

CARIBBEAN ASSOCIATION OF HOME ECONOMISTS INC.

24TH Biennial Conference

HOME ECONOMISTS MINDSET RESET:



NAVIGATING THE NEW NORMAL

SANITIZING

VACCINES

ISOLATION

LOCKDOWNS

SOCIAL DISTANCE

DISRUPTIVE
TECHNOLOGIES

MASKING

NEW "HAND SHAKE"

About CAHE

The Caribbean Association of Home Economists Inc., founded in 1972 is a non-governmental organisation of over five hundred (500) members from the Anglophone Caribbean, Guyana, Belize and to a lesser extent North America. CAHE is affiliated to the International Federation for Home Economics that is over one hundred year old. The association works in close alliance with the American Association of Family and Consumer Sciences (AAFCS) formerly the American Home Economics Association (AHEA), and is twinned with the Toronto Home Economics Association (THEA).

CAHE has also worked closely with Ministries of Education, Health and Agriculture around the region as well as with the Caribbean Public Health Agency (CARPHA). As professionals and educators alike we share a common vision for the improvement of the quality of life for Caribbean citizens and for the development of Home Economics in the region. CAHE offers a system professional certification for its members.

OUR VISION

The Caribbean Association of Home Economists Incorporated (CAHE) aims to be a highly- recognized regional organisation that influences regional policy making and Home Economics curricula towards improving the quality of life of families in the Caribbean.

OUR AIMS ARE:

- ✎ To improve the well being of individuals and families in the Caribbean region.
- ✎ To promote awareness of social, economic and political issues and to participate and in activities which impact families.
- ✎ To promote high professional standards among Home Economists in the region through continuing education and professional development programmes.
- ✎ To incorporate Home Economics in the school curricula at all levels of the educational system.
- ✎ To improve and strengthen education in Home Economics at all levels of the Education system.
- ✎ To encourage research in Home Economics and related fields and to assist in the dissemination and application of the findings
- ✎ To strengthen the profession by means of communication and linkages with organisations and institutions of like disciplines and /or similar interests both regionally and internationally.

Our Code of Ethics

As a member of the Caribbean Association of Home Economists Inc., it is my duty to:

- ✓ promote and support a high standard of professionalism among members at all times;
- ✓ seek and pursue opportunities for personal and professional growth;
- ✓ encourage and undertake research in areas relevant to good home and family living;
- ✓ update knowledge of the profession as a result of technological changes;
- ✓ share relevant knowledge and skills with other professionals as well as community members;
- ✓ promote and uphold the interdisciplinary nature of Home Economics;
- ✓ foster unity among local and regional associations in bonds of friendship, mutual understanding and trust;
- ✓ accept constructive criticism willingly, and liberal praise with equanimity, in my professional life;
- ✓ create and develop positive attitudes and all times seek to gain the respect of the community;
- ✓ show appreciation for the work of member territories and Governments as they relate to Home Economics and other relevant fields.

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CARIBBEAN ASSOCIATION OF HOME ECONOMISTS

SONG



We chart our course through the region
Our aim is to work hand in hand
To educate the whole Caribbean
Make a better life for everyone

C A H E we will work with you
To build a stronger avenue
Of Home Ec. learning for all our people
O yes that's what we will do

Chorus

So Caribbean Home Economists
Caribbean Home Economists
Caribbean Home Economists
March on, march on, march on.

Let's bridge the gap in Education
Promote partnerships that we can learn from
Let each one teach one to build
professionalism
And strengthen Home Economics Education

C A H E we will work with you
To put Home Ec. on a higher level
Impact positively on all our people
'Specially the youth, they depend on you

Chorus

So Caribbean Home Economists
Caribbean Home Economists
Caribbean Home Economists
March on, march on, march on.

The time is now let's all play our part
A stronger link is what we'll aim at
So come one come all join in this theme song
Let our voice be heard throughout the Caribbean

C A H E we will work with you
To put Home Ec. on a higher level
Impact positively on all our people
'Specially the youth, they depend on you

Chorus

So Caribbean Home Economists
Caribbean Home Economists
Caribbean Home Economists
March on, march on, march on.



Composed by:
Pamela Courtney
Grenada
-2003-

President's Message



Ms Pauline Whiteman

It is my distinct pleasure to welcome you to the 24th Biennial Conference of the Caribbean Association of Home Economists Inc. (CAHE), and more importantly our first E-Conference. The restrictions imposed on human activity by the COVID-19 pandemic, coupled with the digital transformation that is happening globally has made it critical for the Association to stay relevant in a post COVID-19 world. Life as we know it has changed due to this ongoing pandemic, we continue to hear of the “*new normal*”. Throughout it all, the Executive has been working to find avenues to reach our members and deliver on the goals of the Association. The theme selected is therefore aptly titled “*Home Economists Mindset Reset: Navigating the New Normal.*” Indeed, it is anticipated that the benefits and scope of this event will be even more impactful since we will be able to reach not only our members who may have otherwise been inaccessible, but other stakeholders far and wide.

COVID-19 has presented unique challenges to all types and levels of learning, inclusive of home economics. Worldwide, many home economists have had their service delivery and lives disrupted as a result of the pandemic. Therefore, as leaders in the field, this event presents a pivotal opportunity to

focus on specific topics that will benefit our members and by extension all home economists and professionals in the allied fields. I am positive that the information shared will redound to the benefit of students, parents and community members.

Consequently, this E-Conference will focus on the areas of disruptive technologies and tools for the virtual classroom and will facilitate the sharing of perspectives on how we can navigate the new normal and emerge stronger and wiser in a brighter future. Home economists will also be able to join the conversation on how to navigate the new normal, share their lived experiences in the session titled “*COVID-19 Chronicles*” and sit with the home economics masters to participate in a conversation on Mindset Reset in the COVID-19 pandemic.

It is our fervent hope that the sessions will set the foundation for enhancing and excelling in our field during these challenging times. On behalf of the Executive, I thank our membership for your continued support over the years and for participating in such a historic event. I also wish to extend best wishes to all for health, peace and safety for yourselves and your families.

Please stay safe and let us work towards emerging from COVID-19 stronger and more resolute than ever before.

God bless.



**NOTHING IS IMPOSSIBLE.
THE WORD ITSELF SAYS
"I'M POSSIBLE!"**

- AUDREY HEPBURN

*From the
desk of the*

Chairperson, Publications Committee



Ms Sheila Robertson

Welcome to this the first edition of our magazine which has become a virtual publication by virtue of the inability to travel and meet physically. As Home Economists, we have always looked forward with enthusiasm to the conference hosted by the Caribbean Association of Home Economists

(CAHE). In previous years members and friends travelled to different countries to attend professional development sessions, interact with colleagues; participate in cultural activities; and make new friends. This year is different. Due to the COVID-19 pandemic, we must enjoy the conference from the comfort of our homes.

In light of our present conditions, many of the things that we have come to take for granted over the past decades, such as cheap, easy and reliable travel between countries have become questioned, as different nations have responded to the global health crisis in different ways, each impacting local societies, economies, communities, and the lives of many individuals. Furthermore, the teaching and learning process as we know it has become non-existent. Both teachers and students have been thrust into the virtual world of Zoom, Microsoft Teams, Big Blue Button and a myriad of other learning platforms. As such, some persons have encountered various challenges, while others are enthusiastic about the teaching/learning from home. The most prominent challenge however, is the completion and assessment of practical sessions which is the hallmark of Home Economics. The question asked numerous times is, "How can practical sessions be adequately assessed online?" Hence, the focus of this year's theme **"HOME ECONOMICS MINDSET RESET - NAVIGATING THE NEW NORMAL"** fits perfectly.

I extend a cordial welcome to everyone as we embark on our first virtual conference. Although physically distant, may we still experience the thrill and excitement that resonate when we meet on

occasions like these. As we deliberate and share with each other for the next three days, I hope as educators we can ensure that we learn as many lessons from the sessions so that we can reset and adjust our minds to our new normal.

For the academic community, perhaps the most important thing that this crisis will have taught us is that the freedom we had - being together in the laboratory and demonstrating to students - has been terribly jeopardized. Even breathing and speaking have been difficult since mask-wearing. These serve to remind us that nothing in life is really free and that the little things in life must not be taken for granted. On the other hand, this crisis has brought families together; lockdowns and curfews are threads that helped to foster stronger bonds among family members. Yes, amidst all the negatives, let us look closely at the corners where our lives were thus brightened.

Despite our present challenges, the CAHE Publications Committee thought it important to continue its mandate by providing a virtual magazine in tandem with the 24th Biennial E-Conference. As I conclude, let me take this opportunity to thank the committee members whose invaluable assistance was quite welcomed and deeply appreciated. To the individuals who have made significant contributions to the overall success of this publication; I am forever grateful. I hereby employ your continued support of the magazine so the world can see and benefit from your great work and encouragement. To the membership, I extend a heartfelt thank you for affording me the privilege of serving you for another two years as Chairperson of the Publications Committee.

Yours faithfully,

Sheila Robertson

Chairperson, Publications Committee.

