, the good education, and truth and knowledge191 and from this comes the actualization of the theory.

In the face of these crises in the society, Social Reconstructionists proposed a new theory which does not have all the existing problems. One can compare and contrast both society in such a way that it will motivate them to choose to transform the old ways as well as provide a better option for society that was based on “non-exploitative relations and social justice.”192 In order to overcome the present social crisis to arrive at a better society, society need a “compelling and challenging vision of human destiny”193 that

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190 Schiro, 143.
191 Ibid.
192 Ibid., 145.
193 Ibid.
points the way to better social conditions. The Social Reconstructionist notion of a good society has several characteristics that include the following: First, it is “a vision of the possibilities which lie ahead” rather than the endpoint that society should reach in order to achieve perfection. Second, the vision is general and does not prescribe a specific program of action that dictates how it is to be achieved. The situations in which people find themselves determine this. Third, the vision of the future good society is created in response to existing social conditions. Fourth, the Social Reconstruction vision is for a society rather than the individual.

To this end, various Social Reconstruction theorists proposed several ways or visions for the future good society to reconstruct itself as follows: 194

- The vision allows people from diverse situations to rise above their particular circumstances to see social crises as a whole (as, for example, when African Americans, Mexican Americans, and native Americans see that they are all oppressed), allows them to share a common vision of a better life.

- The vision offers people an alternative to and the possibility of escape from their crisis ridden society through “a language of possibility . . . [that] goes beyond critique,” “a positive language of human empowerment”. 196

- The vision has inherent values that enable people to see their problems as solvable rather than to simply accept them as innate characteristics of their world. For example, someone who places no value on freedom would not see the lack of it as a problem. 197

- The vision offers people the hope of something better, hope that can motivate them to act in ways not normal for them. As Freire said, “without a vision for tomorrow, hope is impossible”, and any “attempt to do without hope, in the

194 Schiro, 147.
196 Ibid.
197 Ibid.
struggle to improve the world, as if that struggle could be reduced to calculated acts alone, or a purely scientific approach, is a frivolous illusion." \(^{198}\)

- The vision gives people clear long-range goals that offer direction to their thinking so that they do not become distracted from their reconstruction endeavors by the immediacies of daily life. \(^{199}\)

- The vision of the future good society defines the nature of the good individual, the good education, and worthwhile truth and knowledge. Without the ability to identify these, people would not be able to cultivate them and make them multiply in ways that help reconstruct society. \(^{200}\)

Of these four education theories, Social Reconstruction is the most relevant both to the situation of the ex-slaves in the colonized West Indies and post colonial SVG. This theory is a prescription with a clear plan for societies to rise above their current depressed condition through meaningful education policies and expectation. It prescribes an education to prepare students for life in the society in which they live. This education is based on the conditions on the ground as opposed to one that is inherently classical and which promises illusive benefits while all the while leaving whole societies in a quagmire.

**Developmentalism**

According to Easterly, Developmentalist theory holds the ultimate answers to society's problems can range from poverty to a lack of education and even despotic rulers. This is obviously a broad approach and does not take into consideration several variables relevant to the subject. Developmentalism was the tool used to reverse the negative impact the international community had on developing nations during post

\(^{198}\) Ibid.

\(^{199}\) Ibid.

\(^{200}\) Ibid.
WWII decades. Developmentalism was also the approach implemented by the developmental state to protect their domestic industry from foreign markets. The theory has a one shoe fit all development policy and claims that countries have similar states of linear development which transition from traditional/primitive to industrialize. This approach formed the basis for Rostow's Five Stages of Development. Developmentalism encompasses an ideology whereby experts devise ideas for solving the problems of the poor.201

Like all ideologies, Development promises a comprehensive final answer to all of society's problems, from poverty and illiteracy to violence and despotic rulers. It shares the common ideological characteristic of suggesting there is only one correct answer, and it tolerates little dissent...Development even has its own intelligentsia, made up of experts at the International Monetary Fund (IMF), World Bank, and United nations. (Easterly, 2007).

Reinert posited that the main goal of Developmentalism was to diversify agrarian economies from merely providing raw materials. This was based on the premise that once developmental states move from a state of poverty, that is, as it industrialize through technological advances, the plans for the development becomes less relevant as well as inefficient; “the ultimate goal being free trade with openness to world markets.”202 Hence, the new thrust for economic development and industrialization was placed on technological advancement and industrialization as way of increasing national wealth. Yu stated that this type of development and ability to improve the economic conditions was welcomed by oligarchic governments who saw it as a means of cementing their


202 Erik S Reinert, The Other Canon Foundation, (Norway and Tallin University of Technology, Estonia 2010)
power on the grounds that if there was economic growth, there would be less of a need to remove that government.

Developmentalism has been especially successful in East Asia and to a lesser extent, Latin America and India. While East Asian nations took measures to protect their markets by developing technology Latin America “permanently protected technologies that were largely imported for the local markets”. This meant that the outcome for each was different with “Latin American industrialization [being] less advanced and shallower because it was based on the imports of semi-manufactured goods.” The Asian governments demanded advancement for home grown industrialization. Despite this difference in the implementation of Developmentalism, the net result led to significant rise in real wages for both regions.

According to Yu, there are four main ideas of Developmentalism:

- “The notion that the performance of a nation's economy is the central source of legitimacy that a regime may claim. Rather than subscribing to the notion, for example, that the ability to make and enforce laws gives a state power, Developmentalists argue that the sustenance of economic growth and the subsequent promotion of citizens' welfare gives the general population incentive to support the regime in power, granting it both de facto and de jure legitimacy.

- It is the role of regimes to use their governmental authority to spread out the risks associated with capitalist development, as well as to combine governmental and entrepreneurial wills in order to maximize the advancement of national interest.

- State bureaucrats become separated from politicians, which allows for the independent and successful redevelopments of leadership structures and administrative and bureaucratic procedures (when such changes become necessary). This separation is pivotal to balancing the needs of the state and forming and maintaining strong international economic ties. The government, then, has the autonomy to deal with certain issues on a national level, while

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203 Ibid.
204 Ibid.
helping state bureaucrats maintain the internationalism necessary to develop the
nation's economy.

- It is necessary for nations to utilize the capitalist system as a means of
  advancement in the international economy. Privileged positions in capitalist
  systems arise from active responses to external affairs in order to obtain the
  external resources with which to gain larger amounts of economic autonomy. The
  resources gained from active participation in international economic affairs help
  propel countries out of being exploited by capitalism to positions from which they
  can exploit the international economy for its own national gain.”

Some tools of Developmentalism include the use of patents and tariffs protection,
tax breaks and incentives to encourage development in desired segment with an emphasis
on training and education. This may include activities such as apprenticeships and the
establishment of large number of schools designed for industrialization. One policy
implemented by the East Asia the mass education of their people to meet the
technological challenges of the future.

Developmentalism remained in high profile until the 1970s. As the need to
protect employment lost focus there was no longer a reason for protectionist methods
since the World Bank adopted a neo-liberal approach even for the poor countries under
the general rule that all economies are alike. Following this pronouncement, free trade
became the rule of the day and this has had devastating effects on some economies.

Critics claimed that the theory failed because it was too rigid and provided a
Eurocentric model for Third World development. Another criticism was that there was
no cohesion between the models because the various methods could not be applied
towards diverse population in the Global South and the Third World. Additionally, there

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205 Bin Yu, Dynamics and Dilemma: Mainland Taiwan and Hong Kong in a Changing World
were no clear leaders while others became disenchanted with American foreign policy in Vietnam as the US policy of Containment.206

**Modernization Theory**

Modernization Theory originated in the West after World War II, and was designed to bring Third World countries from their agrarian economy into Western lines of development. The main arguments were that conditions that give rise to development in the First World will give rise to development in the developing world. Some proponents are Mills and Rostow who believed the problems of the Third World were linked to a shortage of capital and development requires a rise in savings rate which was also lacking. Other proponents of Modernization Theory are, David Apter, Talcott Parsons, and Samuel Huntington. To others, it was a question of value systems. In their opinion, Third World people lacked the cultural values, such as profit motives, that would make them entrepreneurs. They believed that people should have freedom of choice to do what is right and that individualism leads to social development, equal opportunity creates economic growth and self-actualization, and, markets should run themselves (laissez-faire). Some other assumptions are that western ideals are best (west is best), traditional is backward, and, Third World countries should move away from their traditionalist ideals to adapt a Western/Eurocentric ideas.

According to Rostow, the way for developing and Third World countries to move from their backward state was to adopt liberalism similar to what occurred in Europe. Rostow postulated five stages of development which are as follows207:

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Stage 1 - Traditional Society: The society is backwards, mostly communal and agrarian. Even though there could be some positive attributes such as technical innovations in the form of irrigation, the problems remains that there are limits to the level of productivity caused by the absence of technology. For this reason, a high percent of the countries natural recourses – both human and land – are spent devoted to agriculture. In these societies, the land owner controls the wealth.

Stage 2) Pre-condition for take-off: “The second stage of growth embraces societies in the process of transition; that is, the period when the preconditions for take-off are developed; for it takes time to transform a traditional society in the ways necessary for it to exploit the fruits of modern science, to fend off diminishing returns, and thus to enjoy the blessings and choices opened up by the march of compound interest.” Individuals must self-actualize and move outside the circle hence mechanization began to satisfy the conditions for take-off. With the introduction of modern science, these countries began to move to new production functions in both agriculture and industry.

Investment increases, notably in transport, communications, and in raw materials in which other nations may have an economic interest. The scope of commerce, internal and external, widens. And, here and there, modern manufacturing enterprise appears, using the new methods. But all this activity proceeds at a limited pace within an economy and a society still mainly characterized by traditional low-productivity methods, by the old social structure and values, and by the regionally based political institutions that developed in conjunction with them. (Rostow 1960, 7).

