



# Program



## Transformational Research Conference

March 25-26, 2021  
9am-4pm [EST]

---

*Theme:*

*Moving research beyond academics: Transforming  
our societies through collaboration and action*

## GREETINGS

---



Professor Dale Webber  
Pro-Vice-Chancellor &  
Principal, UWI, Mona

The University of the West Indies prides itself on being a global university grounded in Caribbean realities. These realities are complex and have been influenced by our history of colonization and imperial domination by the north. We have always been mindful that there are a multiplicity of forces at play in shaping our tragedies and triumphs. There are asymmetries of power and inequities and inequalities that arise from our complex history and come to bear on many of the challenges we experience today. As such, we have always sought to use our teaching, research, and outreach to challenge the status quo so that our societies are transformed for the benefit of all. Our current Triple A Strategic plan articulates our longstanding commitment to being an activist university. Our activism has been a central part of our institutional identity and has always been made evident by the type of scholarship we enable. Our faculty have been supported in their work to challenge the north's theoretical assumptions, which more times than not are insensitive to our realities. In this way we have been able to craft a scholarship that is uniquely ours and we continue to make strides to expand this scholarship and the university's contributions to regional development. The region's development challenges have always exerted an exigency for our academic research to do more than just advance knowledge. It is critical to our continued survival that the work that we do actively promotes our societies' transformation. Therefore, it was imperative that our academic research be centrally concerned with engaging communities of interests as partners and stakeholders instead of as research subjects. Research can only be transformative if we seek to work with people instead of on people. We have made efforts to ensure that the work we do informs and empowers, and

we have been successful in some of these endeavours. The INSIGHTS into Children's Temperament (INSIGHTS) and Change from Within (CfW) Programmes operated with the support of the School of Education at The UWI, Mona Campus are exemplars of transformative research projects. These projects intentionally support collaboration and action between stakeholders while facilitating capacity-building and ownership of the social space under study. These projects have let us know that real collaboration with communities is possible through research. However, we acknowledge that there is much more room for us to move more of our work into the sphere of being conduits for transformation and social justice promotion. To accomplish this, we must utilize research methodology that enables greater discovery and reflexivity. The positivist approach to research enquiry has dominated the research community. However, it has its limits, and we must be conscious of those limitations and be willing to extend our competency in other paradigms to be better able to listen to those we would wish to serve with our work. Therefore, mixed-method approaches can no longer be taken as an exotic approach employed by a select few but must instead become a core part of every researcher's toolkit. We must first transform how we do research to better do our part to transform communities. I wish to use this opportunity to express my appreciation to the School of Education and Operation Save Jamaica (OSJ) who collaborated to conceptualise, organise, and execute this conference. I would also like to express our sincere gratitude to all speakers, presenters, and facilitators for this event who have made time to share with us. We must use every opportunity available to foster collaboration and partnership so that we can contribute to the positive transformation of our communities and nations.



Marcia Rainford, PhD.  
Director, School of Education,  
UWI, Mona Campus



Professor Stephen Gift  
Pro Vice-Chancellor,  
Graduate Studies and Research  
UWI



Mr. Earl Jarrett,  
CEO, Jamaica National Group

## KEYNOTE SPEAKER

---

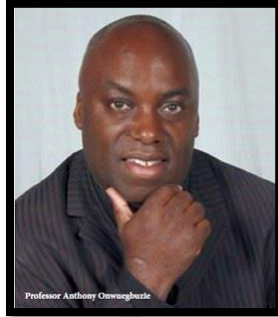


Courtney Campbell, MBA (Distinction), ACIB, BSc, JP.

Courtney Campbell is President and Chief Executive Officer of Victoria Mutual (VM), a leading Jamaican Financial Group with operations that extend to major financial districts in North America and the United Kingdom. Courtney assumed this position in April 2016, and immediately went about igniting a transformation of the organisation, which includes an ambitious digital strategy that has led to new products and services being delivered in modern, convenient ways. Courtney has leveraged the organisation's cultural beliefs and core values to kindle the VM Team's passion for uplifting Jamaicans. He is a strident advocate for greater financial inclusion, which is the founding purpose of VM and a significant motivator behind the work that he does. Before joining VM, Courtney had already established an enviable record of success in several senior executive roles including that of CEO of GraceKennedy Financial Group. He also spent over 23 years with the National Commercial Bank, serving in various management positions, including Head of the Retail Banking Division and other roles instrumental to the bank's success. He holds a BSc in Management Studies from The University of the West Indies, and an MBA in Finance (Distinction) jointly awarded by the University of Wales & Manchester Business School. He is also a member of the Chartered Institute of Bankers, London. Courtney is a director of Victoria Mutual Building Society and all its subsidiaries as well as associate company British Caribbean Insurance Company. He is also Chairman of the VM Foundation and the United Church Mission Enterprise. Courtney is a Corporate Champion for the UWI STAT, Mona Campus and serves on the Governor-General Jamaica Trust and the Investment Committee of the Council of World Missions. He is a former Chairman of the National Education Trust (NET). A Justice of the Peace, Courtney is an Advisory Board Member of the Governor-General's Programme for Excellence and an 'I Believe Initiative' Ambassador. He is married to Pauline and they have two sons.

## KEYNOTE SPEAKER

---



**Professor Tony Onwuegbuzie, PhD.**

**Anthony J. Onwuegbuzie** is currently with the Department of Education at Cambridge University and former faculty member of *Sam Houston State University*. He is also a Distinguished Visiting Professor at the *University of Johannesburg*. His research areas primarily involve social and behavioral science topics, including disadvantaged and under-served populations such as minorities, children living in war zones, students with special needs, and juvenile delinquents. Additionally, he writes extensively on an array of qualitative, quantitative, and mixed methodological topics. With a current h-index of 82, Professor Onwuegbuzie has secured the publication of more than 400 works, including more than 300 journal articles, 50 book chapters, and 5 books. He has received numerous outstanding paper awards. Among other editorial posts, Professor Onwuegbuzie has served as former editor of *Educational Researcher (ER)*, editor-in-chief of the mixed methods journal, *International Journal of Multiple Research Approaches* and co-editor of *Research in the Schools*. In addition, since July 2017, he has been serving as guest editor for Education Policy Analysis. He is also an immediate past president of the *Mixed Methods Research International Association*.

## KEYNOTE SPEAKER

---



**Professor Donna Mertens, PhD.**

Donna Mertens is Professor Emeritus at Gallaudet University with a specialization in research and evaluation methodologies designed to support social transformation. She has authored, co-authored or edited many books related to evaluation methods and human rights, most recently Program Evaluation Theory and Practice, 2nd ed; Mixed Methods Design in Evaluation; Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods, 5th ed.; Indigenous Pathways into Social Research; and Transformative Research and Evaluation. She focuses on intersection of evaluation with social justice and human rights within the philosophical assumptions of the transformative paradigm. Mertens served as the editor for the Journal of Mixed Methods Research from 2010 to 2014. She was the president of the American Evaluation Association in 1998 and served on the Board from 1997 to 2002; she was a founding board member of the International Organization for Cooperation in Evaluation and the Mixed Methods International Research Association.

## KEYNOTE SPEAKER

---



**Professor Stephen Gift**

Stephen Gift completed his doctoral degree in Electrical Engineering at age 24, the youngest PhD graduate in the history of the Faculty of Engineering, University of the West Indies, St. Augustine Campus, Trinidad and Tobago. Professor Gift later became Head of Research and Development at TSTT where he directed the development of advanced electronic systems and holds one international patent. He currently conducts research in science and engineering in the Department of Electrical & Computer Engineering and has published over 50 papers in international peer-reviewed journals. He has developed several new electronic systems and in a series of papers has challenged Einstein's theory of relativity. He is also the first person in his department to be promoted to the rank of Professor. Professor Gift has received many awards including the Young Innovator's Award in 1986, the UWI Guild of Graduates Pelican Award for Excellence in Science and Technology in 1993, the Prime Minister's Special Award of Merit for Innovation in the Field of Electronics in 2002 and Friends of the Tobago Library Committee Individual of the Year Award for 2006 in recognition of outstanding contribution in Science



# Messages from Conference Co-Chairs

---



Loraine D. Cook, PhD.  
Co- Chair,  
Transformational Conference 2021  
Senior Lecturer,  
School of Education, UWI

We are pleased and honoured to welcome you to this two-day online conference titled *Transformational Research Conference*. This multidisciplinary conference targets both academics and non-academics to conduct collaborative research of mutual interest and benefit, with a view to shifting the status quo in research practices towards transformation in communities and societies. In the midst of this pandemic, we continue to grapple with crime (homicide rate in Jamaica is still high and mass killings in the USA continue despite the pandemic). As researchers we have a responsibility to ensure that our research is relevant to society by investigating the root causes and challenging the policy makers to change. We need the support of the business community to bring about change not just a morale support but a financial one too.

The challenges of the COVID-19 pandemic have caused individuals to focus internally on more personal issues, so we want to energize the research community by facilitating the sharing of research from various parts of the world that enabled or challenged community transformation. We also want to bring together researchers and financial agencies because, apart from the fact that researchers also need funds to conduct their study, after researchers have conducted their investigations, funding is necessary to implement the recommendations that emerge from the research.

Two panel discussions will be held at this conference over the two-period. The panel discussion on the first day is titled *Building Resilience Among Marginalized Groups*. This panel discussion aims to throw light on how disadvantaged people

who live in poverty can develop resilience, through their lived experiences, to overcome social exclusion and rejection and gain some degree of stability in their lives. The panel discussion on the second day is titled *Funding Agencies and NGOs*. This panel discussion brings together researchers, church leaders, public sector members, and NGOs interested in community transformation and nation-building.

To assist us in achieving the conference's goals, papers for parallel presentations are in three categories Business, Education and Social Welfare. Additionally, seven workshops will be conducted. These workshops will target health, conflict management, education, and resilience amid the COVID-19 pandemic.

The conference will also feature Mondragon, from Spain, which is the largest cooperative in the world. The conference has attracted researchers and participants from the Caribbean as well as other countries, such as Canada, the Philippines, Nigeria, Ghana, United Kingdom, Spain, India, and several others. It is our hope that networking will occur in this online conference, even in spite of the COVID-19 virus, and that collaborative research partners will emerge from this conference to facilitate support and innovative projects in community transformation.