*~Support the Publication~
Please send Articles, News & Events
in your area for the next edition*

Home Economists' Mindset Reset: Navigating the New Normal



**Leonie Clarke, PhD,
CPHE**

Associate Professor, Family
and Consumer Studies
School of Technical and
Vocational Studies,
University of Technology,
Jamaica

Words such as 'unprecedented' and 'never-before-seen' resound in public spaces and echo in private conversations. They are used in reference to the historic outbreak of the COVID-19 pandemic unfolding right before our eyes and the new normal of distance teaching that it has established for us as home economics professionals. Depending on our mindset, we may approach the situation with scepticism or cautious optimism. Yet, our mindset is often anchored in past responses to life events that are inappropriate to present realities. In order to ensure that our approach is the most appropriate to context, it is prudent for us to assess it in the light of multiple facts. Dweck (2016) posits that persons with a "fixed mindset" assume that many of our attributes are "static givens" which we cannot change in any meaningful way. However, a "growth mindset" sees and thrives on challenges as opportunities for stretching us beyond our current capacities. Dweck's thoughts are especially relevant to the current realities of dealing with covid-19.

For many of us, covid-19 and the challenges of online learning presented road blocks in the way of our performing everyday tasks. Our focus was on our 'inability to do,' a deficit approach, rather than our capacity and willingness to adjust and accommodate. While there is merit to our considering our reality, that same reality calls us to be agile, innovative and creative. In this regard, it is possible to view covid-19 as providing opportunities to stretch us to grow and develop. This is critically important if we are to make a positive difference in the lives of families, as the mission statement of the Caribbean Association of Home Economists, Inc. (CAHE) outlines.

Members of the CAHE, whether we serve in formal, informal and nonformal education settings or in industry and commerce, health, and the creatives, must recognize that we have entered the fourth industrial revolution with its cutting-edge technology that has already started to alter the way we live, work and relate to each other. The transformation that this revolution brings supersedes our imagination but rather than being paralysed by the uncertainties of the present and future, we must face the awesome responsibility with resolve and determination. Educators must prepare to master the technologies in teaching people where they are, in their homes, fields, and communities; the new classroom. We must prepare to help families navigate the emerging challenges of communicating in close and often now uncomfortable spaces; unfamiliar because we had become accustomed to seeing and being in each other's spaces for snippets of the day.

Let us not miss the opportunities that the COVID-19 pandemic affords us to future-proof ourselves and our profession to carry out our mandate of improving the quality of life of families in the region in innovative and creative ways. This first-of-its-kind CAHE conference, a truly game-changing event, provides an exceptional space to share our experiences and be enlightened about how we progress as a professional organization to transform lives and the space in which we do life.

The call is out, home economists, the need is clear, the opportunity is here to examine ourselves, reflect on our position, and make the decision to 'reset our mindset' to successfully navigate the new norms and make the difference we pledged we would, in the lives of our people.



**Sleep is that golden chain
that ties health and
our bodies together.**

~Thomas Dekker~

Greetings & Messages

Greeting from Antigua & Barbuda

Hon. Daryll S. Matthew
Ministry of Education, Sports
& the Creative Industries



I am pleased to extend warm greetings on behalf of the Ministry of Education, Sports and Creative Industries - Antigua & Barbuda. We commend the Caribbean Association of Home Economists Inc. (CAHE), for adapting to the new normal by hosting your

24th Biennial Conference virtually. The Ministry also offers commendation to all delegates who have afforded themselves this opportunity as it will assuredly present a wealth of timely information.

With the current affairs around the world as we wage war against the Corona Virus (COVID-19), many uncertainties give cause for re-adjustments of

the way we live our lives. This includes endeavouring to lead nutritionally sound and healthy lifestyles, as well as management of precious and scarce resources. The loss of jobs has also seen a rise in entrepreneurial efforts across the region as families strive to make ends meet. Home Economics educators, undoubtedly, have been championing these aspects of life for many years and continue to do so now.

I would like to applaud all those involved in making this special event possible as it reflects the message of your theme *“Home Economists- Mindset Reset Navigating the New Normal”*.

I offer my best wishes to you for a successful, enjoyable and productive Conference and look forward to hearing of the outcomes from your deliberations.



Greeting from IFHE Region Of The Americas

Janine Duncan, PhD, CFCS
IFHE Vice President
for the Americas



Greetings to members and guests of the 24th Biennial Conference of the Caribbean Association of Home Economists Inc.

Congratulations on embarking on this virtual conference, a sure way to continue to build community

and advance the work of home economics throughout the Caribbean region during such

unprecedented times. Making the decision to meet virtually is no easy task, yet given the circumstances of the COVID-19 pandemic, it is the best way to maintain the safety and health of all. The agenda set for the conference illustrates the many ways that home economics and home economists have pivoted to meet the moment. My gratitude to all for your contributions to the program. I look forward to joining you for the conference, learning about current issues, challenges, and opportunities that will lead CAHE toward contributing to this “new normal.”



The strength of the team is each individual member.

The strength of each member is the team.

~Phil Jackson~

Greetings & Messages

Greeting from International Home Economics Services, Inc. (IHES)

Mary M. Warnock
President
Board of Trustees



Greetings and Congratulations in recognition of the 48th Anniversary of the Caribbean Association of Home Economists, Inc. (CAHE). Throughout these many years, the CAHE membership has maintained:

- ♦ *High visibility through professional journal and newsletter publications;*
- ♦ *Membership involvement through many different types of events and workshops;*
- ♦ *The importance of the Home Economics Profession and its spirit within the Caribbean Community; and*
- ♦ *Standards of Excellence at all Biennial Conferences by reaching out to the Caribbean Community and the world with shared knowledge, experiences and "helping hands."*

IHES salutes the CAHE membership for its years of service to the Home Economics Profession within and outside the Caribbean. This CAHE Biennial E-Conference is the perfect example of:

- ♦ *Risk-taking, being the first ever virtual conference with access by the membership and the world.*

- ♦ *How Caribbean home economics expertise can be showcased by support of local and international speakers, workshops and planned events.*
- ♦ *Using technology to share the COVID-19 pandemic story as it has affected the Caribbean Community in so many ways – educationally, economically, socially, politically and, especially, the FAMILY. However, the strength of CAHE always has been its members and their ability to rise above disasters, even a pandemic, and give encouragement to others.*

You are strong women and men. Take this E-Conference opportunity to maintain the power of your home economics professional organization through visibility, communication skills and the awesome abilities to meet the challenges of the present and the future in order to "navigate the new normal."

IHES not only sends greetings and congratulations for a very successful 2021 CAHE Biennial Conference, but also affirms our support, encouragement and blessings for the membership.

Mercy, peace and love be yours in abundance (Jude 1:2),



Message from Antigua & Barbuda

Casey Maxwell-Roberts
Act. CEO - Antigua & Barbuda
National Training Agency



It is my honour and privilege to submit a message of greeting towards the 24th Biennial Conference being hosted by the Caribbean Association of Home Economists (CAHE).

On behalf of the Antigua and Barbuda National Training Agency (ABNTA), I offer congratulations to you for the exemplary work that you have done over

the years and are continuing. The theme is a true representation of what is needed in these emerging times where we all are working toward a "**Mindset Reset: Navigating the New Normal**". By hosting your first ever Virtual Conference you are in keeping with the "new normal". For this, I say well done.

It gives me great pleasure to also congratulate and convey best wishes to the Chairperson and the organizing committee.

I wish the 24th Biennial Conference every success.



Greetings & Messages

Greeting from The Disaster Assistance Partnerships (DAP)

Juanita Mendenhall
International Coordinator
Disaster Assistance Partnerships-DAP



Congratulations and Best Wishes to CAHE 2021!

It is impossible to imagine what could have adequately prepared the world for what we have experienced this year with the COVID-19 crisis! Certainly the Caribbean has been crippled, too, by this silent killer pandemic. Unfortunately, this DISASTER is not one our Disaster Assistance Partnerships has any boxes to send out to help “fix” it. However, I am sending prayers for each and every one of you to stay strong, healthy and hopeful as you approach the future with optimism and resolve. You, my dear CAHE Friends, have always been an inspiration to me and to many for your Faith and courage in all things big and small. The CAHE Conference will offer new tools and support in your journey to serve others through your chosen profession. March On, March On, March On!

The Disaster Assistance Partnerships, in collaboration with our Caribbean DAP Coordinator, Audrey Drayton-Jones, is currently exploring if DAP might be able to send supplies for assistance in support of the home economics program in Rupununi Savannah in Guyana at the Asihaltan Secondary School.

We are still in the preliminary stages but hope to have more to share with you soon.

Many of you know that DAP sent over 525 boxes of all kinds of home economics program supplies to six countries impacted by hurricanes Irma and Maria. Supplies and money were donated from many sources around the world as the call went out for assisting with the DAP projects. Items were collected, packed and sent from the Lake Wateree, South Carolina “warehouse” which has now been moved to a storage facility in Arkansas where Dr. Mary Warnock, President of IHES, lives. She will be receiving donated materials, packing and sending them there.

George and I sold our South Carolina home and moved to a retirement village in Bridgewater, VA in June, during the height of pandemic lockdown.