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208 Rostow, 4-16.
Stage 3 - Take-off: This speeds the society for consumerism. “Take-off is the interval when the old blocks and resistances to steady growth are finally overcome. The forces making for economic progress, which yielded limited bursts and enclaves of modern activity, expand and come to dominate the society. Growth becomes its normal condition. Compound interest becomes built, as it were, into its habits and institutional structure.”

The GNP grows; cash crops are introduced; the country began to participate in the global economy; they began to manufacture goods. This stage saw the emergence to political power a group prepared to regard the modernization of the economy as political business.209

During the take-off, the rate of effective investment and savings may rise, industries expand rapidly, yielding profits a large proportion of which are reinvested in new plant; and these new industries, in turn, stimulate, through their rapidly expanding requirement for factory workers, the services to support them, and for other manufactured goods, a further expansion in urban areas and in other modern industrial plants. The whole process of expansion in the modern sector yields an increase of income in the hands of those who not only save at high rates but place their savings at the disposal of those engaged in modern sector activities. The new class of entrepreneurs expands, and it directs the enlarging flows of investment in the private sector. The economy exploits hitherto unused natural resources and methods of production. (Rostow 1960, 8).

Stage 4 - Drive to Maturity: The long intervals of sustain progress, mechanization and industrialization takes places leading to increase in GNP. “The economy finds its place in the international economy: goods formerly imported are produced at home; new import requirements develop, and new export commodities to match them.” 210 This process is estimated at about sixty years after take-off begins and “the complex of industry and

209 Rostow, 9.

210 Ibid.
technology has extended its range into more refined and technologically often more complex processes; for example, there may be a shift in focus from the coal, iron, and heavy engineering industries of the railway phase to machine-tools, chemicals, and electrical equipment. At this stage the economy can produce anything that it chooses to.

*Stage 5 - High Mass Consumption:* This is the end stage where the leading sectors shift towards durable consumers' goods and services. The country becomes producers of the end products, that is, they began to make chocolate instead of cocoa. They began produce what they can consume. With the increase in income, the masses began to have the desire to acquire consumer goods. This stage also heralds the emergence of the welfare state where welfare and social security are offered by the wealthier nations.

Having a "sewing-machine, the bicycle, and then the various electric-powered household gadgets, and cheap mass automobile" compliment of Henry Ford invention of the assembly lines become an entitlement.

The move from tradition or agrarian economy to high consumption should mean that you have been integrated into the global economy. But the tools to this process are a strong central government which touches every aspect of people's life. This is not always enough to facilitate the process from traditional to mechanization. Rostow asserts that there is a need for other drivers hence lending and easy loans were promoted by International Financial Institutions (IFIs), the World Bank and the IMF to facilitate the industrial process. Rostow final take on this is referred to as Beyond Consumption. He

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211 Ibid., 9.
212 Ibid., 11.
posited that beyond the five stages it is impossible to predict the outcome of future
generations because we cannot generalize based on one nation’s behavior.

In critiquing Rostow’s Five Stages of Development to understand why it did not
translate in to a textbook application for the Third World countries, the following
shortcomings and conclusions can be deduced: a) There was inadequate technology
transfer; b) It led to neo-colonialist domination; c) It was Eurocentric; d) It did not take
into consideration the indigenous dynamics; e) It prioritized economics over politics and
social growth; f) It did not include several elements; and, g) It has limited tools; it has
static analysis which leads to zero-sum; and, h) It was idealistic and impractical, because
development in the West occurred in the absence of an already developed world.

On the other hand, Modernization theorists argue that the transformation process
will not work because of a) corrupt leaders, b) backward people, and c) leaders who did
not stick with the plan. However, this theory did not account for external involvement
and actors which derailed these countries. These include IFIs, World Bank, WTO and the
IMF - all of whom subscribe to Modernization Theory as the best theory for
development. Yet some would argue that Modernization Theory does not take into
consideration the impact of a global economy where no nation is an island.

**Political Development**

Political development “is the study of stages of changes in the structure of
government.”

Defining political development involves certain parameters and is not an
easy task when dealing with developing nations because models used to analyze First

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213 Krieger, 662.
World countries cannot be used in a cookie cutter manner. Some of these parameters include using GDP growth, increase literacy rates, lower rates of infant mortality and free elections. There are even disputes on whether the occurrence of free and fair elections is a component of political development. They argue that not all society have the need to do so or to even develop multiparty system which may be viewed as contributing to disunity in the community or tribes.

Political development involves the creation of specialized and differentiated government institutions that effectively carry out functions such as raising tax revenue, defending the national borders, maintaining political stability, stimulating economic development, improving the quality of human life, and communicating with the citizenry...developed governments are responsive to a broad segment of society and respect the population’s fundamental freedoms and civil rights...democracy and social equity must be integral parts of political development. (Handelman 2000).

Political development is also defined as “a government’s ability to exert power effectively, to provide for public order and services, and to withstand eventual changes in leadership.” This definition of political development is applicable to education because all the theories, aims and purpose for education concur that education should lead to improvement in the quality of life and to a democratic system of government.

Danziger further defined political development as “the emergence of more extensive capabilities in the political systems, especially in the sense that political structures and processes become more specialized and more effective in managing internal operations and responding to the environment.”


development is “primarily in response to development of the economic and systems.” According to Danziger some of the characteristics of development are: a) A concentration of power in the state where citizens agree and accept that the state has the right make allocations, b) Specialized political structures where political functions are carried out in institutions of government such as legislatures, executives and political parties. c) It has modern forms of political behavior whereby individuals develop party loyalty and become involved in the political process. d) It has extensive capabilities whereby the political system generates support and can respond to demand from the population.

In small islands nations such as SVG, political development correlates to democracy, national wealth, a mixed or market economy, middle class, freedom of communication, stable party system, and civilian control over the military, regular elections, free speech and free press, respects for rights, a strong independent judiciary, political and social pluralism, tolerance of individual and group differences, social equity, allocation of resources and pervasive belief in democracy.

Political development is embodied in salient variables such as Gross Domestic Product (GDP), Human Development Index (HDI), literacy rates, telephones lines, internet usage, percentage of the land used for agriculture and the percentage of the labor force engage in said agriculture plus the other variables listed below. Table 9 shows the position of St. Vincent under these specific and other areas. During 1980-89, the economy showed a strong growth surplus of 3.0 to 4.4 percent of GDP. In the 1990s economic growth slowed down to 3.5 percent per year as a result of factors such as declining preferences for banana. In 2000, the economy grew only by 1.3 percent and stagnated in

\[216\]

Danziger, 253.
2001, a factor attributed to the September 11, 2001 terrorist attack on New York.

**TABLE 9**

ST. VINCENT AND THE GRENADINES DATA PROFILE

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population, total (thousand)</td>
<td>115.9</td>
<td>118.4</td>
<td>119.1</td>
</tr>
<tr>
<td>Population growth (annual %)</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Life expectancy at birth, total (years)</td>
<td>70.7</td>
<td>71.3</td>
<td></td>
</tr>
<tr>
<td>Fertility rate, total (births per woman)</td>
<td>2.1</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Mortality rate, infant (per 1,000 live births)</td>
<td>21.0</td>
<td>18.1</td>
<td></td>
</tr>
<tr>
<td>Mortality rate, under-5 (per 1,000)</td>
<td>21.9</td>
<td>22.1</td>
<td></td>
</tr>
<tr>
<td>Births attended by skilled health staff (% of total)</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>School enrollment, primary (% gross)</td>
<td>102.4</td>
<td>106.2</td>
<td></td>
</tr>
<tr>
<td>School enrollment, secondary (% gross)</td>
<td>69.2</td>
<td>77.6</td>
<td></td>
</tr>
<tr>
<td>Ratio of girls to boys in primary and secondary education (%)</td>
<td>100.7</td>
<td>95.6</td>
<td></td>
</tr>
<tr>
<td>GDP (current US$ million)</td>
<td>335.2</td>
<td>404.1</td>
<td>428.1</td>
</tr>
<tr>
<td>GDP growth (annual %)</td>
<td>2.0</td>
<td>6.0</td>
<td>4.9</td>
</tr>
<tr>
<td>Fixed line and mobile phone subscribers (per 1,000 people)</td>
<td>235.2</td>
<td>641.5</td>
<td></td>
</tr>
<tr>
<td>Internet users (per 1,000 people)</td>
<td>30.2</td>
<td>67.6</td>
<td></td>
</tr>
<tr>
<td>Roads, paved (% of total roads)</td>
<td>68.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-technology exports (% of manufactured exports)</td>
<td>1.2</td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td>Merchandise trade (% of GDP)</td>
<td>62.7</td>
<td>65.6</td>
<td>84.3</td>
</tr>
<tr>
<td>Foreign direct investment, net inflows (BoP, current US$ million)</td>
<td>38.0</td>
<td>55.7</td>
<td></td>
</tr>
<tr>
<td>Long-term debt (DOD, current US$ million)</td>
<td>164.3</td>
<td>223.4</td>
<td></td>
</tr>
<tr>
<td>Present value of debt (% of GNI)</td>
<td></td>
<td>64.4</td>
<td></td>
</tr>
<tr>
<td>Official development assistance and official aid (current US million)</td>
<td>6.2</td>
<td>10.5</td>
<td></td>
</tr>
<tr>
<td>Workers' remittances and compensation of employees, received (US$ million)</td>
<td>3.0</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>
John Stuart Mill – Liberalism

Mill feared the educational powers of government as well as the purpose of government education. In his opinion, government involvement in education could lead to despotism. For Mill “a general State education is a mere contrivance for molding people to be exactly like one another: and as the mould in which it casts them is that which pleases the predominant power in the government.”217 Despite this, Mill believed that education should be a matter of national rather than individual concern.