The organizers of this conference and the publishers of the Caribbean Journal of Education have agreed on the publication of a special issue of the journal which will feature keynote addresses and selected research from this conference. The Caribbean Journal of Mixed Methods Research will also accept manuscripts that utilized the Mixed Methods Research approach in investigations for publication. On behalf of the Planning Committee, we welcome our keynote speakers, and to all participants, we wish you a memorable and productive conference.



Pastor Bruce Fletcher  
Co-Chair,  
Transformational Conference 2021  
CEO, Operation Save Jamaica

## OPENING SESSION

### 9am-9:25am [EST]

9:00am- 9:03am	Welcome & Opening Remarks	Conference Managers:  Dr. Lyn R. Keith & Dr. Ingrid Hunt-Anderson
9:03am-9:05am	Prayers:	Rt. Rev. Dr. Gordon Cowan
9:05am-9:20am	Greetings:	Professor Dale Webber Pro-Vice-Chancellor & Principal, UWI, Mona  Dr. Marcia Rainford Director, School of Education, UWI, Mona Campus  Professor Stephen Gift Pro Vice-Chancellor, Graduate Studies and Research, UWI
9:20am-9:25am	Messages :	Co-Chairs of Conference:  Dr. Loraine D. Cook, Senior Lecturer, UWI  Pastor Bruce Fletcher, CEO, Operation Save Jamaica (OSJ)

# PROGRAMME SCHEDULE: DAY 1

Thursday, March 25

9:00 a.m. – 4:00 p.m. [EST]

9:00 a.m. – 9:25a.m.	Welcome & Opening Session
9:25 a.m. – 9:30a.m.	Introduction to Keynote Speaker- Mrs. Joanna Simpson – doctoral student, Dept. of Governance (UWI, Mona)
9:30 a.m. – 9:45a.m.	KEYNOTE: Mr. Courtney Campbell, President and Chief Executive Officer of Victoria Mutual Building Society
9:50a.m. – 11:15a.m.	<p>Panel Discussion 1: <i>Building Resilience among Marginalized Groups</i></p> <p>Panellists: Rev. Dr. Stephen Jennings; Ms. Beverley Johnson; Mr. Rodrick Robinson, Prof. Hilary Robertson-Hickling, &amp; Prof. Rupert Lewis</p> <p>Moderator: Rt. Rev. Dr. Gordon Cowan Rappateur: Mr. Kevin Allen</p>
	Transition to Breakout Sessions
11:20 a.m.- 12:35p.m.	<p>Concurrent Presentations: Part ONE Breakout Rooms 1, 2, &amp; 3</p> <p>Rm 1 – Moderator: Ms Leemoy Weaver Rappateur : Ms. Dellis Brown-Woolley</p> <p>Rm 2- Moderator: Dr. Loraine D. Cook Rappateur: Mr. Kevin Allen</p> <p>Rm 3 – Moderator: Ms. Joelle Bernard Rappateur: Mr. Dwight Dawkins</p>
12:35 a.m. – 1:20p.m.	LUNCH BREAK

1:20 p.m. – 1:25p.m.	Introduction to Keynote Speaker – Dr. Lyn R. Keith
1:25 p.m. – 1:40p.m.	KEYNOTE: Professor Tony Onweugbuzie
	Transition to Breakout Sessions
1:45 p.m. – 3:00p.m.	Concurrent Presentations: Part TWO Breakout Rooms 1 & 2  Rm 1- Moderator: Ms. Leemoy Weaver Rappateur- Ms. Stacy Ann Lolloo  Rm 2- Moderator: Mr. Kevin Allen Rappateur- Heather Silverie
3:00p.m. – 3:45p.m.	Rapporteurs Report managed by Drs. Lyn R. Keith & Ingrid Hunt-Anderson
3:45p.m.	Close the Day

## PROGRAMME SCHEDULE: DAY 2

### Friday, March 26

9:00 a.m. – 4:00 p.m. [EST]

9:00 a.m. – 9:10 a.m.	Welcome & Opening Remarks  Greetings from Mr. Earl Jarrett CEO, Jamaica National Group
9:10 a.m. – 9:15 a.m.	Introduction to Keynote Speaker- Dr. Ingrid Hunt-Anderson
9:15a.m. – 9:30 a.m.	KEYNOTE: Professor Donna Mertens
	Transition

9:35 a.m. – 11:05 a.m.	3 Concurrent Workshops <ol style="list-style-type: none"> <li>1. Conflict Management- Presenter: Dr. Therese Ferguson (Change from Within) Moderator: Mr. Kevin Allen</li> <li>2. Wellness in Organizations- Presenter: Mrs. Patricia Fletcher Moderator: Ms. Joelle Bernard</li> <li>3. The Virtues of Virtual Classroom Management: Securing Your Virtual Learning Spaces with Zoom- Presenter: Mr. Lisle Waldron Moderator: Mr. Dwight Dawkins</li> </ol>
11:10 a.m. – 11:50 p.m.	Featured Presentation: Mondragon Spain Presenter: Ander Etxeberria Otadui
11:55p.m. – 12:50p.m.	Panel Discussion 2: <i>Funding Agencies and NGO's</i>  Panellists: Dr. David Jordan, Dr. Indianna Minto Coy, Bishop Ransford Jones, Mr. Charles Clayton, & Prof. Delanyo Adadevoh  Moderator: Professor Rosalea Hamilton Rappateur: Mr. Jordan Marshall
12:55 p.m.- 1:30 p.m.	LUNCH BREAK
1:30 p.m. -1:35 p.m.	The University of the West Indies' PRESS
1:40 p.m. – 1:45p.m.	Introduction to Keynote Speaker – Dr. Lyn R. Keith
1:45p.m. – 2:00p.m.	KEYNOTE: Professor Stephen Gift, Pro Vice- Chancellor, Graduate Studies & Research, UWI
2:00p.m. – 3:20 pm	4 Concurrent Workshops <ol style="list-style-type: none"> <li>1. Building resilience in children and youth to cope in times of Covid and beyond:</li> </ol>

	<p>Presenter: Dr Donovan Thomas Moderator: Ms. Heather Siveria</p> <p>2. Bridging the Divide: A place for non-traditional Beliefs, Knowledge and Practices in Caribbean Education: Presenter: Professor Ian Robertson Moderator: Mr. Kevin Allen</p> <p>3. Parliamentary Accountability: The Master Key for Development and Governance Presenter: Ms. Jeanette Calder Moderator: Ms. Leemoy Weaver</p> <p>4. Upskilling and Reskilling for the Post-COVID 19 World: Presenter: Ms. Penny Carballo-Smith Moderator: Ms. Verona Henry-Ferguson</p>
3:20pm – 3:45p.m.	<p>Vote of Thanks &amp; Closing Remarks</p> <p>Co-Chairs: Dr. Loraine D. Cook &amp; Pastor Bruce Fletcher</p>

## DAY 1: PRESENTATION SCHEDULE

### Thursday, March 25

Part ONE Concurrent Sessions: 11:20a.m. – 12:35 p.m. [EST]

CATEGORY : BUSINESS  
Breakout Room 1  
Moderator: Ms Leemoy Weaver

PRESENTATION TITLE	PRESENTER/S
1. Peer to Peer Accommodations in Jamaica as a Tool for Community Transformation: Challenges & Opportunities	Anne P. Crick
2. Organizational Transformation: Implications for the Wider Society	Corent J McDonald and Clement Branche

3. Joining the Citizen Sector, Government Sector, and Business Sector in addressing local, National, and Global Concerns: A Précis on the Work of Seven Hills Global Outreach	David A. Jordan
<p style="text-align: center;"><b>CATEGORY: EDUCATION</b>  <b>Breakout Room 2</b>  <b>Moderator: Dr. Loraine Cook</b></p>	
1. Teachers' online collaboration through action research	Randolph G. Catungal
2. Enhancing Academic Achievement for Students Living in Poverty Through Transformative Leadership, Instructional Practices and Professional Learning Communities (PLCs)	Glenford Duffus
3. Continuing Professional Development (CPD) of Teacher Educators (TEs) within the ecological environment of the island territories of the Organisation of Eastern Caribbean States (OECS)	Desirée Dornally Antonio
4. Principal Transformational Leadership Practices and School Success: A Moderated Mediation Model of Leader Distance and Teacher Psychological Empowerment	Vera Dookie- Ramlal
5. Transforming our societies through integrating the theme of climate change on students' mathematics lessons in four countries.	Peter Joong Yee Han Peter Baker-Gibson Peter Wingz



<b>CATEGORY: SOCIAL WELFARE</b> <b>Breakout Room 3</b> <b>Moderator: Ms. Joelle Bernard</b>	
1. Speaking Data and Telling Stories	Martin R. Glynn
2. The psyche of social cults of gender violence: A challenge and transformation.	Shareed Mohammed
3. Trace Elements and Chronic Kidney Disease: It will take a Village	Adwalia Fevrier-Paul
4. Understanding the Criminal: Exploring the Nature and Consequences of Imprisonment	Adam John McIntyre

<b>DAY 1: PRESENTATION SCHEDULE</b> <b>Thursday, March 25</b>	
<b>Part TWO Concurrent Sessions: 1:45PM – 3:00 PM [EST]</b>	
<b>CATEGORY: EDUCATION</b> <b>Breakout Room 1</b> <b>Moderator: Mr Kevin Allen</b>	
1. Building a Community of Practitioners- the case of the Teacher Action Research Symposium	Vimala Kamalodeen
2. INSIGHTS into Children's Temperament transforming classroom behaviour: A case study	Loraine D. Cook & Sharline Cole
3. Examining the School Climate and its Influence on Youth Resilience in six (6) Secondary Schools in Jamaica	Michelle Small Bartley

4. The Call for Socio-Cultural Transformation in High School Communities in Jamaica; Redefining 'difference'	Ingrid Hunt Anderson
<b>CATEGORY: SOCIAL WELFARE</b> <b>Breakout Room 2</b> <b>Moderator: Ms. Leemoy Weaver</b>	
1. Secrets of Success; From the Margin to the Center	Hillary Robertson-Hickling
2. Asset-Based Community Development and Appreciative Inquiry Approach (ABCD/AI): A Plan for the Transformation of the Community of Drewsland, Jamaica	Marlene Hines
3. Systems for Peace - Women in Parliament & Creating Effective Policy Reconciliation Frameworks	Nikita Reece
4. Gender Wage Disparities In Trinidad And Tobago: Why It Hurts More For Minority Women In STEM	Roshnie Doon