DAP is an ongoing PARTNERSHIP program powered by many organizations and individuals. The purpose of DAP is to share home economics resources where there is a need. We work under the umbrella of IHES as the “originator” of DAP and as an IFHE Committee of Council. The Caribbean Jean Edwards Disaster Assistance Fund was seeded by money from DAP and at each CAHE Conference, one-half of all Sales Table proceeds usually goes into the Jean Edwards Fund, but being virtual this time, we cannot share in that way. (How about next time?) DAP is proud to be a Partner with CAHE. Together we will make a difference for Home Economics. Blessings for a wonderful, productive 24th Biennial Conference.

Wishing EACH of YOU and CAHE the VERY BEST!



Greetings & Messages

Greeting from the President Of The International Federation For Home Economics (IFHE)

Dr. Gwendolyn Hustvedt
President
IFHE



Dear President Whiteman, valued members of CAHE and participants of the 24th CAHE Biennial Conference.

On behalf of the International Federation for Home Economics, I bring you greetings on the occasion of the 24th Biennial Conference of the Caribbean Association for Home Economics Incorporated (CAHE).

CAHE has been a valued member of our international network for the 48 years, unbroken, since your founding. Congratulations are for the commitment of CAHE and of Caribbean professionals to Home Economics regionally and internationally. Many Caribbean home economists have risen to prominent, policy level decision positions and have received national honours/commendations as well as serving IFHE faithfully in positions of leadership. I am honoured to be invited to share my thoughts with you. Especially as your event's theme "Home Economics: Mindset- Reset: Navigating the new normal" resonates with the mission of the International Federation for Home Economics.

IFHE unites professional organizations, research institutions, and educators from over 60 countries who believe in the power of individual choices to transform (global) societies towards a sustainable future. Our mission is to advocate research and education for the responsible use of resources at household and consumer level and through this contribute to achieving a sustainable living for all. Our profession spans multiple academic disciplines and values home as a place where equality reigns and everyone can develop their full potential.

The theme of your Biennial Conference is of great importance not only in the Caribbean but at our global platforms, too. CAHE as a channel for disseminating

our position statements, such as the one we made this past month to the UN Commission on Social Development on the impact of the Digital Divide on women and their families globally. We are also pleased to see individual schools and universities in the region celebrating World Home Economics Day on March 21st, which in 2021 has the theme of "Age Friendly Homes and Communities".

The International Federation for Home Economics is most pleased to count CAHE and many committed individuals from the Caribbean amongst its members who contribute to joint research, virtual training webinars as well as publications in our journal the International Journal of Home Economics. The international recognition of our profession is based on the commitment of home economists in many countries, the valuable work they do to achieve a quality of life for all. It is a pleasure to see this professional community thrive and exchange on the occasion of this Biennial Conference.

I wish all of you an inspiring conference and fruitful outcomes.



Home Economists Mindset Reset:
Navigating The New Normal

Greetings & Messages

Greeting from the Ministry of Education - Guyana

Dr. Marcel Hutson
Chief Education Officer
Ministry of Education



Greetings from the Chief Education Officer on the 48th anniversary of the Caribbean Association of Home Economists (CAHE)

On behalf of the Ministry of Education, I wish to extend greetings to you all on this auspicious occasion.

This year, the Caribbean Association of Home Economists will commemorate its 48th anniversary by way of hosting its 24th biennial conference under the theme "Home Economists Mindset Reset: Navigating the New Normal". As we observe this momentous occasion, we must pause to recognize the importance and value of Home Economics to individuals, families, and by extension the Caribbean region.

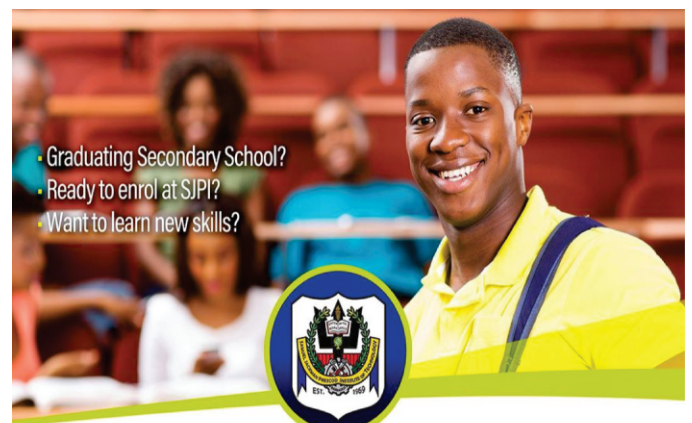
The discipline of Home Economics aid in the development of individuals which goes beyond teaching an individual 'how to cook'. Through its broad scope, individuals learn money management practices as well as how to coexist with each other. Home Economics also helps to prepare individuals for the role of a home-maker and it provides a clear path to a variety of career opportunities. Further, it equips individuals with the skillset, knowledge and attitudes which will enable them to live productive and fulfilling lives.

Many families continue to benefit from the skills and knowledge of Home Economics. For example, family planning and child care are two aspects of this discipline that adds to the practicality of effective home management. In addition, food and nutrition training raises awareness of the importance of good health and proper dietary practices. In the long run, family members are well prepared for their expected roles in society. Guyana as a nation has also seen the end products of the knowledge and skillset taught through the institutionalization of the discipline of Home Economics. Through its broad scope, these subjects ensure that there are many avenues for job

opportunities, thus creating a working nation that largely contributes to the economy. Most importantly, Home Economics help to raise a healthy nation through food, nutrition, clothing and body care practices.

Upon reflection of this year's theme, there is a call for a shift in thinking by educators and the general public on the importance placed on Home Economics. The Caribbean region must therefore embrace the discipline as a critical area that enhances regional development while implementing strategies to ensure gains achieved during the COVID-19 pandemic are not lost.

As Chief Education Officer of the Ministry of Education Guyana, I sincerely wish to commend the Caribbean Association of Home Economists for its continued advocacy for the inclusion and recognition of Home Economics as a critical discipline in the region. The Ministry of Education also extends best wishes to the association in all future endeavours.



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Greetings & Messages

Greeting from the Council for Technical and Vocational Education and Training (CTVET) - Guyana

Floyd Scott
Director,
CTVET – Guyana



On behalf of the Councillors and Staff of the Council for Technical and Vocational Education and Training (CTVET) - Guyana, I extend warmest greetings and wishes to the membership of the Caribbean

Association of Home Inc. (CAHE) on the association's 48th Anniversary.

The 48th Anniversary of the association, which coincides with your 24th biennial conference, is more

so celebratory as it falls at a time which is so relevant as reflected in the conference's theme “Home Economists Mindset Reset: Navigating the New Normal”.

As such, as Home Economics' practitioners, let this noble career continue to respond to the existing challenges and changes as the “New Normal” is being navigated.

Once again, best wishes for a successful biennial conference and years of continued service to the Region, as we all seek to impact our space whilst ensuring the fullness of life to and for all.



A healthy outside starts from the inside. ~Robert Urich~

Greeting from the Technical and Vocational Education and Training (TVET) - Barbados

Henderson Eastmond
Executive Director,
TVET – Barbados



As the Executive Director of the Technical and Vocational Education and Training (TVET) Council, Barbados, it is my pleasure to offer congratulations to the Caribbean Association of Home Economists on the celebration of your 48th anniversary, and, to bring

heartfelt greetings to members and guests in attendance at your 24th biennial conference.

The decision to endeavor to host a major event during the COVID 19 pandemic could not have been an easy one for you. Nevertheless, it is a decision with which I can identify since the TVET Council (TVETC) Barbados was faced with such similar choices in the hosting of our biennial WorldSkills Barbados competition which took place in November 2020 last year. It was postponed from May 2020 because of the pandemic.

Like you, we opted for a virtual audience instead of a physical one and similarly we expect that your conference will be hosted successfully despite the change in circumstances.

As head of an organisation whose mandate is to promote and support the Technical and Vocational Education and Training (TVET) System in Barbados, I feel a kindred spirit with the CAHE whose role is focussed on advancing the work of home economists. The language of education, training and preparation for work is one with which we at the TVETC are intimately familiar.

I look forward to learning of the outcomes of the successful hosting of your first virtual conference. I hope that all of your goals, objectives expected outcomes are achieved. And finally, I wish the CAHE and its members continued success in all of your future endeavours.



Greetings & Messages

Greeting from the SAMUEL JACKMAN PRESCOD INSTITUTE OF TECHNOLOGY (SJPI), Barbados



The Samuel Jackman Prescod Institute of Technology (SJPI), Barbados is extremely pleased to be associated with the Caribbean Association of Home Economists Incorporated (CAHE). These two Institutions share a common vision and enjoy a

longstanding relationship of close to forty (40) years to the extent that the SJPI is the home address of CAHE. We are therefore very pleased to congratulate your organization on the achievement of 48th unbroken years of existence and sterling service to the region.

As you deliberate on this very relevant topic "Home Economists Mindset, Reset: Navigating the

new normal", we invite you to consider the SJPI as a regional training partner since we, at this the premier technical and vocational training Institution in Barbados, have fully embraced the disruptive technologies that are the underpinnings of the new normal in vocational education. We have already reset our minds and are experiencing exciting times as we continue to modernize and transform our learning spaces and programmes, programmes in the Division of Human Ecology being chief among them.