CHAPTER THREE

METHODOLOGY

Statement on the structure of the presentation of the research

The research is mainly a historical investigation of the purpose of education in SVG. This was the central theme of this research. It was comprised of historical, qualitative and quantitative data. A questionnaire was submitted to various citizens soliciting information on education. This was analyzed and the finding recorded.

However, the main sources of information on the purpose of education in SVG was extracted from: all the local newspapers, Hansard (Proceedings of the Legislative Council), Government White Papers, Archive Documents, Government Policy Statements, Conference Papers, Books, recorded political speeches, political parties manifestoes, Acts of Parliament, formal and informal interviews. Secondary sources will include all unpublished works from scholars.

A thorough examination of whether the educational policies were/are designed to develop the country was carried out. This helped to shed some light on the dilemma facing SVG in creating a better life for the people as promised during the struggle for independence. Hence, the research examined the educational policies of Britain during colonial era. Also the transitional era of Chief Minister Ebenezer Joshua, as well as the post colonial governments of Prime Ministers Milton Cato, Sir James Mitchell, and Dr Ralph Gonsalves.
The research began with a statement of the problems faced by SVG with regards to the country’s education policies. The purpose of education and key terminologies were defined. The theoretical underpinnings pertaining to this research were elucidated. The main theories explored were Essentialism, Social Reconstruction, Developmentalism, Political Development and Modernization. The theories used were more relevant to the nature of this research. The literature was reviewed and relevant data was summarized. This covers the period from the 19th century to present as this represents the span of the colonial to post-colonial era. This approach presented the study in a methodical, logical sequence that added as well as complimented scholarship on the subject.

To arrive at the conclusion, it was first necessary to understand the purpose of Britain’s colonial education policies in the West Indies. This was to assess the intended outcomes for the said policies and to see if these policies were about staffing their bureaucracies and, or providing a docile work force. To do so, the literature on this topic was mainly gleaned from the British colonial documents as it related to the treatment of colonial peoples with specific reference to the purpose of education and the system of religious education. The starting point for this type of education policies dates back to the emancipation of slaves. At this juncture, abolitionists in Britain demanded that the ex-slaves be prepared for their new status. This was documented in the works of John Wesley from 1932-1933 and provides information on colonial education policies leading up to several decades after the emancipation of slavery. Reference was made to the letter from King Leopold of Belgium stipulating how missionaries should treat the colonized.

The next phase involved the nature of colonial policies during the latter part of the
19th Century leading up to the early decades of the 20th Century. For this period, extensive material was available on the condition of education under the British colonial system documented by various studies, commissions and recommendation towards improving that education. The most notable of these references are the West India Royal Commission of 1938-1939 and research carried out by Macmillan in 1936. These provide excellent lenses for this era. The riots which occurred in the 1930’s as a result of the deplorable social and economic conditions in the various islands was examined briefly because they were the catalyst for meaningful change in the British colonial policies.

The next phase of the paper examined the conditions subsequent to the West India Royal Commission recommendation for the colonies and leading up to the independence of SVG. A report from Brewster in the mid 1960’s highlighting the development problems was crucial for this analysis. Here, Brewster analyzed the progress made as a result of these recommendations and prescribed measures to attain the educational goals under the British colonial system. The CDA of 1940 which was a critical component of the recommendations was examined. Further analysis of the colonial era was garnered by reviewing the legislative addresses and speeches of the two colonial leaders, Premier Ebenezer Joshua and Milton Cato.

The next phase specifically looked at SVG and their education policies from post colonial beginning 1979 to today. This gauged whether or not the post colonial governments of Cato, Mitchell and Gonsalves followed the recommendations of the commissions and Brewster as it related to their educational policies for SVG. This was pivotal to arrive at the answer to the research questions and to assess whether or not these governments hope to absorb the educated masses or export the educated thereby creating
a brain drain in SVG. Ministerial documents, budgetary and legislative addresses and speeches as well as the various party manifestoes provided information detailing the policies the respective government intends to implement upon assuming government. These detailed the conditions successive government encountered upon assuming office, their plans for the education sector, educations laws passed and the budget allocations for this sector. These also provided school statistics.

Various UNESCO reports as well country statistics was consulted as these were valuable source to get unbiased facts. These were also appropriate as they presented the material from a political science perspective and given the time constraint. Deductive reasoning was applied, extracting the most relevant information from writers on the subject. These were used to answer the central research questions.

An empirical and normative measurements of the aforementioned was conducted within SVG was necessary to answer the research question. The sample size was estimated at twenty people selected from policy makers, school teachers and administrators, other stakeholders and key personnel in the Ministry of Education and the Minster of Education. These consisted of both males and females in the age range of 20-65 years old. They were selected because they have access to the information that is not published or readily available. The survey instrument consists of open-ended questions. The survey length consisted of eighteen questions. Primary data was collected through interviews and the findings discussed to see if they answered and addressed the hypothesis and the central research questions.

The final section of this research analyzed the progress made thus far and especially look at the policies of the current ULP administration. The key points that
were analyzed were the outcomes of these administration policies and to see if in fact they have enhanced education and made significant development to SVG.
CHAPTER FOUR

PRIMARY DATA SURVEY RESULTS

Introduction

The focal point of this research was to find out how colonial and post-colonial education policies in the British West Indies (BWI), particularly in SVG, affected the development of this country. This research is significant because it set out to shed new lights on the purpose of education prescribed by Britain for its West Indian colonies and specifically SVG. The research also threw fresh light on the dilemma of successive governments in trying to fashion educational policies that are relevant to local conditions.

The correlation between various variables that contribute to education policies were analyzed and evaluated by looking at colonial policies that were applicable to the BWI. Focus was then shifted to SVG from post independence (1979) to the present. This approach was selected due to the fact that Britain applied blanket policies for its entire Caribbean colonies. Therefore, policies which applied to one island were almost certainly or generally applied to all islands.

The central argument of this paper is that the purpose of education should be for personal, community and national development. In other words, it should form the basis of political development. However, in SVG, the stated purpose has not been clearly enunciated. The outcome seems to reflect that education is for the export market. This is due to the fact that the government has not created jobs commensurate with demands of
A questionnaire and interview process was utilized with a series of open-ended questions which sought to gather information on the following:

- To what extent have Vincentians benefitted from education policies in St Vincent and the Grenadines? This includes questions centered on the examination of the cost-benefits analyses of the effects of educational policies the major political, economic and social effects of educational policies.

- What are the comparative and competitive determinants of education policies? Will education generate adequate return on investments including revenue and employment? These issues are raised because major theoretical arguments see education as a catalyst for modernization. The interviews seek to answer questions relating to and establishing a comprehensive and practically applied understanding of the role of education in socio-economic and political development of St Vincent and the Grenadines.

- What are the implications of this research for the subject state of St Vincent and the Grenadines? The answer to this question will cover different eras in the nation’s development and various political administrations; it will be comparative from this perspective. Hence, the Mills Canon Comparative Methods of Joint Method of Agreement and Difference framework can be justifiably used.

- This framework can be used in the preliminarily analysis of establishing similarities and differences of the key comparative and competitive advantages in the different educational policies by the various authorities concerned with SVG
education. A series of the proposed interview questions will be centered on this comparison.

**Background Data**

This aspect of the research was conducted during the fall of 2011. All relevant standards of ethics were followed when conducting this research. Twenty people were selected as samples from among the citizens for the study. They range from policy makers, school teachers, administrators, other stakeholders, key personnel in the Ministry of Education and the Minster of Education. These were both males and females in the age range of 20-65 years. No children under the age of 18 were involved in this research. This focus group of participants were selected because they have access to either published or unpublished information or knowledge which is resourceful for this method.

The hypothesis is that the education system under British colonial rule was mainly tailored towards white-collared jobs within the bureaucratic system which was created to serve the needs of colonialism as opposed to nation building. The successive post-colonial governments of SVG continue to perpetuate a system of education centered on academia and the export market which is very limited in its goal of national development of SVG.

**Summary of the Responses**

1. What is the purpose of education?

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Purpose of education</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 percent</td>
<td>Development of the country and one's self</td>
</tr>
<tr>
<td>15 percent</td>
<td>Learning, knowledge attainment and to acquire life-long skills</td>
</tr>
<tr>
<td>5 percent</td>
<td>Democratization</td>
</tr>
</tbody>
</table>
2. Is the provision of education a major problem for the country?