<b>DAY 2: WORKSHOP SCHEDULE</b> <b>Friday, March 26</b>	
<b>Part ONE Concurrent Sessions: PM [EST]</b> <b>9:35a.m. – 11:05 a.m.</b>	
WORKSHOP TITLE	PRESENTER/S
<b>Breakout Room 1</b>	
Change from Within, Conflict Resolution & Restorative Justice  Moderator: Mr. Kevin Allen	Dr. Therese Ferguson

Breakout Room 2	
Wellness in Organizations	Mrs. Patricia Fletcher
Moderator: Ms. Joelle Bernard	
Breakout Room 3	
The Virtues of Virtual Classroom Management: Securing Your Virtual Learning Spaces with Zoom	Mr. Lisle Waldron
Moderator: Mr. Dwight Dawkins	
DAY 2: WORKSHOP SCHEDULE Friday, March 26	
Part TWO Concurrent Sessions: PM [EST] 2:00p.m. – 3:20p.m.	
WORKSHOP TITLE	PRESENTER/S
Breakout Room 1	
Managing the Psychological Impact of Covid-19	Dr. Donovan Thomas
Moderator: Ms. Heather Silveria	
Breakout Room 2	
Bridging the Divide: A place for Non-traditional Beliefs, Knowledge and Practices in Caribbean Education	Professor Ian Robertson
Moderator: Mr. Kevin Allen	
Breakout Room 3	
Parliamentary Accountability: The Master Key for Development and Governance	Ms. Jeanette Calder
Moderator: Ms. Leemoy Weaver	

## Breakout Room 4

Upskilling and Reskilling for the Post-Covid-19 World

Ms. Penny Carballo-Smith

Moderator: Ms. Verona Henry-Ferguson

## ABSTRACTS

### CATEGORY: SOCIAL WELFARE

Trace Elements and Chronic Kidney Disease: It will take a Village  
By Adwalia Fevrier-Paul

#### Abstract

**Background:** According to the Jamaica Renal Registry, there are at least 2700 registered chronic kidney disease (CKD) patients. However, estimates of much higher numbers (~ 150,000 people) are affected by kidney disease with 1000 Jamaicans progressing to CKD Stage 5 annually. One of the functions of the kidney includes trace element homeostasis. For CKD patients, alterations in trace element levels may cause and/or exacerbate negative health outcomes. **Objectives:** To highlight the challenges and explore potential strategies for trace element research among CKD patients. **Results:** In one study, strontium, arsenic and lead were significantly elevated trace elements in CKD patients. Anecdotal evidence captured during this study suggested that study participants are wary of unfamiliar studies where personal benefit is not immediately obvious. Furthermore, the effective execution of these tasks required strategic coordination of the support team comprising health personnel, technicians and chemists trained in the appropriate collection and storage of biosamples, and specialised multi-element techniques. **Discussion.** Sadly, this study like others had very limited funding and the infrastructure, which prohibited the evaluation of long-term effects of chronic exposure to relevant trace elements and the exploration of potential sources of exposure. Potential exposure sources which may include water, diet, dietary supplements and therapeutic measures require strategic alliances between scientists/ researchers, nutritionists, environmentalists and public health agencies. Toxicologists are crucial team members to local biomonitoring efforts which establish referencing databases, while analytical chemists and bioinformaticians are needed for specialized data analysis. A culturally nuanced approach improved the perception of study participants and is always recommended in patient encounters. **Conclusion.**

Successful strategems depend on a collaborative framework among experts, and the availability of funding agencies, for further trace element studies for CKD and related non-communicable diseases. Education/recruitment of study participants should include local advocates in touch with the perceptions and routines within the community.

**Secrets of Success; From the Margin to the Center**  
**Hilary Robertson-Hickling**

**Abstract**

This paper examines the lives of some Jamaicans using mini case studies to demonstrate the Secrets of Success a concept that I devised while working in the CASS program in the 1993. These persons who have grown up in tough low-income communities on the Kingston's urban margins have demonstrated resilience and moved from the margin to the center of the society. Their lives are a testimony to the possibilities and sources of hope which link the academy to the transformation of the society through collaboration. This conference is more than timely given the fact that the pandemic has revealed even more of the difficulties experienced by many Jamaicans who are suffering from poverty, and the concomitant ills which marginalize and limit the achievement of many.

**Asset-Based Community Development and Appreciative Inquiry Approach (ABCD/AI): A Plan for the Transformation of the Community of Drewsland, Jamaica**

**Marlene Hines**

**University of the West Indies, Open Campus/Bakke Graduate University**

**Abstract**

This presentation is based on a study done in 2014 on the community of Drewsland, in the city of Kingston and St. Andrew, Jamaica, as the final project assignment of one of the courses in the doctoral programme of the Bakke Graduate University, USA; the Asset-based Community Development and Appreciative Inquiry (ABCD/AI) approach to community development. John Kretzmann and John McKnight (1993) defines Asset Based Community Development as an alternative community development approach that "acknowledges and embraces particularly the strong neighbourhood-rooted traditions of community organizing, community economic development and neighbourhood planning." While Sue Hammond (2013) describes the Appreciative Inquiry approach as an approach to community development or organizational change that looks beyond the problems and failures of a community or organization and focuses on the

successes, abilities, capabilities and all that's good, "creating a new energy that is positive and synergistic." This paper will be focussing on the assets of the Drewsland community as guided by the Social Development Commission publication, *Profile of the Drewsland Community* and the interviews which were conducted with leaders representing different sectors of the Drewsland community such as, public health, the church, education, voluntary and non-government organizations and research.

**Speaking Data and Telling Stories**  
**Martin R Glynn**  
**Birmingham City University**

**Abstract**

Data Verbalization is about 'communicating' & 'disseminating' research data using performance approaches & techniques (Glynn, 2019) Within academia, the corporate sector, and many areas of public and social policy, contemporary research has to now demonstrate its wider impact/s. Research impact centres on the understanding that generating knowledge by conducting research should contribute, benefit, influence and transform the environment, culture, as well as the wider society. So how relevant are traditional approaches when disseminating research data in today's mediatized world? Furthermore, how do sociologists and criminologists move beyond the confines of traditional approaches to sharing their research? It is my contention that 'data verbalization' can give researchers a unique and distinct voice, beyond the academy, conference, and peer review journal.

**Systems for Peace - Women in Parliament & Creating Effective Policy  
Reconciliation Frameworks**  
**Nikita Reece**

**Abstract**

The English-speaking Caribbean region is amongst the top players in the region to elect a female as Prime Minister in Dominica (1980), the late Honourable Eugenia Charles. In recent years other female leaders have followed in her footsteps with Mrs. Portia Simpson in Jamaica, Mrs. Kamla Persad in Trinidad and Tobago and Ms. Mia Mottley in Barbados. Despite, strong women Prime Ministers, large percentiles of women at lower-level positions in public administration and increased advocacy for women's equality in political, economic and social spheres, women parliamentarians encounter institutional barriers and discrimination that limit their full participation and ability to ensure

that women's issues are addressed in policies. This thesis examines women in parliamentary positions and their level of equality and participation in the English-speaking Caribbean. The thesis contributes to the scholarship on women's barriers to political participation; the political culture, political parties, patriarchal and parliamentary structures, gatekeeper selection processes and inefficient gender mainstreaming strategies. The larger implications reveal the substantial connection between women's political inclusion at the policy level and greater representation of women in society. This thesis provides comparative data on the profile of female member of parliaments, perspectives and experiences. It proposes a tool for advancing meaningful descriptive and substantive representation. VOICES contributes new ways of understanding and addressing gender-based violence policies for policy makers and activists.

### **Gender Wage Disparities in Trinidad And Tobago: Why it Hurts More for Minority Women in Stem**

**Roshnie Doon**

**Columbia University, New York, United States**

#### **Abstract**

The effort to recruit more persons of different ethnic backgrounds into Science, Technology, Engineering and Mathematics (STEM) in many countries around the world is growing, even though they are sorted into STEM majors based on their academic preparation, and university rank. However, the problem remains that a large proportion of persons from minority groups while entering STEM programmes, do not finish on time, because of various challenges such as residing in a low-income household, and caring for dependent family members. Bearing this in mind, the primary goal of this article is to examine the wage returns and the gender wage gap of ethnic minority and majority groups in Trinidad and Tobago, who are trained in STEM fields according to their gender. This study finds that for the timeframe 1991-2015, regardless of ethnic class, there are more men trained in STEM fields than that of women. During the period under study, the average earnings of female minority workers in STEM were found to be unexpectedly higher than that of male minority workers in STEM fields. In contrast, male majority workers in STEM earnings are consistently higher than that of female workers, whose earnings continues to erode. The gender wage gap between male and female minority workers, appears to be much larger than majority workers. This implies that the issue of gender inequality in STEM is more prominent amongst minority workers.

### **The Psyche of Social Cults of Gender Violence: A Challenge and Transformation**

Shareed Mohammed

St. Augustine Campus, University of the West Indies (Trinidad & Tobago)

### Abstract

Wilson Harris, the Guyanese/British fictional writer and theorist, claims that the “deep-seated malaise of humanity around the globe” is generated from the manufacturing of “entertainments and fictions” that portray “a conflict of gender in which love becomes a feature of seduction and violence.” It is Harris’s conviction that the “revenge-syndromes” of female protagonists “lifted into populist entertainment create a money-making industry” but significantly “polarizes gender as it endorses the ‘killing goddesses’” (“Apprenticeship to the Furies” 230). According to Harris, these ‘hypnotic’ forms of media are “social cults of violence that feed on sex as diseased territory within which the exploitation of sweetness and light, innocence and daring become commonplace” Furthermore, Harris claims that such “commonplace” sexual exploitation of men and women is prime corollary to placing positive forms of gender relations in “chains.” However, Harris contends that real change can happen only if societies put such *de facto* situations into “profound reverse” (*The Carnival Trilogy*, 84). This paper seeks to answer the following question: Is it possible for any society, particularly Caribbean societies, to challenge and re-vision the psyche of social cuts of gender violence that is perpetuated by hypnotic forms of media within our 21<sup>st</sup> century? The influence of the media on gender-based violence will be guided by Arjun Appadurai’s concept of the ‘mediascape’ and Jean Baudrillard’s notion of the simulacra. Most significantly, Harris’s shamanistic notions of gender will also undergird the arguments of this research paper. The findings of this paper will reveal that the re-visionary and transfigurative capacity of gender-based violence in Caribbean societies could materialize only through real forms of challenge to the psychical imprisonment by the ‘social cults of gender violence.’