We therefore entreat you, the delegates, and your distinguished guests, to take full advantage of the rich exchanges available to you in the next two days. Our best wishes, to you, are for a very successful 24th Biennial Conference.



Greeting from the Antigua and Barbuda Union of Teachers

Kimdale Mackellar
President



Greetings in solidarity from the Antigua and Barbuda Union of Teachers, and best wishes as we all traverse these uncertain and trying times. The struggle, as the saying goes, is real. However, despite the many challenges faced by your organization and its

members, eventually with God's help, and the creativity and perseverance that Home Economists are known for, there is no doubt that you will prevail.

Your theme "Mindset Reset" is indicative of your members willingness to confront new situations, seek solutions and to make adjustments, when and where necessary. These attributes are part and parcel of being a Home Economist and what some may

consider to be a "new" modality is already engrained in the psyche of your members.

There are still the challenges presented by technology and interacting remotely, along with the lack of support and understanding, by many of just what Home Economics entails, but I have no doubt that your organization will continue to agitate, advocate and educate until progress can be made in these areas.

The Antigua and Barbuda Union of Teachers stands ready to offer whatever support it can in this and any other regard and wishes you a successful conference and God's richest blessings as you continue to serve your members throughout this pandemic and beyond.



Greetings & Messages

Solidarity Greeting from the President Of The St. Vincent and the Grenadines Teachers' Union

Oswald Robinson
President
SVGTU



It is a distinct honour to warmly greet the Executive and other members of the Caribbean Association of Home Economists Inc. on celebration of your 48th Anniversary on the occasion of your 24th Biennial Conference.

Your chosen theme: *“Home Economists Mindset: Navigating the New Normal”*, is quite appropriate and visionary. COVID-19 has given the world no choice but to make changes to adapt in order to mitigate the enormous challenges which are facing the global society. Being apt to change first begins in

our minds and this mental attitude and action is quite imperative in order to navigate this new normal. I wish to highly commend the leadership of your noble organization. I must re-emphasize the significance of your theme which clearly reflects your critical thinking skills in thinking outside of the box so as to be more creative in sustaining relevant and dynamic goods and services in this new normal.

Congratulations on your 48th Anniversary as well as your 24th Biennial Conference. I wish you a successful deliberation and encourage you to continue to be that invaluable asset to the Caribbean, Guyana, Belize and North American societies. Long live the Caribbean Association of Home Economists Inc.



The strength of the team is each individual member.
The strength of each member is the team. ~Phil Jackson~

Greeting from the Ministry of Education and Reconciliation, St. Vincent and the Grenadines

Elizabeth Walker
Chief Education Officer
St. Vincent and the Grenadines



The pleasure is mine to bring you greetings on behalf of the Minister of Education and Reconciliation, Honourable Curtis King on the occasion of your First Virtual Conference. This conference is being held at a time when you are celebrating forty

eight (48) years as an association. We celebrate with you on achieving this milestone and offer our warmest congratulations. The Caribbean Association of Home Economists Inc. we salute your achievement.

Your 24th Virtual Biennial Conference's theme, *“Home Economists Mindset Reset: Navigating the New Normal”* is quite fitting as we work to combat the many challenges, especially those brought on due to the COVID 19 pandemic. The Pandemic has indeed

forced us to reset our mindset as we navigate the new normal.

This new normal has mandated us to think outside the box and to be creative. It has created new ways for us to continue with the job at hand. Your conference being held virtually is a testimony to this fact. As we reset, we have to be contented with the idea that the pandemic has changed our modus operandi going forward; hence, we have no choice but to accept the new normal.

These challenges have no doubt caused us all to ponder, refocus, prioritize, revisit our strategies, change our routines and find unusual solutions towards our planned goals.

We now send virtual hugs, smiles, hellos and kisses to our family and friends. Oh! How these changes have impacted us. Despite, these challenges

(cont'd on Pg 12)

Greetings & Messages

Greeting from the Ministry of Education - Trinidad & Tobago

Dr the Honourable Nyan Gadsby-Dolly
Minister of Education
Trinidad & Tobago



It is my pleasure to join the Caribbean Association of Home Economists to celebrate your 48th anniversary and 24th Biennial Conference. Home Economics plays an important role for every family; more so than most people are aware of today, this year's theme "Home Economists Mindset Reset: Navigating the New Normal" follows the theme that has guided many of the conferences since 2020 in many and varied spheres and practice - How do we navigate the new normal?

Home Economics here in Trinidad and Tobago has evolved significantly over the years. We have moved from the "That's for girls" paradigm, and the, "What can you do with that?" mindset to understanding how awareness of social, economic and political issues can affect families. The pandemic has forced us to rethink the ways in which students are engaged in Home Economics and, for Home Economists, how can the skills and teachings be transferred into the virtual space? During the pandemic, we were made to sit back and spend time at home, to reassess our spending practices, to really take an introspective approach to our family operations – the core skills of Home Economics were never as relevant as they are now.

I am aware that teachers across the region have been engaging in professional development and upskilling that will allow for Technical Vocational subject areas, like Home Economics, to be on par with other subject offerings. I must extend my sincere congratulations to the Caribbean Association of Home Economists Inc team for ensuring that this conference was implemented, even in a virtual space. The information that will be shared is relevant, timely and critical; and the engagement is needed to allow for much needed discussions and exchanges at this time.

As the Association works to improve and strengthen education in Home Economics at all levels of the Education system, the Ministry of Education of Trinidad and Tobago is committed to supporting the realization of this goal. Exposing students to this field of study that can be of significant benefit to our country and the region – a focus on the home and how we manage it can only reap positive rewards for the region.

Again, I congratulate you on 48 years of operation and I look forward to the evolution of the Association as you reset your mind set to navigate the new normal. May God bless you all.



Vision is the art
of seeing what is
invisible to others.

~Jonathan Swift~

Greeting ... (cont'd from Pg 11)

we press on faithfully as we know that we are still a long way off, getting all to accept to the new normal.

The onus is now upon all of us to work together and to let our emotional intelligence awaken a concern and care for each other like never before. It is through God's direction, our collective efforts, ideas and creative innovations, that we are able to carry on and be successful. The survival of us all rest solely upon us.

We are definitely our brother's and sister's keeper and the pandemic has shown us that we need each other more than ever. Congratulations once again and I wish you a productive conference. God bless.



Past Presidents

1972-1977	Viola Horsham <i>Trinidad and Tobago</i>
1977-1981	Gwendolyn Tonge <i>Antigua and Barbuda</i>
1981-1985	Victorine Britton <i>Guyana</i>
1985-1989	Veda Gill <i>Barbados</i>
1989-1993	Zola Holder <i>Trinidad and Tobago</i>
1993-1997	Florentine McCoy <i>Antigua and Barbuda</i>
1997-2001	Norma Maynard, CPHE <i>St. Lucia</i>
2001-2005	Janice Maison, CPHE <i>Guyana</i>
2005-2009	Sonja Lewis, CPHE <i>St. Vincent and the Grenadines</i>
2009-2013	Audrey Jones-Drayton, CPHE <i>Barbados</i>
2013-2017	Antonia Coward, CPHE <i>Barbados</i>

***PUSH YOURSELF,
BECAUSE NO ONE ELSE
IS GOING TO DO IT
FOR YOU.***

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**CARIBBEAN ASSOCIATION
OF HOME ECONOMISTS
INC. (CAHE) 1972**

VISION STATEMENT

The Caribbean Association of Home Economists Incorporated (CAHE) aims to be a highly-recognized regional organisation that influences regional policy making and home economics curricula towards improving the quality of life of families in the Caribbean.



MISSION STATEMENT

To improve the quality of life for individuals and families within the Caribbean region, and to encourage continual professional growth in members of the home economics profession in the Caribbean



Executive Leadership Team



President
Pauline Whiteman
Trinidad and Tobago



1st Vice President
Dr. Leonie Clarke
Jamaica



2nd Vice President
Michelle Guy
St. Vincent and the Grenadines



Secretary
Keisha Went
Barbados



Assistant Secretary
Sandra Murray
Barbados



Treasurer
Angela Graham-Rudolfo
Trinidad and Tobago



Assistant Treasurer
Bernadette Als-Pierre
Trinidad and Tobago



Chairperson Education Committee
Dr. Hope Mayne
Jamaica



Chairperson Finance Committee
Lucille Marcelle
Trinidad and Tobago

Executive Leadership Team



Chairperson Research Committee
Claudia Brown-Wilson
Jamaica



Chairperson Publications Committee
Sheila Robertson
St. Vincent and the Grenadines



Chairperson Nominating Committee
Lynette Burke
Barbados



Chairperson Membership Committee
Anita John
St. Vincent and the Grenadines



Chairperson Public Relations Committee
Iris Mae-Gumbs
Antigua and Barbuda



Immediate Past President
Antonia Coward
Barbados



Consultant
Audrey Jones-Drayton
Barbados



Consultant
Norma Washington
Guyana

FROM "TAN A YUH YAAD, TO OUT A DOAH": TALK UP YOUTH

The COVID 19 pandemic has disrupted nations across the world; all aspects of the affairs of the world have been affected by the pandemic. Scientists have cautioned people everywhere to observe practices to keep safe. Leaders throughout the Caribbean have taken the recommendations seriously. The leader of one country issued a stay-at-home order in their common vernacular, "Tan a yuh yaad" (stay at home). This strategic measure was effective in containing the spread of the virus in the Caribbean at a time when it was spreading wildly in other countries. However, the "tan a yuh yaad" directive was soon being violated as people, young and old began experiencing cabin fever and yearned to "guh out a doah" (go outside)...this struggle continues.