<table>
<thead>
<tr>
<th>Reply</th>
<th>Respondents</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>20 percent</td>
<td>Government provided adequate funding from outside assistance</td>
</tr>
<tr>
<td>Yes</td>
<td>75 percent</td>
<td>The cost associated with constructing, maintaining and training</td>
</tr>
<tr>
<td>Not sure</td>
<td>5 percent</td>
<td>Lack of data to substantiate</td>
</tr>
</tbody>
</table>

3. What are the various types of education organizations available in St. Vincent and Grenadines?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Types of Education Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 percent</td>
<td>Pre-K-Primary, Secondary, Tertiary at the A-Level Community College, Technical/vocational, Nursing and Teachers College, University and University Distance Learning, Adult Education, Children with special needs</td>
</tr>
</tbody>
</table>

Additional response: Teacher Trade Union and Parent Teacher Association

4. What are the participation levels at the above institutions?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Attendance Level</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 percent</td>
<td>Very high attendance</td>
<td>• Pre-K-Primary</td>
</tr>
<tr>
<td>100 percent</td>
<td>High attendance with high dropout rate</td>
<td>• Secondary schools</td>
</tr>
<tr>
<td>100 percent</td>
<td>Low participation</td>
<td>• Technical/Vocation, Teachers and Nursing college, A-level and Community college, University and University Distance Learning, Adult Education, Children with Special Needs</td>
</tr>
</tbody>
</table>

5. Do you think these educational institutions are adequate to serve the country’s needs? Why or why not?
<table>
<thead>
<tr>
<th>Respondents</th>
<th>Adequate</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 percent</td>
<td>Yes</td>
<td>• Based on the Educational Sector Development Plan but it may require some improvements later</td>
</tr>
<tr>
<td>70 percent</td>
<td>No</td>
<td>• Too many social challenges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Working adults are not able to access the programs because of the hours of operation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• No schools provision for gifted students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The lower age requirement for the CEE should be removed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lack of emphasis on and shortage of space on Tech/Voc education. To gain access requires 5 subjects. If you dropped out before Form 3, you cannot gain admittance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lack of emphasis on agriculture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Curriculum was too narrow and too specialized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Oversubscription of management programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• More crafts courses are needed so that students who are unsuccessful in the tradition route (CXC&gt;GCE&gt;Adv&gt;Degree) can train for a quick job.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The diverse needs of students are not being met.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• People were trained but are unemployed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Creates a Brain Drain as trained nurses and other trained personnel are exported</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• More emphasis should be placed skills training and entrepreneurial needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The social issues such as crimes, drugs, abuse of women, health problems including HIV, and cancer, etc., still exists in society</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rehabilitation centers and other appropriate institutions catering for the needs of citizens are lacking</td>
</tr>
<tr>
<td>10 percent</td>
<td>Not sure</td>
<td>• Adequate at the Primary and Secondary but schools are poorly located.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Too many secondary and tertiary students are ill-prepared to enter these institutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are just passing exams with no clear purpose</td>
</tr>
</tbody>
</table>

6. What are the major effects of education on the nation’s economic, social and political development? (both positive and negative)
| Economic          | • Expensive  
|                  | • Ill matched jobs  
|                  | • Does not have immediate effects like investment in trade and transportation  
|                  | • Job creation and access to jobs  
|                  | • Remittance  
|                  | • Better salaries  
|                  | • Increase standard of living  
|                  | • Direct correlation to education and economic productivity  
| Social           | • The unemployed educated can become frustrated  
|                  | • Difficulty finding jobs  
|                  | • Lack of qualified persons in the science and technology fields  
|                  | • Too many lawyers and not enough engineers which creates a dependence on foreign workers  
|                  | • Creates Brain Drain  
|                  | • Pride  
|                  | • Less people begging and stealing  
|                  | • Reduced delinquency and anti-social behavior among the youth  
|                  | • Less teenage pregnancies  
|                  | • Provides a safe haven for 12-17 age group  
|                  | • An educated person is a more reasoned person  
|                  | • People are more aware of their rights  
| Political        | • Educated unemployed could lead to political dissent and mischief making  
|                  | • People can be marginalized for voicing their opinion  
|                  | • The state becomes the largest employer  
|                  | • Politics tend to play a critical role in the function of education. As partisan politics steps in, there no longer exists promotion by merit but by political party affiliations.  
|                  | • Stronger democracy  
|                  | • Leads to political development  
|                  | • More university graduates  
|                  | • Improved productivity and performance  
|                  | • Nation can tackle complex tasks in quest for development  
|                  | • Encourages and enables more FDI  
|                  | • Improvement in GDP  
|                  | • Creates more critical thinkers  
|                  | • Creates a stronger private sector  
|                  | • Less reliance on the state for investment and production  
|                  | • Citizens can move freely in search of work regionally  

7. What are the country's capabilities in providing adequate education?
<table>
<thead>
<tr>
<th>Capable 40 percent</th>
<th>Incapable – 40 percent</th>
<th>Unsure – 20 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The curriculum should be geared towards the country’s needs</td>
<td>• Lack of funds and resources</td>
<td>• Too early and not enough statistics to substantiate</td>
</tr>
<tr>
<td>• Increased access with compulsory USE</td>
<td>• lack staff, expertise and infrastructure</td>
<td>• Too much reliance on overseas socialist backers such as Chavez, Castro and the Taiwanese government to implement these programs at the tertiary level</td>
</tr>
<tr>
<td>• Satisfactory infrastructure;</td>
<td>• Accreditation control</td>
<td>•</td>
</tr>
<tr>
<td>• Sourcing of outside funding and scholarships to access tertiary education abroad</td>
<td>• Needs content development</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Reliance on outside funding</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Unable to sustain at present levels</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• Greater pressures as more children seek higher education</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>• More agriculture</td>
<td>•</td>
</tr>
</tbody>
</table>

8. What are some of the perceived benefits of the Education Revolution?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 percent</td>
<td>Benefits:</td>
</tr>
<tr>
<td></td>
<td>• USE</td>
</tr>
<tr>
<td></td>
<td>• All students receiving laptops and the establishment of a partnership with local internet providers</td>
</tr>
<tr>
<td></td>
<td>• The provision of computer/IT labs in all secondary schools</td>
</tr>
<tr>
<td></td>
<td>• An increasing number of students are pursuing studies abroad</td>
</tr>
<tr>
<td></td>
<td>• Construction of a new central library and several LRCs</td>
</tr>
<tr>
<td></td>
<td>• More technical vocational opportunities</td>
</tr>
<tr>
<td></td>
<td>• Implementation of adult literacy programs through a Social Investment Fund</td>
</tr>
<tr>
<td></td>
<td>• Phasing out of private and assisted schools</td>
</tr>
<tr>
<td></td>
<td>• Main streaming of special needs student</td>
</tr>
<tr>
<td></td>
<td>• Increase literacy levels</td>
</tr>
<tr>
<td></td>
<td>• Sense of equality as a result of USE</td>
</tr>
<tr>
<td></td>
<td>• Increased access to information</td>
</tr>
<tr>
<td></td>
<td>• Greater emphasis of teacher training</td>
</tr>
<tr>
<td></td>
<td>• Incremental democratization of the system based on increased number of participatory consultants (A paradigm shift)</td>
</tr>
<tr>
<td></td>
<td>• Capacity building improved at the primary level</td>
</tr>
<tr>
<td></td>
<td>• School environment improved by refurbishment or construction</td>
</tr>
<tr>
<td></td>
<td>• Greater cooperation with stakeholders</td>
</tr>
</tbody>
</table>
- Government control of pre-school level to standardize practices
- More teacher training
- Educated people could not be easily fooled
- People are more politically conscious
- Contributing to the development of the country
- Creation of jobs because of the building and renovation of schools
- A better trained work force
- Greater productivity
- Better decision making since more sophisticated tools can be employed in making informed decisions
- More competitive job seekers overseas

| 10 percent | None |

9. Are current government initiatives achieving the purpose of education? If so, how? If not, what would it take for them to do so?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Yes or No</th>
<th>Government initiatives achieve the purpose of education?</th>
</tr>
</thead>
</table>
| 80 percent  | Yes       | - USE  
- SVG has the highest number of students at the UWI for all the OECS countries 
- An unprecedented number of students receive scholarships 
- The percentage of the labor force attaining secondary education has significantly improved in the last decade 
- The ULP government was re-elected for a third term in office 
- Reduction of the poverty rates 
- People are becoming self sufficient 
- All students have access to laptops 
- Greater equity and quality of educational opportunities 
- The one university graduate per home by 2025 is beginning to have an impact on employment capability in economically deprived homes 
- Significant development in skill and knowledge of many citizens |
| 20 percent  | No        | - The government officials are not in sync with the policy makers, industry needs or future trends 
- People are taking opportunities at the tertiary level to increase their salaries |
• There is a need to evaluate to make strategic decisions for improvement
• A lot of money is allocated but there are no results to substantiate claims.
• Lacks accountability and policing of the system
• More emphasis should be on building and fixing roads
• The level of consciousness regarding politics is missing.
• Too much political interference
• Leaders need to learn how to use education.
• Greater emphasis needs to be placed on instructional delivery and the integration of technology in the delivery of instruction.
• Laptops need to be used to promote learning instead of recreation
• Illiteracy and numeracy are still very high in the country
• Crimes, drug abuse, and sexual abuse are still rampant
• Many programs presently conducted in the state are not having a positive impact on the teaching/learning process in most educational institutions.