### Understanding the Criminal: Exploring the Nature and Consequences of Imprisonment

Norman Manley Law School, Mona

### Abstract

The society is sometimes the cause but always the victim of crime. In many instances, the criminal’s offences are indirect reactions to society’s actions or inactions. Take, for example, the negligent, irresponsible father who does not support his children emotionally and financially, though he is not a criminal by law, in reality, has he not committed robbery and aggravated assault by cheating



his helpless children of a prosperous future? Aren't our teachers, pastors and counselors often guilty of theft and abuse of office for stealing the hopes and dreams of countless children by their failure to provide the youth with the skills that they need to cope in a changing world? And don't we regularly sustain grievous bodily harm from politicians whose policies batter and bruise us, leaving us vulnerable to pernicious economic afflictions? Some of our leaders have plunged us into deep financial carnage while recklessly driving the economy under the intoxicating influence of power. Our dilemma is this: the criminal has been reviled, arrested, convicted, punished and misunderstood. While we attempt to reform the offender, a simultaneous attempt to reform society's social institutions must be made. If justice were not blind, it would decree that many of us exchange places with some of our imprisoned youth. Isn't it a lamentable irony that many countries have failed to produce adequate goods and services to maintain buoyant economies, yet, they are able to produce, with astounding efficiency, "hardy, moral-resistant cash crops of self-replicating delinquents" in so great numbers that they have surplus to export to other countries? There is an urgent need to rescue our penal policies from the unnatural disasters caused by faulty logic, and place them securely in the impregnable shelter of evidence, far beyond the vindictive jurisdiction of our vengeance. "Those who can make you believe in absurdities can make you commit atrocities." (Voltaire) Perhaps, it's more practical to try to understand the criminal, to be able to anticipate his moves, than to try to 'cure' him. Perhaps we should devote some time to understand the behavior of the law maker and the law enforcer in the context of their response to criminal behavior. Until we are able to fathom his capricious whims, the criminal will continue to exploit our ignorance; he will continue to make lucrative profits from recycling debris from the landfill of our shortcomings.

## CATEGORY: BUSINESS

### Peer to Peer Accommodations in Jamaica as a Tool for Community Transformation: Challenges & Opportunities

Anne P. Crick

Mona School of Business & Management, UWI, Mona.

#### Abstract

The purpose of this research is to stimulate our thinking about the role that the Peer to Peer (P2P) accommodation sector can play in transforming communities and ultimately the country. It is a matter of record that Jamaica has for decades enjoyed a tourism product that is successful in terms of arrival numbers but unsuccessful in transforming society (Vision 2030 Jamaica; Master Plan for Sustainable Tourism Development). Indeed, some tourism areas record the highest levels of poverty and community tourism is seen as a way of addressing poverty and meeting an emerging demand for experiential tourism (National Community Tourism Policy and Strategy). P2Ps such as Airbnb which have very low barriers to entry provide an opportunity for individuals who are normally not able to participate in the tourism sector. P2Ps are more than just a cheaper alternative to hotels. They are physically situated in communities and many hosts intentionally channel their visitors to local community experiences and therefore increase the multiplier effect of tourist spend where there is the greatest need for income generation. While there is huge interest in offering P2P accommodation and low barriers to entry make wide scale participation possible, a recent study indicates that this new sector in Jamaica is increasingly dominated by a few large interests (World Bank, 2018). If this trend continues it would be a return to the perception that tourism is the province of 'The Big Man' (Dunn, et al., 2002). Moreover, while this tourism may be efficient, there is ample evidence from guest reviews on Airbnb and other sites that the cultural reality of small operators is a huge attraction in and of itself. The proposed research would create a framework and describe the role that could be played a range of entities and interests from tourism, NGOs and community entities. There is for example the Jamaica Home Sharing Association, My Jamaica Travels – an umbrella group for small tourism interests, and the Jamaica Association of Villas and Apartments. There are various tourism bodies including the TPDCo which is charged with creating and enforcing standards as well as the Jamaica Tourist Board which promotes Jamaican tourism entities. On the community side there is a range of bodies such as the Jamaica Social Investment Fund as well as NGOs such as the UWI's Outreach programme which attempt to create opportunities for self-development. There are also entities such as the Jamaica Business Development Corporation that provide training and guidance as well as banks and credit unions which offer not only financing but advice and entrepreneurial support.

**Organizational Transformation: Implications for the Wider Society**  
**Corent J McDonald and Clement Branche**  
**University of the West Indies, Jamaica**

**Abstract**

This paper proposes the alignment of psycho-socio-cultural practice at all levels of society with the 'solidaristic' value proposition as the foundation for the achievement of sustained organizational and community excellence. Life happens to concrete individuals who feel and think, who interact in frameworks that are nested and embedded, but are capable of transformation by reconstituted interactional rituals, powered by the feelings and dreams of concrete selves. Such psycho-socio-cultural dynamics can only be facilitated by successful interactions which start with leadership and individual modelling or re-modelling. Cross-sectional qualitative studies conducted in two Jamaican organizations found that organizational change and transformation are encapsulated in a myriad of factors, many of which point to enduring organizational characteristics that predispose them to behaviours that inevitably make them averse to change. The studies situated both organizations in a postcolonial context and also highlighted current forces (global, technological, cultural) being exerted on them to change. Employing cognitive appraisal theory of emotion, it was also found that individuals will determine the personal significance of change/transformation. Such evaluations are subjected to interpretations which arouse emotions inevitably leading to behaviours toward the specific event. A psycho-socio-cultural approach to transformation and change attempts to achieve a number of elements, namely: (1) it begins the analysis of social organizations and society thus being sensitive to history and the power relationships that have been established and sustained; (2) it elaborates a substantial and historically relevant notion of the self; (3) it focuses on the 'double constitution of agency and structure; (4) it is mindful of the flexible pragmatics of social interactions 'which allow for agency, individualism and certainty, though within limits set by practical rules of engagement' and; (5) it is sensitive to the dynamics of internal and external self-dialogues as actors make judgements between alternative courses of action in response to the changing situational contingencies with which they face.

Joining the Citizen Sector, Government Sector, and Business Sector in  
Addressing local, National, and Global Concerns: A Précis on the Work of  
Seven Hills Global Outreach  
David A. Jordan

Abstract

Begun in 2009, Seven Hills Global Outreach (SHGO) works to support humanitarian efforts around the world, driven by the international employees of Seven Hills Foundation and university students. SHGO practices sustainable and participatory development through grassroots partnerships, by committing to work alongside indigenous nonprofit organizations in each partner country to build capacity, provide technical assistance, and encourage sustainable growth. One of the greatest challenges for struggling communities in the developing world is the lack of access to basic resources. SHGO helps in addressing the critical need for economic capital, potable water, food, medical services, education and public health services. Seven Hills Global Outreach currently works with local partners in 8 developing regions of the world in establishing local sustainable solutions. SHGO subscribes to a development continuum model which asserts that local 'economic' development leads to 'social' development (e.g. schools, healthcare, good governance, etc.) and once the basic economic and social needs in a community are met, society can then begin to address environmental concerns (e.g. clean air and water, pollution, etc.). As such, SHGO focuses its local assistance efforts within these 3 areas: economic development, social development, and environmental stewardship. The author propounds that each sector of any economy – the business sector, the public (government) sector, and the citizen sector – must all participate in community development. The citizen sector alone, comprised of NGO's and individual philanthropists, does not have an adequacy of financial resource to address large societal needs. Likewise, the government sector has limited ability to address the plethora of social concerns while concurrently attempting to provide for basic community needs. What is needed is a fully engaged and committed 'business' sector working in concert with government and nonprofits. Seven Hills Global Outreach works with each of these 3 sectors to address, demonstrate, and scale business-like solutions to social concerns.

## CATEGORY: EDUCATION

### INSIGHTS into Children's Temperament Transforming Classroom Behaviour: A Case Study

Loraine D. Cook  
School of Education  
University of the West Indies, Mona  
Sharline Cole  
School of Education  
University of the West Indies, Mona

#### Abstract

INSIGHTS is an evidence-based, comprehensive intervention that enhances young children's social-emotional development and academic learning and their parent and teachers' behaviour management skills. Children also learn problem-solving strategies to resolve dilemmas with parents, teachers, and peers. This qualitative case study explores the perceived changes in teachers', children's and parents' behaviour of an institution with early childhood and primary levels that participated in the programme from the principal, parents, and teachers' perspectives. The programme is underpinned by theoretical frameworks for temperament -based intervention: Goodness of Fit Model that purports that the environment should be adjusted to align with the temperament of a child and the Diathesis -stress model; both frameworks offer theoretical explanations on how the environment interacts with children's temperament. The thematic analysis of the qualitative data revealed that qualitative changes occurred in teachers, children and parents to the extent that parents, through self-examination, admitted to certain flaws in their behaviour management strategies. Teachers are more aware of their children's temperament profile and are now embracing the Goodness of Fit model as they reframe their perceptions about the children. In addition, children can now express their feelings to parents and teachers without feeling threatened. Understanding and working with children based on their temperament is a significant feature of social and emotional learning that influence children's outcome. Training both parents and educators on INSIGHTS contributes to a better understanding of children's needs and management of behaviours at home and school.