While there is agreement that the challenges of the period are front and centre for all persons, the presence of the opportunities should not be missed. This COVID 19 experience represents a distinct point in history where people can critically reflect, analyze and re-envision the "tan a yuh yaad" paradigm as well as the shift to navigate "out a doah" (outside). Young people, future leaders of the era, are called to share their perspectives on how we can successfully navigate this new normal and emerge stronger and wiser in a brighter future.

COVID19 CHRONICLES:

ILLUMINATING THE LIVED EXPERIENCES OF THE CARIBBEAN HOME ECONOMIST

Me nuh drink coffee tea mango time
Care how nice it may be mango time
Yes, Story cum to bum!

A wah a gwaan?
COVID19 come though like storm
A wah we ago do?
Sista! Bredah! tell me nuh?

Come join us under the mango tree
Bring yuh coffee and bring yuh story
Mek we ride out the storm together
Don't forget yuh mask
Wash yuh hand
Don't touch yuh face
Kip yuh distance
But see yah, dah storm yah rough bad

"DISRUPTIVE TECHNOLOGIES: TOOLS FOR THE VIRTUAL CLASSROOM"

Let's get Digital! Want to transform the way you teach in the new normal?
Come join the virtual classroom and be the pilot in the home economics classroom for the digital age.

HOME ECONOMISTS NAVIGATING THE NEW NORMAL

Welcome to the new frontier! To boldly go where no man has gone before!
Come join the conversation navigating the new normal. What is the new normal? How does it impact everyday living? What is your role? What of your future?

SITTING WITH THE MASTERS: HOME ECONOMISTS MINDSET RESET

One One Cocoa full basket! Hit the reset button and get ready to transform your home economics practice for the new norm. Come sit with the home economics masters and share in the conversation on Mindset Reset in the COVID 19 Pandemic. How do you position yourself to impact the change? Let's tun we hand and mek fashion.



Conference Programme

CARIBBEAN ASSOCIATION OF HOME ECONOMISTS INC. 1972

24th BIENNIAL CONFERENCE

March 28th-30th, 2021

“Home Economists Mindset, Reset: Navigating the New Normal.”

CHURCH SERVICE

28th March 2021

11:00 a.m.

The Chapel at University of Technology (UTech), Jamaica

OPENING CEREMONY

28th March 2021	Musical Prelude	National Anthems
6:00 p.m.-6:10 p.m.		CAHE Song
6:10 p.m.- 6:20 p.m.	Chairperson Opening Remarks	Leonie Clarke, PhD, CPHE 1st Vice President , CAHE, Jamaica
6:20 p.m. - 6:25 p.m.	Invocation	Rev. Deonie Duncan, Jamaica
6:25 p.m. - 6:35 p.m.	Welcome Remarks	Pauline Whiteman, CPHE, President, CAHE, Trinidad and Tobago
6:35 p.m.-6:45 p.m.	Introduction of CAHE Executive Members and Recognition of Delegates	Keisha Went, Secretary, CAHE, Barbados
6:45 p.m.-7:05 p.m.	Greetings	Dr. Gwendolyn Hustvedt President, International Federation for Home Economics (IFHE) Mrs. Elizabeth Walker Chief Education Officer Ministry of Education and National Reconciliation, St. Vincent and the Grenadines Mr. Floyd Scott Director, Council for TVET, Guyana

Conference Programme

6:55 p.m.-7:05 p.m.	“Bajan Gems Medley”	The Royal Barbados Police Force Band
7:05 p.m.-7:10 p.m.	Introduction of Guest Speaker	Iris-Mae Gumbs, CPHE, CAHE, Chairperson, Public Relations Committee, Antigua and Barbuda
7:10 p.m.-7:35 p.m.	Keynote Speaker	Peggy O'Neil, PhD Research Professor Brescia University College Ontario Canada
7:35 p.m.-7:40 p.m.	Appreciation	Bernadette Als-Pierre, Asst. Treasurer, CAHE, Trinidad and Tobago
7:40 p.m.-7:50 p.m.	Steel and Dance	Talent from Guyana
7:50 p.m.-7:55 p.m.	Vote of Thanks	Michelle Guy, CPHE 2nd Vice President, CAHE, St. Vincent and the Grenadines
7:55 p.m.-8:00 p.m.	Closing	CAHE Song
	Meet and Greet	Angela Graham-Rudolfo, CPHE, Treasurer, CAHE, Trinidad and Tobago

**The best and most beautiful things in
the world cannot be seen or even
touched - they must be felt with the
heart.**

Helen Keller

Conference Programme

29th March 2021	DAY 2 “Disruptive Technologies”	
9.00 a.m. - 9.05 a.m.	Chairperson Welcome Remarks	Claudia Brown-Wilson Chairperson, Research Committee, CAHE, Jamaica
9.05 a.m. - 9.10 a.m.		CAHE Song
9.10 a.m. - 9.15 a.m.	Prayer	Raquel Edgecombe, CPHE, Bahamas
9.15 a.m. - 9.20 a.m.	Introduction of Speakers	Claudia Brown-Wilson, Chairperson, Research Committee, CAHE, Jamaica
9.20 a.m. - 11.20 a.m.	WEBINAR “Disruptive Technologies: Tools for the Virtual Classroom.” Appreciation	Moderator: Claudia Brown-Wilson, Chairperson, Research Committee, CAHE, Jamaica Facilitators: (i) Lisa Morgan (ii) Karnette Bachelor Evering Jamaica Michelle Chance-Marcelle Tobago
BREAK 11.20 a.m. - 11.30 a.m.		
11.30 a.m. - 1.30 p.m. CONCURRENT SESSION A	COVID Chronicles: Home Economics Perspectives from Around the Region. Appreciation	Facilitator: Hope Mayne PhD Presenter: Trudy Bell Marlyn Davis, CPHE, Guyana Association of Home Economists

*“If you want to fly, give up everything
that weighs you down.”*

— Buddha

**It always seems
impossible until it's done.**

Nelson Mandela

Conference Programme

11.30 a.m. - 1.30 p.m. CONCURRENT SESSION B	Student Forum “ Young Home Economists Embracing the Tan a Yuh Yaad Era (Stay at Home Era): Opportunity and Challenges”	Moderator: Leonie Clarke, PhD, CPHE 1st Vice President, CAHE, Jamaica Facilitators: (i) Lorren Davis-Tonge (ii) Chanda Joseph (iii) Latoya Reynolds Antigua and Barbuda
11.30 a.m. - 1.30 p.m. CONCURRENT SESSION C	Research Round Table (i) “Mindfulness Practice for Sustainable Living” (ii) “The impact of COVID-19: for online Learning and Teaching Readiness” (iii) “Family Ties: Exploring the role of Women during the current pandemic in Jamaica” (iv) “Sustainable Agriculture in the Caribbean (SAC): Project Gender Responsive Market Analysis”	Moderator: Audrey Jones-Drayton, POH, CPHE, IPHE CAHE Consultant Barbados Presenters: Jacqueline Holland, Ed D, CFCS Morgan State University, U.S.A. Claudia Brown-Wilson, M Ed. The Mico University College Jamaica Deveree Stewart MSc, MPH, PGCHE, RM, RN University of Technology(UTech) Jamaica Stephanie Yarborough, MSc. Meredith College, N.C., U.S.A.
1:30 - 1:45 p.m.	POSTER PRESENTATIONS OPEN	Claudia Brown-Wilson, Chairperson, Research Committee, CAHE Jamaica

Coming together is a beginning;
keeping together is progress;
working together is success.
~Henry Ford~

Conference Programme

30th March 2021	DAY 3 “Home Economists: Mindset - Reset.”	
9.00 a.m. - 9.05 a.m.	Chairperson Welcome Remarks	Antonia Coward PhD, CPHE, Immediate Past President, CAHE Barbados
9.05 a.m. - 9.10 a.m.		CAHE SONG
9.10 a.m. - 9.15 a.m.	Prayer	Anita John Chairperson, Membership Committee, CAHE, St. Vincent and the Grenadines
9.15 - 9.25 a.m.	Introduction of Speakers	Antonia Coward PhD, CPHE, Immediate Past President, CAHE, Barbados
9.25 a.m. - 11:00 a.m.	TOWN HALL MEETING CAHE Home Economists: Navigating the New Normal The IFHE Perspective CAHE – The Way Forward The CAHE Financial Perspective Discussions	Gwendolyn Hustvedt PhD, President, International Federation for Home Economics (IFHE) Pauline Whiteman, CPHE, President, CAHE, Trinidad and Tobago Lucille Marcelle, CPHE, Chairperson, Finance Committee, CAHE, Trinidad and Tobago Chairperson