10. What aspect of the Education Revolution are you most impressed with and why?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Education Revolution Most Impressive Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 percent</td>
<td>None stated</td>
</tr>
<tr>
<td>90 percent</td>
<td>• USE</td>
</tr>
<tr>
<td></td>
<td>• One Laptop per child policy</td>
</tr>
<tr>
<td></td>
<td>• Enhanced teacher training and preparedness;</td>
</tr>
<tr>
<td></td>
<td>• Increased opportunities to study abroad,</td>
</tr>
<tr>
<td></td>
<td>• Leveling of the playing field in education,</td>
</tr>
<tr>
<td></td>
<td>• School facilities improvement</td>
</tr>
<tr>
<td></td>
<td>• Adult education while</td>
</tr>
<tr>
<td></td>
<td>• Foreign language programs</td>
</tr>
</tbody>
</table>

11. What aspect of the Education Revolution are you least impressed with and why?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Education Revolution Least Impressive Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 percent</td>
<td>• Did not answer this question</td>
</tr>
<tr>
<td>10 percent</td>
<td>• Found nothing to be dissatisfied with</td>
</tr>
<tr>
<td>70 percent</td>
<td>• System of preparing students at the primary level for entry to secondary schools</td>
</tr>
</tbody>
</table>
• Too many primary school children enter secondary schools unable to read
• Lack of emphasis on the 3R’s and literacy
• Lack of compulsory education
• Lack of preparedness of the teaching staff
• Teachers are not changing their strategies to cope with the lower level students
• No provision for remedial education
• No accountability or evaluation
• Low passes at the CEE
• High dropout rate and repeaters
• Lack of trade schools
• Too much emphasis on training education administration as opposed to teachers
• Lack of diversification in the curriculum at the secondary level
• Teachers still hold the elitist views
• USE

12. Would you say that the rate of unemployment level in St. Vincent is high and if so why?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Unemployment level</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 percent</td>
<td>High</td>
<td>• Lack of job opportunities&lt;br&gt;• More people are graduating from tertiary institutions with theoretical knowledge but lack technical skills&lt;br&gt;• Not qualified&lt;br&gt;• Do not want to work&lt;br&gt;• Lack of entrepreneurial skills and desire&lt;br&gt;• Jobs require too much experience for simple jobs&lt;br&gt;• Collapse of the banana industry and farming&lt;br&gt;• Low wages&lt;br&gt;• Migration opportunities closed&lt;br&gt;Employers do not want to train workers</td>
</tr>
<tr>
<td>10 percent</td>
<td>Low</td>
<td>• Didn’t have the statistics&lt;br&gt;• Not sure</td>
</tr>
</tbody>
</table>

13. Would you say that the Education Revolution policies have led to an increase or decrease in the unemployment rates in St. Vincent and the Grenadines?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Effect of the Education Revolution on unemployment rates</th>
</tr>
</thead>
</table>
14. In your opinion, what are the factors that have contributed to the situation above?

<table>
<thead>
<tr>
<th>Factors contributing to the increase in the unemployment rates</th>
<th>Factors contributing to the decrease in the unemployment rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Education Revolution did not address employment</td>
<td>• Creation of construction jobs and LRCs coordinators</td>
</tr>
<tr>
<td>• General world recession</td>
<td>• Export of newly trained nurses</td>
</tr>
<tr>
<td>• Lack of proper planning</td>
<td>• Government employ more workers to implement new education programs in schools</td>
</tr>
<tr>
<td>• Teachers who were trained were already employed</td>
<td>• More were teachers employed to implement USE</td>
</tr>
<tr>
<td>• Students returning home from universities are not given the opportunities or jobs.</td>
<td>• Many locals are trained in cottage industry and can make a living without government assistance</td>
</tr>
<tr>
<td>• Political victimization</td>
<td>• Tertiary education is not aligned to the needs of the country</td>
</tr>
<tr>
<td>• Contractors cannot get jobs as they were used to.</td>
<td>• Too much money is now being spent on importing foods which could be grown locally</td>
</tr>
<tr>
<td>• Lack of monitoring and assessment to know what jobs are needed</td>
<td></td>
</tr>
<tr>
<td>• The right persons are not selected for available jobs</td>
<td></td>
</tr>
</tbody>
</table>

15. Do you think that the present government’s expenditure of approximately $1.5 billion on education have made any significant contribution to the development of St. Vincent and the Grenadines? Why or why not?

<table>
<thead>
<tr>
<th>Respondent percentage</th>
<th>$1.5 billion on education was well spent</th>
<th>Contribution to development of SVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>No</td>
<td>• Not seeing the net effect of investment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lack of jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not enough emphasis on the trades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tertiary education is not aligned to the needs of the country</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Too much money is now being spent on importing foods which could be grown locally</td>
</tr>
<tr>
<td></td>
<td>Did not respond</td>
<td>Yes</td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>-----</td>
</tr>
</tbody>
</table>
| 20 | Education officers are dissatisfied with the expenditure  
Intent is good but the outcome is not being materialized  
People are facing hard time  
Lack of jobs for the qualified  
Leaders need to learn how to use education  
Lack of accountability and policing of the system  
The training has not impacted the society since crimes, drug abuse, rapes etc., are still very high in the country.  
People are not training for development of the country – just training because the opportunities become available |
| 75 | USE allow more students to access education  
More students at the tertiary level  
More nurses and teachers are trained  
More people have jobs  
The population is more enlightened  
Significant development in the skills and knowledge of many citizens  
YES – Youth Employment Program provides and training to unemployed youth  
Bridging the digital divide with the provisions of laptops and IT in the schools  
Teacher training is mandatory  
New programs and policies have contributed to the development of the human resources which in turn has developed the country economically, socially and politically  
Improvement in the performance of students exiting secondary schools  
School infrastructural development  
Many people have jobs they would not have been able to access without a secondary education |

16. Do you believe that the government of SVG expenditure on UWI is adequate? Why or why not?
<table>
<thead>
<tr>
<th>Respondent Percentage</th>
<th>Is SVG expenditure on UWI adequate?</th>
<th>Reasons</th>
</tr>
</thead>
</table>
| 55                    | Yes                               | - Government pays the economic cost and make loans available to disadvantage students at favorable rates  
- SVG used to be at the bottom for students attending UWI, but now the number of Vincentians studying has increased tremendously and the country is at the top for the Eastern Caribbean.  
- The amount is proportional for the students studying at UWI  
- SVG tries to pay enough to encourage students to return  
- Some people who receive assistance do not return to serve bonds |
| 35                    | No                                | - Other islands allow their students to go without tuition or with minimal charges  
- All of the countries in the region need to contribute more to UWI to keep abreast with the increasing tuition as UWI seeks to enhance the delivery of education |
| 10                    | ---                               | - Not aware of the cost |
| 10                    | No response                        |         |

17. Who benefits from education policies in St Vincent and the Grenadines? How?

<table>
<thead>
<tr>
<th>Respondent Percentage</th>
<th>Beneficiaries of SVG Education policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>The Nation: Education should lead to development</td>
</tr>
<tr>
<td>5</td>
<td>Citizens of SVG, then USA, Canada, the UK and the Region because a fair amount of SVG brain is exported in that order</td>
</tr>
<tr>
<td>5</td>
<td>Not sure</td>
</tr>
</tbody>
</table>

18. Has anyone been disadvantaged by education policies in SVG? If so, who and why?

<table>
<thead>
<tr>
<th>Respondent Percentage</th>
<th>Sector of the population disadvantaged by SVG Education policies</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>No one</td>
<td>- Education is skewed to all</td>
</tr>
</tbody>
</table>
and everyone has embraced education

| 20 | Students | • Those who enter school ill-prepared due to USE, as a result they perform low  
|    |          | • Those who dropout before Form 3 and cannot access TVET schools  
|    |          | • Lack of a Gifted and Talented Program to reach such students  
|    |          | • Some are left behind and there are not enough resources to reach them.  
|    |          | • One size fit all education at the secondary level  
|    |          | • Disabled students who do not have access to facilities  

| 20 | Qualified people | • Cannot get jobs and are denied promotion  
|    |                  | • Need party affiliation to get jobs  
|    |                  | • Retirees and administration are trained instead of people who can contribute  
|    |                  | • Not given the opportunity to use their expertise  

| 5  | Teachers | • Faced with illiterate students and those who were promoted socially  

| 5  | Poor people | • Who do not have the knowledge to push education as the way forward  

**Discussion of the Results**

The purpose of education as identified by most of the respondents was both for personal and national development; also for the acquisition of lifelong skills and democratization. These responses are in line with the stated purpose of education.
elucidated by various theorists and theorists covered in this research. Braveboy-Wagner stated that political development, democracy and modernization are the same. Hence, it is the government's job to solve political problems caused by the desire to attain political development. Freire, in Pedagogy of the Oppressed, sees the purpose of education as a requirement for change to produce a new kind of social order or a "practice of freedom". For Dewey education is life-long and it is the method for social changes and development of the individual. Brameld, a proponent of Social Reconstructionism also saw education as the ability to think for development and believes the purpose of education should be for democratic and social reform.

The World Bank and the MDGs also view education as a way out of poverty, and a means of fostering political, economic and social development. Hirst and White regard education as a means of preserving the social foundations of democracy and to prepare children to participate in the society in which they live. The West India Royal Commission expressed the same view by stating that education should teach people how to make use of their resources to develop themselves and the country. According to Yu one of the tools used by Developmentalism to promote development in East Asia was mass education geared towards industrialization. These views are also expressed in the 2005 Education Act of SVG. This Act has the general goal of providing adequate and comprehensive education that will foster physical, social and economic development of the community. The government of SVG hoped to achieve these outcomes by implementing USE in 2005. A knowledge-based economy, increased national
productivity and reduction of poverty were the three overall goals identified in the Education Sector Development Plan (ESDP) for 2002-2007¹.

Seventy five percent of respondents perceived the provision of education as a problem for the government of SVG. These are associated with the cost of construction and renovation of school, implementing and maintenance of various training programs such as providing access to tertiary and university education. Most of this cost is met by outside funding and it is questionable whether these funding will last. For one respondent, the provision of Secondary education is not a problem per se because but finding space in schools is really a problem. He stated that there were minimal difficulties apart from the process of transferring from one school to the other especially in the student’s locality. This is the result of the Ministry of Education policy of placing the higher ranked CEE students first. These first 500 students can choose any secondary school to attend while the others must go where they are placed. This is further compounded by the Ministry of Education unofficial ranking of schools. This creates the perception that some schools are good while others should to be avoided.