Continuing Professional Development (CPD) of Teacher Educators (TEs)  
Within the Ecological Environment of the Island Territories of the  
Organization of Eastern Caribbean States (OECS)  
Desirée Dornally Antonio

**Ministry of Education Sports and Creative Industries,  
Antigua and Barbuda**

**Abstract**

The continuing professional development (CPD) of teacher educators has been receiving more attention over the past two decades globally. Reportedly, teacher educators (TEs) have transitioned directly to teaching in higher education (HE) as school teachers without formal preparation or support in some cases. My study aims to understand issues related to the CPD perceptions and practices of the TEs within the bioecological environment of the OECS. The Bioecological Theory of Human Development was used simultaneously with other models and ideas of CPD to produce a conceptual framework. A Mixed Method, exploratory, sequential QUAL-quant design, is used. Data was collected in Phase 1 through semi-structured interviews from six teacher educators and eight other participants who occupy different levels of the ecological context. In Phase 2, an online survey which was informed from the interview responses was developed and administered to the population (n=53) of the TEs. Data analysis was conducted using thematic analysis and simple descriptive statistics for the Phases respectively. Integration occurred at reporting and discussion of findings. Findings reveal that participants value CPD but a weak CPD culture exists. TEs engage mainly in self-directed CPD activities and informal collaborative dialogues mainly for meeting the instructional needs of their courses. They benefitted from informal networking with other TEs in the OECS, and gained intrinsically from their work as facilitators. The regulatory body governing their teacher education programme offers them the most stable form of formal CPD activities. Findings indicate lack of financial support and recognition for CPD efforts, heavy workload, family commitments, costs, time and appropriate support from the various systems within the ecological environment hindered more than promoted their development. A consensus emerged among participants, that proper systems and policies are needed to systematically address the CPD of the TEs. Recommendations are made in light of their views.

**Teachers' Online Collaboration Through Action Research  
Randolph G. Catungal  
Lagro High School, Dept. Ed, Philippines**

**Abstract**

Action research has become one of the salient requirements of many teachers especially in public schools in the Philippines when it comes to performance rating as reflected in their RPMS-IPCRF. This study sought to answer the

following questions. (1) What is the academic background of teacher-respondents during the study? (2) What is the level of online collaboration of teacher-respondents through action research? (3) Is there a significant relationship between the respondents' academic background and their level of collaboration through action research? The study is conducted in one of the public schools in Quezon City, Philippines. An adopted instrument is used to collect the necessary data. It was found out that 28% out of 50 teacher-respondents who answered the survey are masteral degree holders and 72% are college graduates. In the 28%, only 20% graduated with theses. It suggests that the teachers' academic background has something to do with their level of understanding of the process of action research. There is a low level of online collaboration of teacher-respondents through action research and it suggest that attending to online lectures and workshops on action research writing must be strengthen. There is a high positive linear correlation between the teachers' academic background and level of online collaboration through action research. The results shown that the more educated the teachers are, the more they are more interested to write action research and the more they will collaborate to one another.

**Enhancing Academic Achievement for Students Living in Poverty  
Through Transformative Leadership, Instructional Practices and  
Professional Learning Communities (PLCs).  
Glenford Duffus**

**Abstract**

With the persistent increase in the number of students living in poverty coupled with community pressure to improve academic achievement for all learners, educational leaders have been pursuing initiatives to enhance success for all their students. This researcher surveys the literature on the correlation between academic achievement and socio-economic status in twenty-five elementary inner-city schools in Toronto. The study examines transformative leadership, instructional practices and professional learning communities (PLCs) in high performing schools serving students from poor communities. The mixed methods sequential approach was applied. Stratified sampling strategy was used to collect Education Quality and Accountability Office (EQAO) data on grade three students in reading, writing and mathematics for three consecutive years in order to identify high performing schools. Teacher questionnaires were administered to explore the impact of transformative leadership and professional learning communities (PLCs) in developing instructional practices. Information collected from principals' interviews explores transformative leadership

practices that support educational achievement in high performing schools. Results from the findings will support schools in their attempts to accomplish enhanced academic achievement for all learners. As well, policy makers can capitalize on the findings to support policies and practices on leadership and teacher professional development. Faculties of Education can use the findings to inform and shape their teacher education programs.

**The Call for Socio-Cultural Transformation in  
High School Communities in Jamaica: Redefining ‘difference’**

**Ingrid Hunt-Anderson, PhD.**

**School of Education, University of the West Indies, Mona**

**Abstract**

This study used an exploratory mixed-methods approach to examine the socio-cultural, relational and socio-economic forms of bullying that are commonly practiced covertly among adolescents across a diverse cohort of local high school communities. The theoretical framework undergirded by social constructivism, evolved throughout the data analysis (grounded theory) process - a critical pedagogy of space/place, symbolic interactionism and Bronfrebrenner's ecological model. The study also adopted the transformative paradigm that speaks to the need for participants' voice and the move towards intervention that promotes social justice and equity. A key theme in the qualitative findings was that *Bullying Situations* are highly facilitated through the peer group structures that adopt the behavior patterns, norms and values of the larger society. Peer groups incorporate the socio- post-colonial and popular symbols into their groups to dictate the ways in which they interact with other socially and relationally; and to establish popularity and power status as well as, acceptance and difference among their peers. This helps to establish the in-group and out-group dynamic. *Money* is the most common socio-cultural symbol of status or popularity and is also aligned to *race, hair length and texture, skin tones, clothing and residential location*. Common bullying mechanisms include *rejection and social exclusion, public exposure, racial slurs, gossip, sexual aggression and genderization, homophobic and cyber bullying* the latter being the ultimate and most common vehicle. The study also established that although students' health and social welfare are adversely impacted by bullying incidents, teachers either underestimate, ignore or are insensitive to students' complaints. On the other hand, students regard many forms as cultural or are fearful of reporting bullying incidents. Hence, positive change in schools will first and foremost require strong promotion and inclusion of students' voice in sensitizing the planning and development of whole school programs, policies and affective approaches to engender an inclusive school culture and climate. Among other things, it will require strategic and persistent intervention methods to effectively mitigate the underlying issues of diversity and difference while also acculturating



positive socio-cultural symbols; and cultivating a climate of tolerance, empathy, and sensitivity. The establishment of rigorous peer support, prevention and intervention programs to allay and dismantle negative peer group structures are also imperative. On a national level, the reform of teacher training and professional development is also critical, as well as, changes to the national curriculum and school policies on violence and aggression.

## **Examining the School Climate and its Influence on Youth Resilience in Six (6) Secondary Schools in Jamaica**

**Michelle Small Bartley**

**SALISES, University of the West Indies, Mona**

### **Abstract**

Adolescence is a sensitive and impressionable developmental phase of life where psychological and social issues are most cogent. These issues make it increasingly difficult for children to cope and/or adapt to any changes or challenges which may occur during this time. Their capacity to successfully navigate their environment or be resilient is not in all cases instinctively achieved. Studies show that school climate dictates behaviours and expectations that positively or negatively affect the development of a healthy sense of self and adolescent's capacity to cope and navigate their way to success. The purpose of this research is to determine if 'school climate' predicts resilience and self-esteem and if self-esteem is a mediating factor in achieving resilience. An explanatory research mixed-method design will be used to achieve the research objectives. A cluster sampling technique will be used to select six secondary schools across Kingston/St. Andrew with student participants (N=1600) distributed proportionately across grades 10 to 13. An online survey will be administered to participants and data collected will be analysed using Statistical Package for the Social Sciences (SPSS). Multiple Regression will be used to determine the extent to which the school climate influences resilience, and self-esteem as a mediator. Validation and clarification of the quantitative results will be explored through online focus group discussions with a convenient sample of students and interviews with principals of the respective schools. A document review of the schools' operational documents will be done. QDA Miner will be used to manage the qualitative data and a constant comparative analysis will be done. It is anticipated that the research will provide the Education Sector with the requisite recommendations for formulating policies, and programme and cultural interventions to transform the school climate to bolster resilience among adolescents and improve their self-belief and esteem.

**Principal Transformational Leadership Practices and School Success: A  
Moderated Mediation Model of Leader Distance and Teacher Psychological  
Empowerment  
Vera Dookie- Ramlal**

**Abstract**

The purpose of this paper is to examine the relationship between principal transformational leadership and school success and highlight how a reduction of leader distance and an increase of teacher psychological empowerment are critically important to sustaining a successful school. The core success variables investigated in this study include student academic achievement, teacher job satisfaction, and strategic accomplishments of the school. With respect to the design/methodology/approach, data was collected using a cross-sectional quantitative survey of secondary school teachers. A stratified random sample of 600 participants across all seven districts in Trinidad and the Division of Education, Innovation and Energy in Tobago were involved in the study. Data was analysed using structural equation modeling within the AMOS package. The moderated mediation component was investigated through the use of Hayes PROCESS Macro in SPSS. Other techniques such as parcelling and competing models were utilized in order to explore the possibility of improved model fit. Factor analysis was also employed prior to the testing of the measurement model and for testing of the newly developed leader distance scale along with the aforementioned statistical techniques. Two key contributions of this study are the development and testing of a preliminary model of principal leadership called a Principal School Success Model (PSSM) and the design and testing of a measurement scale for a construct called leader distance. Leader distance remains a concept that is largely understudied and for which diverse and confusing conceptualizations exist. This study adds to the body of literature by developing and testing a leader distance instrument and a preliminary leadership model. With regard to the findings in this study, all hypotheses were supported either fully or partially. Principal transformational leadership was found to have a statistically significant relationship with school success. This relationship was supported by the index of moderated mediation within specified boundary conditions. The moderated Leader Distance model and the mediated Teacher Psychological Empowerment model also found support within the sample dataset of 600 secondary school teachers.

**Building a Community of Practitioners-  
the case of the Teacher Action Research Symposium  
Vimala Kamalodeen**

**St. Augustine Campus, University of the West Indies (Trinidad & Tobago)**

**Abstract**

Classroom action research expects a shift from practitioner to researcher, a journey that is often difficult for teachers, yet presents opportunities for teachers to examine and reflect on their own practice using evidence from the classroom. Action research places power into the hands of the teacher and allows investigations that are classroom specific and contextual. However, there are few spaces for teachers to share their findings with other educators in Trinidad and Tobago and academic conferences do not always prioritize classroom research. There have been calls by various stakeholders to increase communication of teachers work in the classroom and highlight challenges and innovative practices, but these spaces need to be safe and empathetic to teachers' efforts. As such we describe the Teacher Action Research Symposium as a new space for building communities of practice. Sixteen teachers across Information Technology/ Computer Science, Mathematics and Modern Foreign Languages volunteered to participate in a symposium to present their individual classroom action research projects that they engaged in over the 2019-2020 academic year. These investigations were situated in a wide range of school contexts- rural, urban, inner-city, denominational and government schools. Though COVID-19 lockdown affected their investigations with school closure, teachers persevered in data collection, analysis and interpretation. A survey of closed and open items was used to collect data from the 16 presenters and data were analyzed using descriptive statistics and content analysis. Initial analysis of these data and artefacts from the presentations reveal that teachers were happy to share their findings and claimed learning took place through engaging in action research. The event brought together school administrators, curriculum officers, teacher educators and teachers in one space to discuss implications of teachers' findings. Though it is outside the scope of this study to infer long term changes in practice, teachers indicated a desire to continue to do action research and improve their practice using data. In order to build stronger school communities, teachers need to network and be supported while conducting research in their classrooms. There are implications for the enhanced roles of professional learning communities can play for supporting teachers' practice.