“The starting point of all
achievement is desire.”
~Napoleon Hill~

Conference Programme

11.00 a.m. - 01.00 p.m.	Sitting with the Masters, “Home Economists: Mindset Reset”	Moderator: Antonia Coward PhD, CPHE, Immediate Past President, CAHE, Barbados
	Introduction of Speakers	Moderator: Antonia Coward PhD, CPHE, Audrey A. Porter-DaCosta DTL Home Economist, Lecturer, University of Technology Utech, Jamaica Andrew Mc Vittie, The Male Master Home Economist, Australia Joan Davis Williams, Master Teacher, Home Economist and Motivational Speaker, Jamaica
	Discussions	Moderator
01:00 p.m - 01:10 p.m.	Appreciation	Norma Washington, CPHE, Consultant, CAHE, Guyana
01:10 p.m. - 1:25 p.m.	IFHE Matters	Janine Duncan PhD, CFCS Bev Card, CFCS
1:25p.m. - 1:35 p.m.	POSTER PRESENTATIONS OPEN	Claudia Brown-Wilson, Chairperson, Research Committee, CAHE, Jamaica
1:35 - 1:45 p.m.	Final Words	Audrey Jones-Drayton, POH, CPHE, IPHE, Consultant, CAHE Chairperson, Conference Committee

We must learn to live together as brothers
or perish together as fools.

~Martin Luther King, Jr.~

Profiles



Dr Peggy O'Neil,
Keynote Speaker

Dr. Peggy O'Neil is a lecturer at Brescia University College, London, Ontario, Canada in the School of Food and Nutritional Sciences and in the School of Leadership and Social Change. Dr. O'Neil is

a professional home economist, coordinating editor and board member for the International Journal of Home Economics and owner and creative director of an arts and entertainment corporation focusing the art of beautiful living.

A supporter of the Stand for Her Land campaign, in February 2020, Dr. O'Neil represented the International Federation for Home Economics on the topic of feminized homelessness at the 58th Session of the Commission for Social Development at the United Nations headquarters in New York, USA.

Her research contributions and interests include ethics, policy, arts and humanities foundations in home economics, portraiture, poetics, and autobiography in leadership education.



Pauline Whiteman

Pauline Whiteman is currently retired. She was appointed to act as the Chief Executive Officer of the National Training Agency, Trinidad and Tobago (NTATT) in 2018, having served as the Senior Manager, Programme

Development and Management at the NTATT for ten (10) years. Ms. Whiteman was instrumental in implementing the Caribbean Vocational Qualification (CVQ) in secondary schools, institutions, enterprises and community based programmes in Trinidad and Tobago. Prior to employment at the NTATT, she taught various Technical Vocational Education and Training (TVET) subjects, inclusive of home economics at both the secondary and tertiary levels for twenty-four (24) years.

Ms. Whiteman was educated at the University of the West Indies (BSc Human Ecology, MPhil Agricultural Extension – Nutrition Education), John. S. Donaldson Technical Institute (National Technician's Diploma, Craftsmen's Diploma, Technical Teacher's Diploma). She has also pursued courses at the International Training Centre, Turin, Italy (Training Policies and Management of Training Systems), University of Wisconsin, Madison (Curriculum Development in TVET).

Ms. Whiteman serves as Assistant Chief Examiner (CAPE Food and Nutrition) with the Caribbean Examinations Council (CXC). She has written several articles on the Caribbean Vocational Qualification and has made oral presentations on the CVQ at regional and international conferences.

Ms. Whiteman is a Certified Professional Home Economist (CPHE) and currently serves as President of the Caribbean Association of Home Economists Inc. (CAHE)



A healthy outside starts from the inside. ~Robert Urich~

Profiles



Dr Antonia Coward

Antonia Coward is a tutor at the Barbados Community College. She holds a Doctorate of Technical and Vocational Education from the Ohio State University, a Master of Home Economics Education Degree and a Bachelor of

Food and Nutrition from Florida International University. She has attended numerous local, regional, and international study tours, workshops, and conferences for professional development.

She has been an educator for over forty years and is well known around the region as a highly experience Educator and Trainer who has demonstrated the ability to train and lead diverse teams of professionals to new levels of success in a variety of highly competitive industries, cutting-edge markets and fast-paced environments. She has conducted training throughout the Caribbean and has taught at both the secondary and tertiary levels. She was the Chief Examiner for the Caribbean Examinations Council, CAPE Food and Nutrition and functions as an External Verifier for City and Guilds and the Barbados Technical and Vocational Council.

Antonia is the Series Editor of the Home Economics textbook series published by the Caribbean Association of Home Economists and is one of the authors of the Caribbean Food and Nutrition by Oxford Publishing. She has over the years contributed articles to many journals. She is a member of the International Federation for Home Economics (IFHE) and has been a member of the Caribbean Association of Home Economists Inc. for the past twenty-nine years. She is currently the Immediate Past President of the Association.



**Do not take life too seriously.
You will never get out of it alive.**

~Elbert Hubbard~



**Audrey A. Jones-Drayton
M Ed., IPHE, CPHE**

Ms. Audrey Jones-Drayton, CAHE Consultant, began her career in home economics over forty-six years ago in her native Guyana, South America but spent most of those years in Barbados. She is currently

the Deputy Principal, Administration (Ag.) at the Samuel Jackman Prescod Institute of Technology, Barbados. Ms Jones-Drayton holds a Master's in Education in Teacher Education from the University of the West Indies, Mona. She is also a retired Chief Examiner for the Caribbean Examinations Council examination in Clothing and Textiles and a CAHE President of Honour (2009-2013). During her tenure as President, Ms Jones-Drayton spearheaded the development and implementation of the CAHE for Professional Certification programme (CPHE). She also holds professional certification the (IPHE) from the IFHE. Ms Jones-Drayton is an Executive Committee member of the International Federation for Home Economics (IFHE) representing the Region of the Americas. She is one of the writers of the CAHE home economics text book series and a contributor to their recipe book, professional journal, and other publications.



**"Just don't give up
trying to do what you
really want to do.**

**Where there is love
and INSPIRATION,
I don't think you
can go wrong."**

ELLA FITZGERALD

GH

Profiles



**Leonie Clarke, PhD,
CPHE**

Dr Leonie Clarke, certified professional home economist, is an Associate Professor of Family and Consumer Studies in the School of Technical and Vocational Education at the University of Technology,

Jamaica. She has been a teacher educator in technical and vocational education for 32 years. During those years, she has had the distinct pleasure of preparing teachers of home economics who serve throughout the Caribbean. Dr Clarke has been serving in the executive of the Caribbean Association of Home Economists, Inc. since 1991. She has served as chairperson of the research committee, associate editor of the Caribbean Journal of Home Economics, and as second vice president, and first vice president of the association.



**Dr. Audrey Porter
DaCosta**

Dr. Audrey Porter DaCosta is a lecturer in Family and Consumer Studies in the School of Technical and Vocational Education at the University of Technology, Jamaica.

She has been teaching in technical and vocational education for 20 years. During this time, she has conducted research with colleagues in family and consumer studies and has supervised many undergraduate and taught graduate students. She has attended and presented in local and regional conferences.

Dr. Porter-DaCosta has served as coordinator of an international undergraduate and graduate service-learning program and currently serves as programme leader in the Family and Consumer Studies programme.



Hope Mayne Ph D

Dr. Mayne is an Associate Professor at the University of Technology, Jamaica and Teacher Educator in Faculty of Education and Liberal Studies. In her role as Teacher Educator, she prepares Family and

Consumer Studies pre-service teachers to teach at the secondary high school level in Jamaica. A major part of Dr. Mayne's work is research, as she believes in research what you teach and teach what you research. Her most recent publication includes:

- Mayne, H. (2019). Pedagogical content knowledge and social justice pedagogical knowledge: Re-envisioning a model for teacher practice. *Research in Educational Administration & Leadership*, 4 (3), 701-718. DOI: 10.30828/real/2019.3.9
- Mayne, H., & Dixon, R. A. (2020). The epistemological dilemma: Student teachers shared experiences of Jamaica's National Standards Curriculum (NSC). *Journal of Curriculum and Teaching*, 9(4), Retrieved from <https://doi.org/10.5430/jct.v9n4p29>

Dr Mayne has served as Chairperson, Research Committee for the Caribbean Association of Home Economists Inc.(CAHE) and now hold the position as Chairperson, Education Committee.



Laugh and the
world laughs with you,
snore and
you sleep alone.

~Anthony Burgess~

Profiles



Lisa Morgan

Lisa Morgan has been teaching since 2003 and has gained experience in the private as well as public school system. This intrinsically motivated educator has an insatiable appetite for research and learning. She uses various

online tools, methodologies, and techniques to enhance the teaching and learning process. She believes that learning is not confined to the traditional “four walls”. She has an effervescing personality and a charming disposition. She has earned a B.Sc. in Education (Home Economics Emphasis) and an Associate of Science Degree in Chemistry from Northern Caribbean University. She graduated with a MSc in Curriculum Instruction and Technology from Nova Southeastern University with a GPA of 4.0. She is a member of the Honor Society of Phi Kappa Phi.