Respondent #1 further explained problem in relation to locality. A child may live at McKies Hill hence; they have to be placed at Intermediate High School which is in the locality. However, if there is a lack of space at that school, they may either have to attend J.P. Eustace which is located at Edinboro requiring two buses or Bethel High School at Campden Park which is 4 miles way from the city and also requires two buses. Bishop’s College is in the city but Bishops, St.Martin’s, Convent Kingstown, Convent Mesopotamia, Mountain View and Emmanuel Mesopotamia are all private religious government assisted schools. They all have the first right of refusal. This means that

children of their faith have admittance priority. For instance, last year Mountain View which is an Adventist school did not take any government students because they met their needs from among members of their Faith. This created some problems for the MOE and is an area of concern and frustration.

This was expressed by the ULP government in trying to meet the goal of USE and the Education Revolution. Respondent #1 noted that there are three secondary schools in the Grenadines but it would be unreasonable to send a child from the mainland there. On the other hand, children in the Grenadines must travel to Bequia to attend school. However, the government has just announced plans to construct a secondary school on the Grenadines island of Canouan.

The various types of education organizations in SVG were well identified by all the respondents. Respondent #1 identified these as follows: 60 Government primary schools, 10 private primary schools, 19 Government Secondary school, 7 Government Assisted secondary schools, 1 Post Secondary which is an amalgamation of the Technical College, the Nursing School, Teacher’s College and the A-Level College. Other organizations that were indentified included Schools for Children with Special Needs, and Open Campus, UWI.

According to Respondent #1, as of 2005, secondary school enrollment was at 10,665 and rose to 11857 by 2006 housed in twenty four schools. These figures were corroborated by the Education Consultant to the GOSVG Veronica Marks. According to Marks and Respondent #1, as part of the implementation of USE, the government took

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the decision in 2005 to transfer students automatically into secondary schools irrespective of whether they sit and pass the Common Entrance Examination. Hence the secondary school population has increased dramatically despite the fact that fewer children passed the CEE, 34.62 percent in 2005 as opposed to 36.92 percent in 2004. During the period 2004 to 2005 the absolute number of students enrolled in secondary education increased by 1264, a 13.45 percent increase in total population. In the following year it increased by 11.28 percent. According to the Ministry of Education, SVG, beginning 2007, the following three years saw a negative growth.

Enrollment at the primary level was high as identified by all respondents. The ESDP placed this level at 97 percent with approximately 21,000 students enrolled. Respondent #2 identified this amount to be approximately 22,000 children attend 66 schools while 8000 students attend secondary schools. Respondent #2 also placed the Technical School enrollment at 400 students, Teachers College at 120 with approximately 1200 students attending the Community/A-Level College. This amount is a significant increase from the 968 combined from 2001. "Total enrolment is projected to grow by about 0.5 percent per annum. There is substantial gender disparity, with male enrolment significantly lower than female in every college." This harkens back to the fact that more females are present in high school because many males are held back in the Primary schools.7

4 Ibid.

3 ESDP 2002-2007, 34.

6 Ibid.

7 Marks, 56-79.
Only 20 percent of the respondents agreed that these institutions are adequate to serve the countries. According to Respondent #2, these are in tandem with the EDSP and will be expanded as needed over the next five years. However, 70 percent disagreed for various reasons. The curriculum is too narrow and there is a lack of emphasis on the Technical Vocation and agriculture. Hence, more emphasis should be placed on skills training. The diverse needs of students are not being met as there are no provisions for the gifted while working adults cannot access programs because of the hours of operation. Some people who are trained in general areas cannot get jobs while some like trained nurses have to seek jobs abroad, thereby contributing to the Brain Drain.

Despite the curricula changes brought on by the implementation of the Caribbean Certificate for Lower Secondary Competence (CCLSC), Marks observed that there was a “noticeable absence of technical and vocational subjects.” She noted that despite the fact that USE “brought increased diversity and wider interests, the curricular changes were minimal and the Ministry of Education virtually persisted with the ‘one size fit all’ approach perpetuating the mismatch between students’ need and the curriculum offered.” Respondent #1 was especially critical of this lack of emphasis on Technical education and explained the dilemma faced to gain access to the four Technical Institutes. Students must attain at least Form 3. Students who do not have five O-Levels including English or Mathematics cannot enter the Technical College. These students must attend one of the institutes which offer level one course, then move on to Technical College which offer level two courses. In the past students did not need O-Level passes to gain

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8 Marks, 56-79.

9 Ibid.
entrance to the Technical College. Respondent #5 felt that students were just passing exams with no clear purpose. This was one area in which each commission and Brewster recommended to be implemented. This will allow for the development process. However, seventy years later, not much progress has been made in this area.

The major negative effects of education on the nation’s economic, social and political development were identified as follows. Economically, this was costly and did not translate to jobs. The EDSP 2002-2007 alone allocated EC$405 million for that five year period.\(^{10}\) This does not take into consideration the amount spent by the ULP Education Revolution. Despite these investments, the unemployed still cannot find work while there are not enough people trained in the technical subjects. People who are trained and not utilized seek their fortune elsewhere. It was felt that the unemployed are potential political trouble makers, especially the educated. Party politics dictates who received jobs and who are promoted.

On the positive side, some jobs are created and those who migrate contribute to the development through remittances. These remittances are likely to impact positively upon the incidences of poverty, delinquencies, crimes and teenage pregnancies. An educated person should have pride, be more open to reason and more aware of rights. This can strengthen democratic principles and political development in the process. These benefits were identified by the various commissions including Brewster, Yu, Freire, Social Reconstruction theorists and various other persons identified in this research.

Forty percent of subjects applauded the government’s education initiatives; mainly in the areas of enhanced curriculum, USE and school infrastructure program. However, over 60 percent of the respondents felt that the economic cost of providing

\(^{10}\) EDSP 2002-2007, 10.
education was the main barrier. It was felt that government extensive plans put too much reliance on overseas aid to fund their operations. There is growing concern as to whether the government can sustain itself without this assistance. Respondents decry the lack of emphasis on agriculture and feels that the curriculum needs content development.

With regards to the perceived benefits of the Education Revolution, there was overwhelming response with regards to the implementation of USE. This was followed closely by the provision of laptop computers for all students. A few referenced the creation of jobs from the building program, and access to technical programs.

In keeping with stated purpose of education by the various respondents, theorist and commissions, many identified democracy, development and the creation of a political conscious citizenry as major variables. The discerning of rights was also identified as benefits of the Education Revolution. However, one respondent negated the idea of an Education Revolution on the ground that a revolution speaks of a major deviation or radical shift in position. But the system of education in SVG evolved with gradual changes over a period of time. In fact Caspar London remarked that the education revolution began twenty five years ago when young men and women were sent to the Socialist Republic of Cuba to pursue studies in economics, engineering, medicine, agriculture, telecommunications and dentistry.\textsuperscript{11}

The majority of respondents stated that the government initiatives were achieving its purpose because it increases access to education for all through the implementation of USE and the increase in students attending tertiary education. No reference was made as

to how many jobs were created. These were the specific policy directives identified in the ESDP.\textsuperscript{12} In fact, the Governor General remarked that “these are clearly evident in the sharp decline in the levels of indigent poverty from 25.7 percent in 1995/1996 to 2.9 percent in 2007/2008.”\textsuperscript{13} Respondent #1 provided reliable data which showed that the amount of students accessing technical education increased from 131 in 2006 to 714 in 2009.

The Prime Minister in his 2010 Budget Address stated that there was “creation of over 10,000 jobs. The NIS statistics alone show an increase of 8,399 active NIS contributors by the end of 2008 compared to the figure at the end of 2001 (40,289 active contributors as against 31,890).”\textsuperscript{14} These figures were negated by Respondent #19 who stated that the figures are inflated because National Insurance Scheme (NIS) contributors include a substantial amount of people in the Diaspora who contribute to the pension scheme but are not employed by the GOSVG. This information is also available on the NIS website.\textsuperscript{15} One respondent felt that government became the biggest employer. This was corroborated by the IMF Country Report of 2009 which shows that between 2001 and 2005, the ULP administration added 600 workers to the government roll.\textsuperscript{16}

\textsuperscript{12} EDSP 2002-2007, 15.

\textsuperscript{13} Frederick Ballantyne, “Throne Speech”, (Address delivered by His Excellency Sir Frederick Ballantyne, GCMG, MD At the Second Session of the Ninth Parliament, St.Vincent, January 24, 2011), National Archive, St.Vincent

\textsuperscript{14} Ralph Gonsalves, “2010 Annual Budget Estimates”, (Address by the Prime Minister and Minister of Finance to the Legislative Council, St.Vincent, December 10, 2010), National Archive, St.Vincent


Those who felt that the initiatives were not fulfilling the purpose of education were very critical of the government actions. They felt that government officials and policy makers were at ends and there needed to be a thorough investigation to substantiate the outcome of funds allocated to education. They did not see the desired level of political consciousness while there was too much political interference in the process. They felt that the critical component of technical studies was still missing.

Too much emphasis was placed on core courses such as english, mathematics, science, foreign languages that were stipulated by the Education Act of 2005. They required more emphasis placed on literacy and numeracy. This was an area of need identified by Marks in 2009. In 2007, 41 percent of Grade 6 students were still reading below grade level. They also wanted more emphasis to be placed on instructional delivery. According to Marks, “many teachers did not anticipate the number of entrance with low levels of proficiency in literacy and mathematics… Consequently, many teachers have had difficulty achieving the desired level of performance.”

Most respondents were impressed with the implementation of USE and the provision of laptop computers to all students. On the other hand, seventy percent were not impressed with the system of preparing these students to enter secondary and the lack of preparedness by the teaching staff. Like Marks, they identified problems of low literacy and numeracy with “far too many children reading below Grade 6 level giving an indication of the challenges confronting teachers.”