**Transforming our societies through integrating the theme of climate change  
on students' mathematics lessons in four countries.**

Joong, Yee Han Peter  
University of the West Indies  
Baker-Gibson  
MICO University College, Jamaica  
Wintz, Peter,  
University of Guyana

### Abstract

This action research attempts to investigate the effect of integrating the theme of climate change on students' mathematics lessons in Jamaica, Guyana, Canada and China. The study involved four to twelve sample schools (urban and rural) in each country. Sample students include both primary (Grades 5/6) and secondary (Grades 7-9) students. Action involved topics such as pollutions (e.g. plastics, garbage and water), deforestation, carbon footprints, greenhouse emissions, and global warming. Through Mathematics lessons, students will learn how human actions affect climate change and what they can do to save our environment. At the same time, students will apply their knowledge by solving related mathematical and real-life problems. For examples, conservation of water and electricity, using cloth bags, bicycling or walking, and students advocating for climate actions. Quantitative data were obtained by using pre- and post-tests in mathematics content and a survey on students' environmental knowledge, attitudes, and behaviours. Qualitative data were obtained through the use of teacher interviews, classroom observations, and students' reflections. Results (t-tests) indicated that integration significantly increases students' achievement and their environmental knowledge, attitudes, and behaviours. The integration also provided opportunities to move away from traditional teaching into student-centered activities. An environmental fair was held in each country at the end of the action research for students to showcase their projects and posters relating to the theme of the three Rs.

## PLANNING COMMITTEE



Loraine D. Cook (PhD.) is a senior lecturer at the School of Education, University of the West Indies. She lectures in Research Methods and Educational Psychology. Dr. Cook received her Ph.D. in Educational Psychology with high commendation from the University of the West Indies in 2007. She gained her Master's in Education Psychology with distinction from the University of the West Indies in 2002 and graduated from Concordia University, Montreal, Canada, majoring in Urban Studies, in 1982. Her research interests include evaluating online Education in higher Education and assisting teachers in improving

their teaching skills by investigating ways of aligning the relationships between teachers' intended actions and their actual teaching behaviours. She has authored and co-authored peer-reviewed book chapters and journal articles. She is also the recipient of the Dean's Award for Excellence (2007) and the Most Outstanding Ph.D. thesis award for the 2006/2007 academic year. Dr. Cook was part of a team which received the Principal's Research Award for The Research Project Attracting the Most Research Funds in the Faculty of Humanities and Education (January 2009), was the recipient of the Fulbright Visiting Researcher Award (2011), and received the Principal's award for the Best Research Publication (article), 2018. Dr. Cook has been a visiting scholar in Applied Psychology at the New York University (NYU) and the Faculty of Education, Language and Literacy Education, University of British Columbia, Canada.



Bruce Arthur Fletcher graduated with a BSc in Civil Engineering (Honours) from the University of the West Indies (UWI) St. Augustine, Trinidad and Tobago in 1981. In the late 90s, Bruce's passion for Jamaica became stronger and he founded Operation Save Jamaica (OSJ) which was officially established in 1999. OSJ, with the by-line 'working together for national revival, reformation and transformation' is an organization called to play a catalytic role in Jamaica to mobilize the church and other stakeholders, both locally and abroad, into strategic action in order to bring transformation to

individuals, communities and the nation. Through the work that he has done in OSJ, Bruce has been involved in the process of restoration in communities through

support of schools, peace initiatives, support for individuals and job creation and also by addressing the issues relating to men, women and families. His involvement in communities and the nation has led to him playing key roles in the establishment of a number of organizations and ministries, the Pastoral Fraternal in Trench Town, Prayer 2000, Xtreme Impact and National Association for the Family, Street Pastors in the UK which now has 13,000 Street Pastors in the UK as well as Street Pastors in Jamaica. He has also played a significant role in the Operation Restoration Christian School in Trench Town, in the establishment of a Church in Majesty Gardens which played a role in the development of number of young people mostly males who are productive citizens today. In 2013 OSJ and School of Education held a joint symposium from which a journal has been produced entitled Changing the Landscape of Education in Under-Resourced Communities. In 2016 he hosted through OSJ the inaugural Jamaica Christian Diaspora Conference to engage the Jamaican churches abroad to play their role in bringing change to the island. He continues to believe that our communities and nation can be transformed if more persons join the fight to make Jamaica a place of choice to live, work, raise families and do business. Bruce is married to his beautiful Trinidadian wife Patricia of 38 years and they have 4 children and one grandchild.



Ingrid Hunt Anderson, Ph.D., holds a Doctor of Philosophy in Educational Psychology with high commendation, a Masters in Teaching with Distinction, a Bachelors of Science in Management Studies and Human Resources with Honours all from the University of the West Indies, Mona. She also holds a 3-yr Honours Diploma in Architectural Technology from the College of Arts, Science and Technology in Jamaica. She was the 2017 recipient of the Deans award for Excellence in Doctoral Studies from the Faculty of Humanities and Education, as well as the award for the most

outstanding doctoral research thesis from Graduate Studies and Research. She is an adjunct lecturer at the School of Education, University of the West Indies and the Vocational Training Development Institute, HEART Academy. Her teaching emphases are in Classroom Teaching and Learning, Assessment, Administrative Leadership, Research, and Psychology. Her research interests include advocating for Social Justice among marginalized adolescents within school communities and the development of innovative tools for teaching and learning in under-resourced schools. Dr Hunt Anderson has presented her work on school bullying at several international and national conferences and is currently working on several related publications. She is one of the founding members of the International Mixed Methods Research Association- Caribbean Chapter and Co- Manager of its

Marketing and Communication Arm and contributed to several planning committees. She also a member of the Editorial Committee for the Caribbean Journal of Mixed Methods Research.



Dr. Lyn R. Keith serves as an Administrative Officer, School for Graduate Studies and Research (Vice-Chancellery), St. Augustine Campus. She holds a Ph.D. in Sociology, M.Sc. and Pg. Dip. in International Relations, and a B.Sc. in Government, all from the University of the West Indies. She also holds a Pg. Dip. in Digital Business from the Emeritus Institute of Management. Her primary objective is to explore how digital technologies transform various aspects of everyday life. She employs traditional and contemporary research methods to investigate how digital technologies, data, and its by-products are shaping our social institutions and social relations. Specifically, she explores how these technologies impacts on various aspects of higher education in the Caribbean. Lyn can be contacted at: [lyn.keith@sta.uwi.edu](mailto:lyn.keith@sta.uwi.edu)

Danoi Simpson  
Monique Dawkins

## Rappateurs & Moderators

Ms. Joelle Bernard	School of Education, UWI, Mona
Mr. Dwight Dawkins	School of Education, UWI, Mona
Ms. Dellis Woolery	School of Education, UWI, Mona
Mr. Jordan Marshall	School of Education, UWI, Mona
Mr. Kevin Allen	School of Education, UWI, Mona
Ms. Stacy Lalloo	School of Education, UWI, Mona
Ms. Heather Silvera	School of Education, UWI, Mona
Ms. Verona Ferguson	School of Education, UWI, Mona
Ms. Leemoy Weaver	School of Nursing, UWI, Mona
	.

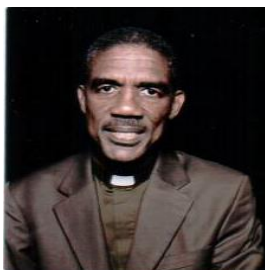
## PROFILES OF PANELLISTS

### Discussion Theme: Building resilience among marginalized groups

---

#### Moderator

#### Rt. Reverend Dr. Gordon Cowans



He holds a Doctor of Ministry Degree from Colombia Theological Seminary, U.S.A. and a Master of Commerce Degree in Economics from the University of Melbourne, Australia.

As a Minister at the Scots Kirk United Church for nine (9) years he initiated a number of programmes which served to enhance the life of the Church and the Community in general. There he became founder and Trustee of the Inner-City Development Trust and

member of the National Advisory Council on Disability to the then Minister of Social Security.

Dr Cowans is the Caribbean Co-ordinator of the Ecumenical Disability Advocates Network (EDAN) of the World Council of Churches (WCC). He is also Chairman of the Southern Regional Mission Council of the United Church and member of 3D Projects, Mandeville Management Committee and currently serves on a task force on the Legacies of Slavery for the Council for World Mission (CWM).

*Topic: “Growing up in a troubled community in the Caribbean and succeeding as a business woman in Jamaica and in the UK.”*

#### Mrs. Beverly Johnson



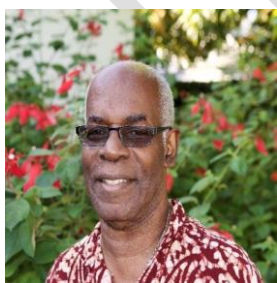


Beverly Johnson is a successful executive, with over 35 years' experience in International Trade, Shipping, Logistics and Marketing; having worked in a managerial capacity in all spheres of transport integration. She is the owner of CEO and Managing Director of JLB International Ltd, an International Shipping and Freight Forwarding agency with offices in Jamaica and the United Kingdom providing agency representation to Shipping Line/ISO-Tank

Operators/NVOCC/Air-Cargo Consolidation with offices in Kingston & Montego Bay, Jamaica; Birmingham & London, UK and a franchise in Manchester, UK. Beverly Johnson is the CEO & Managing Director of JLB International (Foods) – Importers and distributors of authentic Caribbean Processed Foods, in the UK. She is the co-owner of Isocon-JLB International Ltd:- The first ISO-Tank Maintenance Facility in the Caribbean region. A Scottish-Jamaican partnership Owner & CEO of Enterprise Caribbean Inc, UK; bridging gap for Caribbean Food Exports to the EU and Africa using Birmingham, UK as the HUB/Gateway to the Global Marketplace, providing access to new markets, marketing, promotion and brand awareness for Caribbean authentic products. Beverly Johnson is the CEO & Managing Director for Johnson International Freight Network Ltd, (JIFNET) Jamaica and a trainer in International Logistics/Trade Agreements at the Management Institute for National Development (MIND), Jamaica.