She is a firm and loving disciplinarian who is currently serving as Head of Lower School at Belmont Academy where she has initiated various behavioral intervention programs to help her students adjust the ethos of the Academy. She teaches Food and Nutrition at CSEC and CAPE level as well as Chemistry and Physics. She has attained 100% passes in CSEC and CAPE Food and Nutrition as well as CSEC Chemistry over the years. She is an online marker (Food and Nutrition and Chemistry). She is currently on secondment where she is serving as a Curriculum Development Consultant in the Ministry of National Security. She is involved in various extracurricular activities at school and serves her community. She is a Master Teacher (Home Economics) and has been involved in various online training with JTC and OAS in the infusion of in technology infusion. She O

This mentor has been married for 14 years to her best friend Howard; an ordained Seventh-Day Adventist Minister. The union has produced Esther-Kay (12), Ruth-Ann (10), and John-Mark (5).

Her philosophy is to work quietly and diligently and God will elevate you in His time.



Chanda Joseph

Chanda Joseph started her teaching career in 2008. Her decision to teach was supported by a few Home Economists who were her role models in secondary school. Today, she has been in the profession for 13 years as a Home Economist. Her

passion is to instill values into young people because she believes strongly that values help to shape goals.

Ms. Joseph graduated from the University of the West Indies with an Associate Degree in Teacher Education. It is from there she developed more skills in teaching Textiles, Clothing and Fashion, which she currently teaches at a secondary school. Chanda would tell her students that she is not a seamstress, but she aims to teach them to develop various sewing skills. She has therefore helped young boys who are academically challenged, in obtaining jobs with professional tailors around Antigua, to further enhance the skills they obtained in school.

Ms. Joseph also teaches Food Nutrition and Health at a private school with all young men. She took this challenge after completing her Bachelors of Science Degree in Family and Consumer Science from the University of Southern Caribbean. She knows boys like to eat, so why not teach them how to plan, prepare, cook nutritious meals and the science of food?

Chanda is a humbled young lady who believes that everything in life happens for a reason. Some may not understand right away, but after deep reflection which may take days, weeks or years one should have grown from the experience whether good or bad. From that experience, you now have the responsibility to help someone.



**All success stories
begin with a dream.**

~Unknown~

Profiles



Jacqueline M. Holland

Jacqueline M. Holland, Ed.D., CFCS, is Associate Professor and Interim Department Director in the Department of Family and Consumer Sciences at Morgan State University, Baltimore, Maryland. Throughout her career in

education, she has served as a family and consumer sciences teacher, school administrator, and district supervisor for family and consumer sciences. Dr. Holland was the American Association of Family and Consumer Sciences (AAFCS) 2017-2018 president and is a recent recipient of the Distinguished Service Award. She is a board member of the Maryland Association of Family and Consumer Sciences and International Home Economics Services. Dr. Holland manages the AAFCS Community of Diversity Equity and Inclusion. She is the co-author of the soon-to-be-published book, *African Americans in the Human Sciences: Challenges and Opportunities*, and creator of a YouTube channel, *Healthy Abode*, which addresses creating a healthy environment for the home. Her research interests are in housing, family, family, and consumer sciences education and career development.



Stephanie Lorraine Yarborough

Stephanie Lorraine Yarborough, I am a life learner, and passionate about all aspects of the food system. I realize that food is a way to connect us all. Regardless of race, creed, or religion we all must have that

basic need met which is food. According to the research by Abraham Maslow's hierarchy of needs theory "*A Theory of Human Motivation*". There are five levels of needs, with food being one of the basic needs.

I am a recent graduate from Meredith College with a Master of Science in Food Studies, Spring 2019, and I have a Bachelor of Science in Family and Consumer Sciences, Spring of 2017, from Meredith College. I also have an educational background consisting of an Associate of Science in Business Agriculture from North Carolina State University, in addition I have an Associate of Arts degree in Baking and Pastry Arts from Johnson & Wales University.



Latoya Reynolds

Ms. Reynolds search for wisdom began through her formative years in Antigua and Barbuda, where she now resides and works as a teacher. Teaching across the spectrum of Primary, Secondary and Tertiary institutions, has afforded her

the opportunity to apply her knowledge extensively. As a member of Antigua and Barbuda's Association of Home Economics and The Caribbean Association of Home Economists; in her opinion being a part of these professional organizations are life to a true Home Economist! Latoya has completed an Associate Degree in TVET Education Home Economics

(Hons), BSc. Behavioural Science – Psychology and MSc. Education (Hons). These qualifications are not the end of the road because in her philosophy life is a continual quest for knowledge and wisdom, which is most successful when we engage each other's help. Her favourite quote is - "*The only true wisdom is in knowing you know nothing*" Socrates.



**A dream you dream alone
is only a dream.
A dream you dream together
is reality.
~Yoko Ono~**

Profiles



Trudy Bell

Writer, Actor and Producer

Popularly known as Sister Passion, Dashouta Rhode, Penelope or formerly Melcita from the TV series Joint Tenants; Trudy is a past student of Woirner's Girls' High and a graduate of UWI.

She's a seasoned theatre practitioner and has worked with Stages Production performing in hit plays like "The Plumber" and "Ova Mi Dead Body" as well as "The Student". She eventually started Ignite-a-Bell

Production and has written a series called Totally Discussthings as well as the script for a movie called Out of Many. She currently has over 120,000 followers on Facebook having star led posting comedic skits, some of which have gone viral.

Trudy Bell is also a copywriter and has worked on campaigns / written commercials for notable companies like GraceKennedy Ltd, JPS, HEART Trust & Digicel, through her affiliation with The LAB Ltd. She has also written the 3rd season of the JPS Power Smart Energy Challenge TV series

She is the writer and producer of Living Dangerously, a comedic yet thought-provoking play which looks at human trafficking and domestic abuse. The play was taken on an islandwide tour supported by FiWi Jamaica and funded by USAID; and was used as an effective communication tool. It also earned her a nomination by the US Embassy in Jamaica to represent Jamaica by participating in the US Department of States' International Visitors Leadership Program (IVLP) under the theme 'Promoting Social Change through the Arts'. She is now an IVLP Alumna

Other bodies of work include:

- SChAMPAGNE Popping Stage Play
(Writer / Actor / Producer)
- "The One"- Chris Martin Ft Savannah from
The Appleton Estate Heart of Ja. album
(Song Co-writer).



Karnette Batchelor Evering

- ♦ Originally from the district of Stanton in Portland
- ♦ Passionate teacher of the Home Economics areas for 18 years at Gaynstead High, Kingston, Jamaica

- ♦ Part-Time Lecturer, Faculty of Education and Liberal Studies, University of Technology, Jamaica
- ♦ Master Teacher, Home Economics, Jamaica Teaching Council
- ♦ Enjoys exploring new technologies and empowering others to do the same
- ♦ Certified in Virtual Instructional Leadership & Child-Friendly Schools, National College for Educational Leadership (NCEL) including
- ♦ Appreciation Award, Recognizing Educational Leaders in A Pandemic, Jamaica Teaching Council & LASCO
- ♦ B Ed in Science & Technology, Mico College
- ♦ MA, Leadership in TVET and Workforce Development, UWIMona
- ♦ Seventh-Day Adventist Christian, who serves in various capacities in her conference and local church
- ♦ Music Minister and Vice Principal of the Training School, East Jamaica Conference of Seventh-Day Adventists
- ♦ Happily married to Magne Christopher with 2 handsome sons. Kijani Christopher and Kai'Den Amari Christopher



Nothing will work
unless you do.

~Maya Angelou~

Profiles



Joan Davis-Williams

Ms. Joan Davis-Williams is a trained home economist of forty-five years experience. She is practicing Master Teacher who has held many positions during her illustrious career; Form Teacher; Grade Supervisor; Teacher of

Drama; Head of Home Economics Department; Coordinator of many Personal Development Programmes; Acting Vice-Principal for Upper and Lower School and Human Resource Development Coordinator, Member of the National Committee for Appointment of Master Teachers of Jamaica, Lecturer and Consulting Trainer at The Mico University College, HEART /NTA, the National Youth Service, Teacher of the Year 2007-2008; Programme Developer and trainer for a number of Institutions including the Jamaica Constabulary Force- Corporate Strategy Co-ordination Unit, Bank of Jamaica, University of the West Indies, Mona; University of Technology and churches to name a few. Ms. Williams also holds a National Award.



Deveree Stewart

Deveree Stewart is a Registered Nurse and Midwife who currently lectures at the University of the West Indies, Jamaica. A past student of Excelsior High School, Kingston School of Nursing Jamaica with a RN certificate, Anglia

Ruskin University with a BSc Hons. Midwifery, University of Essex with an MSc in Public Health and the University of Salford, UK with a MSc in Midwifery Education. She has been a registered nurse for over 26 years and a midwife for over 17 years.