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17 Marks, 56-79.
18 Ibid.
19 Ibid.
a need for more teachers’ training to meet the needs of ill-prepared students. Marks felt that the professional development given to teachers and principal at the secondary level before the implementation of USE was “inadequate for the new challenges.”

Some respondents felt that too much emphasis was placed on training retired teaching personnel who did not transfer what they learn to the existing teaching staff. This was corroborated by Marks who noted that several retired teachers were “contracted to provide remediation for first form students.” This program covered 554 students. Although the completion rate for all students had increased tremendously from 1998, the rates showed that there was a high dropout rate at the secondary level. Figures provided by the Ministry of Education showed that the completion in 1998 for boys was 36 percent while for girls it was 59.2 percent. By 2008, the figure for boys rose to 53.7 percent while for girls it rose to 82.1 percent. This shows that there is still a need for improvement especially as it relates to the very high male dropout rates.

Ninety percent of the respondents concurred that unemployment was very high in SVG but could not give a specific rate. The Office of the Prime Minister placed this at 16 percent for reasons stated earlier but many disputed this figure placing it at twice or more higher than that level taking into consideration that people are engaged in the informal agriculture sector growing marijuana, etc.. These figures are not taking into account the huge cadre of underemployed people. Hence, a realistic assessment will show a different statistical outcome. There has always been contention about the real rate of

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20 Ibid.
21 Ibid.
unemployment. However, this was further exacerbated by the collapse of the banana industry mentioned earlier.

Almost half of the respondents felt that the Education Revolution has not contributed to relieving the unemployment problem but 30 percent felt it was too early to say. Nevertheless, ten percent said it made a difference. Among the reasons credited for the increase in the unemployment rate was the simple fact that the Education Revolution was not about creating employment. Most of the personnel who were trained were retired or already working and those who were newly trained simply could not find jobs. Those who stated that there was a decrease in the unemployment rate believed that some jobs were created as a result of the building and renovation of schools and the fact that more teachers were hired to implement the USE.

Based on the budget allocation for education gleaned from the annual budget estimates published by the GOSVG, the present ULP government has spent about EC$1.5 billion on education from 2001 to 2010. From this amount, $EC405 million was spent on the EDSP 2002-2007. Seventy five percent of the respondents felt that the money was well spent in light of the implementation of USE. This amount represents on average 20 to 22 percent of the country’s budget allocation from 2007-2010 based on the 2007 to 2010 budget estimates.

Those who felt that the money spent did not contribute to development claimed that they did not see the benefit as it relates to job creation or the development of the country. This is corroborated from data gleaned from the CIA World Factbook which

23 Marks, 56-79.

shows negative growth in GDP between the years of 2007 to 2009. According to that CIA web site, “St. Vincent and the Grenadines saw an economic decline in 2009, after slowing since 2006, when GDP growth reached a 10-year high of nearly 7 percent.” This was evidenced by growth of -0.6 in 2008, -1.1 in 2009 and -2.3 percent 2010 estimated or 3.4 percent GDP. The Country Poverty Assessment (CPA) report in 2008 also found evidence of high levels of unemployment and under employment. There is also evidence from the CPA that some sections of the labor force have opted out of the formal market in favor of the underground economy, in particular growing marijuana. The national unemployment rate was at 18.8 percent in 2008, the unemployment rate of the poor was 25.3 percent. This stagnation in the employment was attributed to “the continuing sluggishness in economic activity, especially in manufacturing, tourism and the distributive trades, coupled with the ongoing difficulties in bananas' agriculture.”

The economic conditions was aptly summed up by a report on the UNDP Web Site when it stated that by “2008, many as 44.3 percent of residents felt that conditions had worsened from the year before.” While there was a decline in economic growth, the country benefitted from the infusion of cash from remittances which accounted for 28.8 percent of all income to households in the lowest quintile, and 22.1 percent of households’ income overall. As of September 2009, total public debt stood at $1.19

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billion representing approximately 60 percent of GDP.\textsuperscript{29} Annual inflation for 2007 was 6.9 percent, substantially higher than the 3 percent rate for 2006.\textsuperscript{30} Despite the investment in education, "adult literacy estimated at 84 percent, with younger generations…and in spite of the support that has been introduced in recent years (such as school meals and textbooks) there were children in the lower socioeconomic groups that do not attend school every day."\textsuperscript{31}

The government allocated EC$6.5 million to pay for UWI in 2010.\textsuperscript{32} The majority of respondents felt that this amount was sufficient, especially in light of the fact that the government offered loans with favorable rates to individuals seeking to pursue advanced studies abroad. On the other hand, there were those who decried the fact that other islands allowed their students to attend UWI for free or minimum cost and felt that the same service should be accorded to Vincentians.

It was overwhelmingly felt that the education policies of SVG benefitted the nation first and foremost. However, a small minority added that USA, Canada and UK benefited as a result of the brain drain. Camillo Gonsalves, SVG Ambassador to the UN stated that 71 percent of tertiary-educated Vincentians do not live in Saint Vincent and the Grenadines.\textsuperscript{33} On the hand, half the respondents felt that no one was disadvantaged by

\begin{itemize}
  \item \textsuperscript{29} Ibid.
  \item \textsuperscript{31} UNDP CPA 2007/2008
  \item \textsuperscript{32} Gonsalves, \textit{2010 Budget Estimates,} 35.
  \item \textsuperscript{33} Camillo Gonsalves, "The Global Financial and Economic Crisis: The International Response; and the Impact on Remittances to Saint Vincent and the Grenadines", (speech presented by Permanent Representative of St. Vincent and the Grenadines to the United Nations, St.Vincent, October 21, 2009)\end{itemize}
the said education policies. Some respondents differed about dealing with students entering secondary school ill-prepared dropping out and are therefore left behind. This completion increased from 48.7 percent for males and 71.2 percent for females in 2005. In 2007, the rate was 58 percent for males and 85 percent for females. However, it dropped in 2008 to 53 percent for males and 82 percent for females.\textsuperscript{34} They, like Marks\textsuperscript{35} do not think that the one size fit all reach everyone. In their view, the qualified citizens who cannot access jobs for various reasons are also disadvantaged.

\textsuperscript{34} Respondent #1, interview by author, questionnaire, Kingstown, St.Vincent, 4 September, 2011.

\textsuperscript{35} Marks, 56-79.
CHAPTER FIVE

CONCLUSION

This study examined colonial and postcolonial education policies in the British West Indies. The major research questions specifically addressed how these policies affected development of these islands and in particular St Vincent and the Grenadines. The findings are that education policies were somewhat varied. Initially there was lack of a policy or coherent policy. However, over time some policy began to take shape in the form of churches or denominational inputs followed by recommendations of various commissions which were sent out by Britain to investigate conditions in the islands. Nevertheless, these policies were not designed to educate the masses so that they can contribute to the development to the islands. There was the fear by Britain that an educated people will not translate into docile subjects or workforce that can be controlled.

After the spree of riots in the British colonies in the 1930s, the British government launched the West India Royal Commission which investigated social and economic conditions in the colonies. They found that social conditions and education opportunities were lacking due to the absence of educational policies. Many recommendations were made by various commissions to improve education in the colonies. A later report by Brewster also made recommendations ranging from increasing access to education to improving the quality both in terms of the curriculum and delivery of the content. A careful analysis of these recommendations showed that they were mainly designed to
prepare the West Indian non-white population for agricultural subsistence. In fact, the West India Royal Commission members were of the opinion that the lack of preparation in the field of agriculture was the primary reason for the high unemployment rate and dismal conditions in the colonies.

At the secondary school level, the Royal West India Commission and Brewster found that too much emphasis was placed on providing an excellent classical and traditional education to a very small percentage of the pupils. Students were not prepared for the available jobs in agriculture. There were very few white-collared jobs. Those who were trained for these jobs often went unemployed. The views held by the West India Royal Commission stemmed from their philosophy and perception of the purpose of education. They felt that education is passed down from one generation to another and should be designed to prepare people to live in their environment as well as to utilize available resources. Hence, one of the recommendations made by the West India Royal Commission was for the provision of new post-primary modern schools for children aged 12-14. These were to be complimented by vocational and practical schools.

**Education Achievements of Joshua, Cato, Mitchell and Gonsalves Governments**

The study has found that successive pre and post colonial governments in SVG have implemented some of these recommendations in their education and development policies. The study shows that during Joshua and Cato tenure as Chief Minister, public spending on education represented between 5 to 7 percent of GDP. This money was

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1 West India Royal Commission, 102.

2 Ibid., 117.
primarily spent on constructing schools at both the primary and secondary levels. As a result, primary school enrollment increased significantly. This was considerably high when compared to primary school enrollment today because children who were unsuccessful at the CEE were retained at their primary schools until the age of 15.

They also implemented programs whereby nationals were able to pursue tertiary education abroad through loans and scholarships. This led to an increase in the brain drain of trained personnel as the more educated citizen migrated in droves. Initially they migrated to the larger islands of the Caribbean then to Canada, UK and the US as nurses, teachers, police officers and junior civil servants. However, during this period, the country experienced growth as net income grew from EC$2,000,000.00 in 1964 to EC$8,000,000 by 1979. GDP registered a constant growth due in part to the thriving banana industry, a budding tourism industry and remittances from the diaspora. It can therefore be concluded, that the growth in GDP was complimented by the brain drain. In this respect, the country experienced some measure of development due to the education policies. This is despite the dirth of more conclusive evidence such as unemployment rate and HDI indicies.