***Topic: “After slavery and colonization: A Black Leaders Perspective on Building Resilience among Caribbean people”***

**Professor Emeritus Rupert Lewis**



Dr. Rupert Lewis is a Professor of Political Thought in the Department of Government, University of the West Indies, Jamaica, and a Research Fellow in the PJ Patterson Centre for Africa-Caribbean Advocacy. He has earned an international reputation as a scholar of the Garvey movement and Caribbean radicalism in the twentieth century. In 2018 his biography of Marcus Garvey was published. He is author of the book *Walter Rodney's Intellectual and Political Thought* and has edited

books on George Padmore, the Trinidadian-born Pan-Africanist and Richard Hart, the Jamaican Marxist. He is a member of Jamaica's National Council on Reparation.

***Topic: “After slavery and colonization: The Church’s Perspective on Building Resilience among Caribbean people”***

**Reverend Dr. Stephen Jennings**



The Rev. Dr. Stephen C. A. Jennings is an ordained and accredited minister of the Jamaica Baptist Union, and is one of its Past Presidents. He is the Pastor of the Mona Circuit of Baptist Churches in Kingston, Jamaica, and is also a part time graduate lecturer (adjunct professor) in Biblical, Historical, Caribbean and Contemporary Theologies at the United Theological College of the West Indies (U.T.C.W.I).

***Topic: “Leaving a Life of Crime: Perspectives from a Repeat Ex-Offender from a troubled community.”***

**Mr. Roderick Robinson**



Evangelist Rodrick Robinson, is a graduate of the Bethel Bible College, and a former student at the Aberdeen All Age School. He was sent to prison three times in his teenage years and as a young adult. In 1991, while completing a 5 year sentence in prison, he made a commitment to serve Christ and his life completely changed. While in prison, through sheer determination and his love for God Mr. Robinson taught himself to read using the Bible. Mr. Robinson has been in ministry for over 25 years where he has been involved in Prison Ministry, motivational speaking, street meetings amongst others. Mr. Robinson is passionate about spreading the gospel to the world and winning souls for the kingdom. He is also a member of the Men of God against Violence (MOGAVA), who aims to help young men achieve their full potential. Mr. Robinson is a devoted husband to Naddene Robinson and a proud father of five boys.

**Topic: “Secrets of Success: From the Margin to the Centre”**

## **Dr. Hilary Robertson-Hickling**



Hilary Robertson-Hickling is a Retired Senior Lecturer in the Behavioural Science and General Management Unit at the Mona School of Business and Management at the University of the West Indies in Mona Jamaica. She has taught Organizational Behaviour, Organizational Development, Team Building and Management, and Pastoral Care and Counselling. She studied at the University of the West Indies, Johns Hopkins University, USA and the University of Birmingham, England and has

taken her concerns about migration and mental health into her research at home in the Caribbean and the Caribbean Diaspora. She has published more than 20 articles in scholarly journals and several articles in the popular press. Specializing in Diaspora and migration studies, she has written a book entitled *“White Squall on the Land: Narratives of Resilient Caribbean People”* first published by Carimensa Press and then as an ebook published by Hope Road Publishers, London, and *“That Time in Foreign”* published by Hansib London. She has worked as a management consultant in the public and private sectors and a psychologist in Jamaica, The UK and New Zealand. She has collaborated with Frederick Hickling on research and the development of services in Jamaica and in the UK. Dr. Robertson-Hickling has become increasingly interested in return migration to Africa.

Hilary Robertson-Hickling PhD  
Email: [hilary.hickling@gmail.com](mailto:hilary.hickling@gmail.com)

## Discussion Theme 2: Agents of Change and Transformation

---

### Moderator

#### Professor Rosalea Hamilton



Professor Rosalea Hamilton is the CEO of the LASCO Chin Foundation since June 2018. She was also Vice President at the University of Technology, Jamaica, where she was awarded a Professorship in 2008 for the UTech, Ja/Scotiabank Chair in Entrepreneurship and Development in recognition of outstanding work in the promotion, development and advocacy of entrepreneurship, especially among micro, small and medium-sized enterprises. She established and led The MSME Alliance, a network of small business organizations, for ten (10) years and also established the Law & Economics in 1998.

She is currently a Director on the Board for LASCO Manufacturing Limited and National Integrity Action, a corruption watchdog organization. She is also Chair of the newly created Caribbean Philanthropic Alliance, a hub of Philanthropy Connections in the Caribbean Region.

**Topic:** *“The Community Renewal Programme: A government agency’s approach to evidence-based practice in community development”.*

#### Mr. Charles D.W. Clayton BSc (Hons), MSc.



Charles Clayton is employed to the Planning Institute of Jamaica (PIOJ) as Programme Director of the Community Renewal Programme. However, he has served the PIOJ in varying capacities over a combined twenty-year period. In this regard, prior to joining the Community Renewal Programme Secretariat as its Director, he spent six years as Social Sector specialist in the Plan Development Unit, where he contributed to the development of the social sector components for inclusion in the Vision 2030 Jamaica National Development Plan and a prior six years as Social Planner during which he wrote the narratives for

the Social Security and Crime Prevention and Justice chapters of the Economic and

Social Survey of Jamaica (ESSJ). Mr. Clayton has made other significant contributions to the country's development in various capacities including as: Research and Business Development Manager with the Jamaica Employer's Federation; Program Management Specialist in the USAID –Program Development and Management Division (PDM); Sector Planner in the Project Planning and Development Division (PPDD), HEART NSTA Trust; Vocational Education Specialist consultant with the Inter-American Development Bank; Coordinator for Asia and the Pacific Rim with JAMPRO, Trade Policy Division; and Adjunct lecturer in Social Research and Sociology at the University of the West Indies. Mr. Clayton holds a Master of Science degree in Development Studies (Emphasis on Social Policy Analysis) a Bachelor of Science in Sociology and short certificates in Project Planning and Development, Technical vocational education and training, Export Market Development and Project Monitoring and Evaluation.

***Topic: “Mobilizing Diaspora Entrepreneurship and Resources for Community Transformation.”***

**Dr. Indianna D. Minto-Coy**



Dr Indianna D. Minto-Coy is the Academic Director (MScs), Co-Head of the Marketing, Tourism, Entrepreneurship and International Business Unit, and Senior Research Fellow at the Mona School of Business and Management (MSBM), University of the West Indies in (Jamaica) and Research Affiliate at the International Migration Research Centre, Wilfrid Laurier University (Canada). Indianna is also Affiliate Director at the Centre for Entrepreneurship Thinking and Practice, University of

the West Indies and chairs the MSBM's Entrepreneurship and Research Committees. She is a Director of GraceKennedy Ltd, one of the Caribbean's largest multinational conglomerates, GraceKennedy Money Services and the University of Guyana Press. She also sits on the selection committee of the Private Sector Organisation of Jamaica/Ministry of Finance Public Sector Corporate Governance Awards programme and is a Bentham Science Ambassador. She has held appointments at the Skoll Centre for Social Entrepreneurship (Oxford), the University of Waterloo, Centre for International Governance Innovation (Canada) and the Shridath Ramphal Centre (Barbados). Prior to accepting the GraceKennedy Directorship, Indianna chaired the Member-Dealer and Investor Relations Sub-Committees of the Jamaica Stock Exchange Best Practices Awards Committee, sat on the Corporate Governance Sub-Committee and the Listing/Selection Committee of the Jamaica Social Stock Exchange. Indianna has won a number of local and international consultancies including areas such as Diasporas, disaster risk reduction and business continuity management. More generally, her research,

publications and consultancies span the areas of entrepreneurship (including diaspora and migrant), international business, communications, disaster risk reduction, business continuity management, public policy and their intersection. Indianna holds a PhD from the London School of Economics and MSc from the University of the West Indies, Mona Campus in Kingston Jamaica.

***Topic: “A Force to Be Reckoned With: The Church as a change agent.”***

## **Bishop Ransford Jones**



Bishop Ransford Jones is a visionary leader with exceptional leadership qualities. A trailblazer and motivator, whose engagement, inspiration and impact have expanded and made tremendous differences across multi- sectors, institutions and countries. He has an inimitable way of connecting, mobilizing, influencing and motivating people to realize their full potential to achieve their purpose and destiny. A Motivational Speaker, Author, Entrepreneur and Community Advocate, Bishop Jones serves as the Lead Pastor for Destiny Gospel Centre,

a church he pioneered and planted in 2008, in the City of Markham, Ontario. Destiny Gospel Centre is a registered member of the Church of God in Ontario, which is comprised of a network of churches dispersed across Eastern Canada. He is one of three Regional Executive Offices in Canada that is affiliated with the Church of God, Cleveland Tennessee. Bishop Jones served and continues to serve the Church of God in Ontario in various capacities. He is the former World Missions and Evangelism & Home Missions Director in Ontario. In 2007, Bishop Jones was appointed to the Office of a Bishop and in 2018 was elected as a member of the Regional Executive Council, where he now serves on the Strategic Planning and Member of the Finance and Audit Committees. A District Overseer, Bishop Jones also supervises nine churches on the Scarborough and Markham District and is the current Chairman of the Canadian Black Clergies & Allies, a collective multi-denominational group of black Clergies and Allies in Ontario. An anointed preacher and teacher of the Word of God, Bishop Jones has travelled extensively throughout Canada, the USA and the Caribbean, ministering the transformational Gospel of Jesus Christ. Bishop Jones is currently the Chief Executive Officer of the Destiny Community Outreach (DCO) organization, located in the York Region. DCO develops and facilitates programs for young black youth within the community. Bishop Jones was also a Founding Member, Meeting Chair and now an Advisor to the York Region Alliance of African Canadian Communities. A Certified Chaplain, Bishop Jones is the author of the book entitled, "The Dynamics of Marriage," - a subject he is passionate about. Before entering ministry full-time, Bishop Jones worked in corporate Canada for over twenty years within the automotive industry for Toyota and Hyundai dealerships.



He held several managerial positions. He was the Leasing Portfolio Manager, Finance Manager and Sales & Marketing Manager. On a personal level, Bishop Jones is President and CEO of Highview Developments Inc. - a Corporation responsible for designing and building homes in the Oshawa area and surrounding communities.

## SPECIAL PRESENTER - MONDRAGON Ander Etxeberria-Otadui



The Mondragon Group itself is part of the International Cooperative Alliance which aim is to promote cooperativism around the world. Ander Etxeberria-Otadui has been the head of Mondragon's cooperative outreach program for the last five years. Annually, he serves approximately two thousand people who want to become acquainted with the Mondragon Cooperative Experience. He also lectures in universities and other fora around the world. Prior to assuming his current post, Etxeberria-Otadui worked as Personnel Manager for eleven years at the Ikerlan Technology Center, another cooperative of the Mondragon Corporation. Before that, he worked in a training position for seven years at the Mondragon Corporate Center. He studied Technical Engineering at Mondragon University (Arrasate/Mondragón) and Sociology at Deusto University (Bilbao).

## WORKSHOP PRESENTERS & Blurrs

### Workshop Title: Upskilling & Reskilling for the Post-Covid-19 World **Penny Carballo-Smith, LLB, LEC, LLM, FRSA**



Penny Carballo-Smith is a lawyer, careers researcher and the executive director of Future Think, a social enterprise founded ten years ago with the mission to equip communities for a fast and constantly changing digital economy. Future Think works strategically with teachers, parents, coaches, and mentors, and also provides thought leadership and practical support to organizations and decision-makers in the UK and the Caribbean. Penny played a major role in setting up and running the Caribbean STEM Coaching Club in 2015 alongside the British Foundation of the University of the West Indies and the Caribbean Diaspora for Science, Technology & Innovation (UK). The Club is designed to equip Caribbean families to succeed in the digital economy.

In the wake of COVID-19 which has turbocharged both digital transformation and the transformation to a more "green" economy, Penny has been on a mission to equip communities to rapidly up-skill and reskill for in-demand jobs. She also originated and developed the "People Helping People Problem Solving" initiative as a unique space for people to come together to learn, brainstorm, and find their own solutions to the challenges of our COVID-19 times. Penny is a graduate of the University of the West Indies; the Hugh Wooding Law School (Trinidad and Tobago); and the London School of Economics and Political Science.

### Workshop Title: Change from Within, Conflict Resolution & Restorative Justice **Dr. Therese Ferguson**



Dr. Therese Ferguson is a Senior Lecturer in Education for Sustainable Development (ESD) in the School of Education (SOE) at The University of the West Indies (Mona Campus, Jamaica). Dr. Ferguson serves as the Programme Leader for Change from Within, a school-based initiative in Jamaica that addresses violence and indiscipline through school culture change, which is implemented by the SOE. She is also the Coordinator of the ESD Working Group within the SOE, and serves as Programme Coordinator for the Master of Education

Degree programme in Education for Sustainable Development, Global Citizenship, and Peace at The UWI. Her research interests lie in ESD, children and the



environment, climate change education, and peace education. Dr. Ferguson has a co-authored book, book chapters, journal articles, book reviews, and encyclopaedia entries to her credit.

The school-based Change from Within (CFW) programme has operated in Jamaica since 1992. Founded to address violence in schools, the programme over the years has been successful in transforming schools characterised by cultures of violence and indiscipline through change orchestrated and managed from within by school stakeholders. The CFW programme methodology encompasses eight key principles, including, empowering school leaders, building on good practices, utilising new pedagogies, mentoring, involving parents and the wider community, involving children in decision-making, training for staff and students, and offering a shared circle of support with other schools. Programme outcomes have included improvements in attendance among boys, parental involvement, literacy, and numeracy; building of strong and vibrant student leadership; and the emergence of young and effective principals, through mentoring. One of the methodologies currently being shared with CFW schools is restorative justice circles.

The workshop will underscore how utilising the Circle can contribute to violence prevention by offering participants a space for dialogue and healing, as an alternative to violence. The workshop will offer participants an overview of the CFW programme, restorative justice circles and guidelines for managing the Circle and for Circle facilitators. It will also engage participants in a mock Circle exercise as an illustration

### **Workshop Title: Parliamentary Accountability: The Master Key for Development and Governance**

#### **Jeanette Calder, CEO, Jamaica Accountability Meter Portal (JAMP)**



*Jeanette Calder* is fully engaged in civil society advocacy for better public governance. She has been reliably vocal on governance issues, in particular those relating to procurement, corruption and *public sector reform*.

In 2016, she researched and produced Jamaica's first *Simplified Citizen's Budget and Guide* to enhance *National Budget Literacy* as a bedrock of improving public financial management and stewardship.

Her 2017 research into *Jamaica's Accountability Ecosystem* identified major gaps and weaknesses, and laid the groundwork for a new civil society initiative.

In 2018 she founded the *Jamaica Accountability Meter Portal Ltd*, to track, measure and expose accountability issues in Government. She has also pioneered the design and development of the ground-breaking online portal – *JAMP*, that seeks to place in the

hands of citizens, media, academia and Government itself, an accountability tool, to strengthen public oversight mechanisms and improve stewardship over public resources and assets.

*Ms. Calder is a Graduate of the Caribbean School of Architecture with a BA in Architectural Studies, and the Institute for Housing and Urban Development, Erasmus University, The Netherlands, with an MSc in Urban Management and Development.*

Her years of work in the Jamaican public sector, in key leadership positions, as well as her service on a number of Government Boards and Committees, exposed her to the challenges that encumber effective public sector management, and deepened her appreciation of the threats to responsive public service delivery, and the imperative for change. Further International exposure in countries (such as India and Uganda, among others), as a *Researcher and Advisor*, focused on the execution of *Public Private Partnerships (PPC)*, and on improving infrastructure delivery in the public sector, has also enhanced her understanding of the governance challenges in other jurisdictions, and the solutions that were harnessed and applied to effectively overcome them.

## Workshop Title: Wellness in Organizations

### Mrs. Patricia Figaro-Fletcher



Mrs. Patricia Figaro-Fletcher is a Nutritionist and Corporate Wellness and Lifestyle Consultant, Manager of *The Healthy Lifestyle Clinic/ The Health Profit Group* since 2000. She has certification in several areas including *Population Health Management Systems* for Wellness Programme Development and in *The Art and Science of Reboundology*. She has been the conference host and main presenter in the course entitled *Developing Successful Wellness Programmes* for both public and private sector since 2005 for both Jamaica and Trinidad and Tobago of which she is

a native. Mrs. Fletcher served as a consultant to the Ministry of Health for 3 years, during which time she developed the '*Corporate Wellness Programme Design Manual*', which is presently being updated, in addition to training over 700 persons nationwide. She was the Chair of the lead group for developing this course at NCTVET and a recipient of the Environmental Health Foundation Award for her contribution to the area of Wellness.

As a keen researcher and presenter on many health topic areas, Mrs. Fletcher has also pioneered Rebounding Aerobics, the result of a health challenge. She has done work for many organizations over the years and has had many television and radio interviews. She presently trains or assists companies in developing their Wellness Culture, in addition to conducting Wellness Spa days, demonstrating

experientially the importance of Self-Care whilst engaging and connecting employees to the reality of Well-Being. She seeks to empower, inspire, motivate and challenge persons on their journey towards, Health and Well-being. Mrs. Fletcher has been married to Bruce, a Jamaican, for over 38 years, has 4 children ages 34-27 years of age and is a grandmother of three.

## Workshop Title: Managing the Psychological Impact of Covid-19 Dr Donovan Thomas



Helping to sway people from taking their own lives has been a passion for Thomas, who now holds a PhD from Columbia Theological Seminary in Ministry, with a specialisation in Teen Suicide Prevention. “I was conducting research when I discovered one in four of Jamaican teenagers indicated that they seriously thought of taking their own lives,” Dr Thomas told the **Jamaica Observer** last week. “I said, as a youth worker, and as a Christian youth worker, we should find answers. I finally did my doctoral dissertation on

confronting suicidal propensity among Jamaican teenagers, and within a year or two I published the book *Confronting Suicide, Helping Teens At Risk*.” Choose Life International (CLI) exists in order to help people live: physically, emotionally and spiritually! There are too many people who simply exist, going through the motions of life ...without peace, ...without fulfillment, ...without purpose. We have a God-given vision and passion to help change this. CLI is a faith-based Non-Governmental Organization. Registered in Jamaica, in June 2008, and was founded by Dr. Donovan Thomas and his wife, Faith.

The workshop will help participants to understanding the psychological impact of Covid-19. It will also assist participants in maintaining emotional wellness during and after Covid-19. Strategies will be shared to empower participants to better cope and build/strengthen their resilience in the face of the challenges of life!

## Workshop Title : The Virtues of Virtual Classroom Management Securing your virtual learning spaces with Zoom video conferencing

Mr. Lisle Waldron



Mr. Lisle Waldron has worked as a higher education Information Technology professional for approximately twenty years. Having worked as the Manager, Multi-Media / Audio-Visual Services at UTT, and as the Chief Technician for the School of Education at the UWI (St Augustine campus), Mr. Waldron's responsibilities have included overseeing Information Technology and AudioVisual strategy formulation, implementation and support for teaching and learning and designing learning spaces for

both physical and virtual realms. Lisle Waldron holds a Master's in Business Administration (MBA) and a B.Sc. in Computer Science with honours. Mr. Waldron is an INFOCOMM affiliate member and is CTS (General), CTS-D (Design) certified. He holds many additional professional certificates from various manufacturers that include Poly, Smart Technologies, Audinate, and Crestron.

This 90-minute workshop will walk the participant through the much-needed and often forgotten classroom management process as applied to the virtual space. Classroom management is one of the broadest available topics in teaching and learning, and along with that breadth, there is a similar measure of subjectivity. In its simplest form, classroom management speaks to the broad assortment of methods, skills, and procedures that provide some measure of certainty to the facilitator that the classroom engagements and interactions in their teaching and learning process will progress without student disruption. The rules and structures necessary to promote learning and provide a framework for in-classroom accountability are essential to a successful teaching and learning experience. In the chaotic transition from physical to virtual instruction due to the global Covid-19 lockdowns, many a facilitator has unintentionally left classroom management techniques behind as secondary or third-level thoughts for another day. In the hierarchy of Covid-19 criticality, virtual classroom management may have seemed unimportant to education administrators and facilitators alike; however, after a calendar year of emergency response teaching and learning, it is evident that a new look at an old staple is due. Classroom management is as important as the physical as it is for the virtual learning space. It is at the core of a successful teaching and learning

experience for both facilitators and students as we all move forward into our new normal.

DRAFT



**Securing What Matters Most**

**The Mona School Of Education**