The study shows that under Cato’s tenure as Premier and Prime Minister, education was expanded to the poorer segment of the population by increasing access to secondary schools along the line of Joshua’s policies. Cato increased expenditure on education to approximately 6 percent of GDP. He introduced full scholarships to the premier high schools for all students who pass the CEE. He introduced technical education at both the primary and post secondary levels. However, the main focus remained on providing a classical education which emphasize the teachings of Latin
instead of the diversification recommended. Cato also provided the opportunity for students to attend tertiary education abroad and supported UWI within the limitations of the country's resources.

This increased access for the students seeking tertiary education. Under Cato, more nurses, teachers, police officers and government workers were trained. At the same time, decline in agriculture and the lack of job opportunities led to an acceleration of the brain drain, especially to the UK, Canada and the USA. It is evident that Cato made an effort to follow recommendations which called for a diversification of the curriculum by implementing technical education programs. He was instrumental in constructing a technical school which provided training in the field of plumbing, technical drawing, mechanics and airconditioning and refrigeration among other field. Hence, with the expansion of education, skills, and the lack of jobs, the trend of training people for export gained impetus. Despite this, GDP increased significantly due to employment creation policies instituted by Cato. He established an Industrial Estate, a Sugar Factory, the Diamond Dairy Factory, an Agro Processing Plant, expanded the Marketing Corporation, etc. Foreign and local industries followed like: The Glove Factory, Children Wear, and the Eastern Caribbean Flour Mill. There were also remittances from nationals abroad, a buoyant banana industry, and the promotion of a tourism industry. All these factors contributed to the growth.

The analysis shows that Mitchell initially ignored educational development, and focused more on infrastructural development as well as creating access to the country by building airports. However, he later embarked on education expansion by building schools and tertiary institutions such as the A-Level College and the largest high school
in the nation. Mitchell continued Cato’s policy of education expansion; however, there was no significant variation in the curriculum. Again, people were trained with no prospects of jobs leading to even greater flight of trained personnel. Mitchell reversed some job creating programs implemented by Cato such as closing the Sugar Factory, Diamond Agro Processing Plant, and the stone crushers. These were followed by closure of most factories at the industrial estate at Campden Park. These closures resulted in not only job losses but also a decline in GDP.

The curriculum content was strengthened and diversified somewhat under Joshua and Cato and even more by Gonsalves, but not along the agricultural lines recommended by all the commissions. Agriculture was introduced in some areas but it did not become the overarching curriculum philosophy. In most cases, it was unsuccessful. Post colonial prime ministers, Cato, Mitchell and Gonsalves did not stress this agricultural component despite Mitchell’s agricultural background.

Policy analysis shows that Prime Minister Gonsalves was the most successful at promoting education policies in line with the various recommendations commensurate with national development. This was achieved with the implementation of USE which significantly increased the number of students accessing secondary and tertiary education. Many of the restrictive school fees were removed even at the A Level-Community College level. He also diversified the curriculum to include technical education.

This research paper was designed to assess how colonial and post colonial education policies have impacted the development of SVG. It has established that this small island with very limited marketable natural resources which is mainly dependent on
agriculture export with rudimentary industrial development is faced with a labyrinth of problems in breaking out of the inherited colonial system and mindset. The analysis further shows that during the colonial era, the emphasis of educational policies was based on preparing students for the limited white collared jobs to satisfy the needs of colonial administrators. Even at this period, due to the dearth of uneducated people in SVG, low level administrative workers and policemen were recruited from the larger islands specifically Jamaica and Barbados to work in SVG and other small islands.

An in depth analysis provided evidence that despite the thrust of successive leaders to make education relative to the needs of the state, there are very little changes in the outcome of education. This is due to the fact that the emphasis was and is still on traditional academia which the society cannot fully accommodate. Regrettably, the study confirms that the same pattern of education holds today with adjustments to keep with international guidelines mainly in supply or availability of education across all spectrum of the society. For example, nurses and other professionals are educated and trained at government’s expense knowing that they cannot be absorbed into the local labor force. This has exacerbated the export market of talent which has developed commensurate with the policies of the current government Education Revolution.

This paper examined the various theories about the purpose of education as manifested in various education policies; they are elucidated in this study. Most of these policy approaches have not worked as well as anticipated due to the fact that they are based on western theories and values. They do not encompass a small impoverished island nation without major resources. Deductions can be made that the overemphasis on academia has added to the dilemma faced by SVG and other small West Indian islands in
using these models of education as a vehicle to foster development. In the case of SVG, it has a high price tag resulting in a cadre of educated unemployed citizens. One does not have to think too hard about the sort of additional problems this recipe can create!

On close realistic evaluation of the data, we can argue that various policies by successive governments have very little impact or relevance to development of SVG. Admittedly, it is a very difficult task to fashion education policies to cater only for local development. This is especially the case, when there is hardly any resource to develop beyond agriculture which has declined significantly. This is especially so in the wake of the removal of preferential treatment for the Eastern Caribbean islands bananas as well as the recent outbreak of the Black Sigatoka banana disease.\(^3\) The current trend is that arable agricultural lands and estates have mostly given way to land speculation or housing development projects.

Walter Rodney put it succinctly when he stated that the main purpose of the colonial school system was to train Africans to help man the local administration at the lowest ranks and to staff the private capitalist firms owned by Europeans.\(^4\) He may have extended this to say Africans and the West Indies. How different is this scenario in SVG today? The only difference may be that colonial should be substituted for local school system and instead of lowest ranks all ranks should be inserted.

The study is in line with my central research question of education for what purpose and for whom? The study established that there is a serious dilemma in fulfillment of a specific purpose. Although there were a series of attempts by successive

\(^3\)Kenton Chance, "On banana diseases, Minister sees light at tunnel’s end"; http://i-witness-news.com/2012/03/01/on-banana-diseases-minister-sees-light-at-tunnels-end/ (accessed April 4, 2012)

\(^4\)Rodney, 240-243.
governments to either reform or expand education, the major problem still remains one of education for what or whom. The goal of achieving meaningful personal, community and societal development still eludes SVG. Hence, education for export has become a more realistic goal, hoping that some benefit in the form of remittances will be accrued; thereby contributing to indirect national development. This is because jobs and opportunities are not being created whereby citizens can lift themselves out of poverty and become more productive members of society. This is among the major variables that will invariably lead to development of SVG.

Despite all the efforts in policy outputs, the study shows that the emphasis of SVG educational policies has mainly been an attempt at egalitarianism or making education more accessible to every segment of the society; rather than specific training for the development of the country. This has resulted in more educated people, more competition for jobs, fewer jobs, low wages and the exploitation of labor due to structural unemployment. This is despite various efforts to have education focused on West Indian developments.

The present Gonsalves government has clearly set out the goals and objectives of their Education Revolution which they hope to achieve. They have made significant investments of EC$1.5 billion dollars. However, the returns on this investment are still questionable. Although these objectives have gone further than any previous efforts or governments, they are still not realistically geared to make any significant impact beyond having an educated cadre available for export; this is in line with my hypothesis.

I have set out to explore how colonial and post colonial education policies in the British West Indies, particularly the island nation of SVG have affected the island
nation's development. I have utilized theories, assumptions, key concepts, case study, literature review, taking into consideration limitations of the study. My conclusion is that despite all the good faith intentions by various governments and institutions, the education dilemma has remained an elusive instrument to foster development of St Vincent and the Grenadines.

A viable prescription will be that current and future administrations should adopt the East Asian model of Developmentalism discussed by Yu. These Asian countries implemented education reforms based on mass education in area of technology for future demands and home grown industrialization. This led to increase wages and development in East Asia. The establishment of a technology college catering to students in SVG and the region can be a very important asset to development of SVG. The government of SVG should also invest in agro-processing industries utilizing the available abundant agro resources. These industries can provide jobs and pave the way for meaningful development.

This method of development is in keeping with the tenets of the theories and recommendations discussed earlier. However, my theory for education that would lead to true development of SVG would encompass many of these tenets. It calls for education policies that provide equitable access which incorporates a technical curriculum that focus on preparing students for the technological demands of the future. These policies should also prepare students to utilize the resources that are available to country to foster development.

This study is intended to be a benchmark for other studies and also a guideline for policymakers, intellectuals, students, or anyone interested in the dilemma faced by small
island nations in fashioning a better tomorrow for their people. The comprehensive approach I have undertaken can be applied to other small islands, especially former British colonies. In so doing, I am satisfied that I have done beyond adequate justice to this study.

Finally, conscious of the dilemma of West Indian education, the purpose was summed up by Calypsonian Slinger Francisco more commonly known as the Mighty Sparrow in his song entitled *Education*:

"Children, go to school and learn well, otherwise later on in life you go catch real hell; Without an education in your head, your whole life will be pure misery – you are better off dead; For there is simply no place in this whole wide world for an uneducated little boy or girl. Don't allow idle companion to lead you astray, To earn tomorrow you got to learn today"\(^5\)

APPENDIX I

THE EASTERN CARIBBEAN DOLLAR (EC$)

The exchange rate is set at US$1.00 = EC$ 2.70. "The Eastern Caribbean dollar is the official currency of the eight political states in the Organization of Eastern Caribbean states (OECS). Six of these are independent states: Antigua and Barbuda, Dominica, Grenada, Saint Kitts and Nevis, Saint Lucia and Saint Vincent and the Grenadines. Two-namely Anguilla and Montserrat are British overseas territories. The currency is issued by the Eastern Caribbean Central Bank located in Saint Kitts and Nevis. An agreement signed on July 5, 1983 at the Port-of-Spain established the Eastern Caribbean Central bank as successor to the Eastern Caribbean Currency Authority. The currency is the successor to the West Indies dollar that was used the West Indies Federation. The only member state of the OECS that does not use the Eastern Caribbean dollar as their native currency is the British Virgin Islands."6

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