Deveree has been in higher education for the past seven years. She has presented at conferences both locally and internationally, addressing the use of simulation in midwifery practice and maternal mental health. She also serves on the board of Eve for Life, a registered charity that supports women and children who are abused and those living with HIV and Aids. Additionally, she is a member of the Women's Health Network, Jamaica Chapter.

Deveree is a passionate midwife who strives to support women in the child bearing age throughout the pregnancy journey. She is currently pursuing a PhD in Career and Technical Education at the University of Technology, Jamaica. Her research interests are in the areas normal midwifery practices, sexual health and education. She is an advocate for normality in midwifery practice and midwifery empowerment.

Deveree believes in God who is the creator of all things. She is a Christian mother to Joshua and many others and wife to Rohan.



**Be a rainbow in
somebody else's cloud.**

~Maya Angelou~

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Profiles



Claudia Brown-Wilson

Claudia Brown-Wilson, is the Head of Department of the Human Ecology and Hospitality Services at The Mico University College. As a seasoned professional for over 34 years, she has responsibility for the strategic direction, growth

and smooth delivery of the Bachelor of Education in Family and Consumer Science.

Her work in shaping the educational landscape has helped to drive new and innovative ideas in teacher training and online learning.

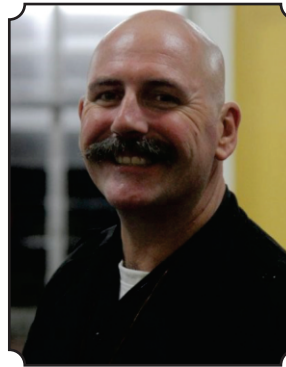
Claudia has co-authored the textbook, Needlework for School and has contributed to scholarly works at the university as well as Gleaner articles. As chairperson of the Research Committee, she has conducted a regional survey titled; The Impact of COVID 19: Readiness for Online Teaching and Learning.

Claudia presently serves as Chief Examiner for CSEC Family and Resource Management since 2018. She holds a B.Ed. in Home Economics, M.Ed. in Teacher Education and is pursuing Doctorial studies at the UWI. A dedicated, resourceful and goal-oriented professional who has experience in curriculum planning, teacher training and assessment. Married with three children.



When wealth is lost,
nothing is lost;
when health is lost,
something is lost;
when character is lost,
all is lost.

~Billy Graham~



Andrew McVitte

Andrew has been a Home Economics / Hospitality teacher for almost 20 years, having left a 22-year career in the hospitality industry to pursue a lifelong desire to become a teacher.

During his 20-year career, he has worked both in the private sector and is currently employed in the public sector at Chancellor State College, on the Sunshine Coast of Queensland, Australia. Over this time, Andrew has been involved in Home Economics committee activities around Australia, through Home Economics Victoria, and internationally, through the International Federation of Home Economics. Andrew's vision, from his first day in front of a class, has been to encourage more male students into Home Economics at both the secondary and tertiary levels. He believes that, with strong confident male role models in teaching Home Economics in its various formats, greater access will be given for future generations of boys and men into what has traditionally been seen as a "girl's pathway".



As Life Grows

**LET YOUR SMILE
CHANGE THE
WORLD
BUT DON'T LET THE
WORLD CHANGE
YOUR SMILE**

Profiles



Lucille Marcelle

Lucille Marcelle is a Home Economics Curriculum Officer, with the Ministry of Education, Trinidad and Tobago. She has over thirty five years experience in home economics at the secondary and tertiary level. Ms.

Marcelle has served on many test review panels and is an examiner with the Caribbean Examinations Council (CXC). She is currently engaged in the revision of the Caribbean Home Economics in Action book series. A member of the Trinidad and Tobago Home Economics Association (TTHEA) and the Caribbean Association for Home Economists (CAHE) Inc., Ms. Marcelle is certified a Professional Home Economists (CPHE). Ms. Marcelle has been on CAHE's finance team since 2009, and is presently the chairperson of the Finance Committee.



Lorren Davis Tonge

Lorren Davis Tonge is presently the Head of Department at the Pares Secondary School, Antigua and Barbuda. She has completed a Bachelor of Science in Family and Consumer Sciences at the University of the Southern

Caribbean and also holds an Associate Degree in Teacher Education - TVET (Home Economics). She is a trained CVQ assessor.

Mrs. Tonge is currently the President of the Antigua and Barbuda Home Economics Association (ABHEA) and a member of the Caribbean Association of Home Economists (CAHE). She has attended many workshops and conferences hosted by both organizations as it is her firm belief that continuous learning is fundamental to growth.

Mrs. Tonge is a passionate and extremely focused individual. This zest for life has easily spilled over into her teaching career for the last fourteen years. She is of the view that Home Economics education is an integral part of the curriculum and as such she endeavors to be an advocate for its advancement.



"Sometimes your joy is the source of your smile, but sometimes your smile can be the source of your joy."

THICH NHAT HANH

woman's day

"Mistakes are a fact of life. It is the response to the errors that counts."

NIKKI GIOVANNI

woman's day

WEBINAR



LOGOS BY NICK.COM



Lisa Morgan



**Karnette Batchelor
Evering**



Dr. Hope Mayne

“DISRUPTIVE TECHNOLOGIES: TOOLS FOR THE VIRTUAL CLASSROOM”

Date: March 29, 2021

Presenters: **Lisa Morgan**
Karnette Batchelor Evering

Facilitator: **Hope Mayne, Ph D.**
Chairperson, Education Committee, CAHE

Number of
Participants: Open to all participants

Profile of
Participants: Home Economics Professionals

Webinar
Format: Interactive, Question and Answer

Visuals: Prezi Power Point, YouTube

Resources: Laptop, WIFI access, Curriculum Guide/Lesson Plans

Disruptive technology is an innovation that significantly alters the way that consumers, industries, or businesses operate. Due to the COVID19 Pandemic there is a shift in pedagogical approaches in the teaching and learning environment. The Home Economics Discipline therefore needs to explore other pedagogical approaches to maintain relevance. Face to face pedagogical approaches will have less focus whilst online pedagogy and remote learning take center stage. The focus of this webinar is to engage home economics teachers in the practice of online pedagogy that will significantly impact their practice in the COVID19 Pandemic.



COVID19 CHRONICLES

ILLUMINATING THE LIVED EXPERIENCES OF THE CARIBBEAN HOME ECONOMIST



Ms. Trudy Bell

PRESENTER:
Ms. Trudy Bell, Writer,
Actor & Producer
(Ignite-A-Bell Production)

FACILITATOR:
Dr. Hope Mayne,
Chairperson Education
Committee, CAHE



Dr. Hope Mayne

COVID19 Chronicles tells the story of the home economist shared experiences during the pandemic. What does this look like? How can we use their stories to inform how we navigate the new norm? Want to share your story? Come join us under the mango tree! Don't forget to Reflect and Re-envision. Let's Mindset Reset for the future.

OBJECTIVES

1. To share the lived experiences of the home economist navigating the COVID19 pandemic
2. To use the home economist lived experiences as a means to empower family, youth and the community
3. To demonstrate how the lived experiences of the home economist transform their practice in the COVID19 pandemic
4. To understand the role of the home economist in the COVID19 pandemic
5. To evaluate the lived experiences of the home economist in the COVID19 pandemic

PURPOSE

The purpose of the session is to illuminate the challenges and opportunities experienced during the COVID 19 Pandemic. COVID19 has disrupted all aspects of our lives and critical to this is the sustainability of family, youth and communities.

Most importantly it has forced us to embrace a new mindset and reset in to navigating pathways for the future. Home Economist must become "first responders in promoting this new mindset and reset phenomenon. As a profession our skills are invaluable in rebuilding a nation that is broken.

This session will provide an opportunity for the home economists to share their lived experiences navigating the COVID 19 pandemic. Through these lived experiences new opportunities can be explored.

Guiding Themes for Narratives- Five themes will guide the interactive session

1. Relationships and Family get together in COVID 19 Pandemic
2. Parenting in COVID19 Pandemic
3. Debunking the myths surrounding wearing masks
4. Inside or Outside: Taking responsibility for our Mental Health
5. "Tissue run out a wah we a go do"
6. COVID 19 still a keep: Wah yuh a do?
7. "From Tan a Yuh Yaad to Back to School"

FORMAT: Roundtable Session

1. Each participant will share who they are
2. Participants will share their stories on the themes presented in the session
3. Stories will be evaluated and solutions presented for the way forward

GUIDELINES FOR STORIES

1. The presenter (Trudy Bell) will select four themes and enact stories
2. Participants will reflect on the stories shared and then be invited to share their own stories
3. Emphasis will be placed on three critical moments participants experienced during COVID19 pandemic. (Must be related to the presenter's theme).
4. Participants should share how they responded to critical moments or situation experienced
5. What lessons can be learnt from the experience?
6. What opportunities can be gained from the experience?



Disruptive Technology



Keisha Went



Sheila Robertson

According to Encyclopedia Britannica (2021) technology is the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. Technology has evolved over the years through mere innovation and in most cases in response to the wants of the end users. In 1942 Austrian economist coined this concept as “Creative Disruption.” The disruption therefore is the process in which new technologies or new kinds of products invalidate their predecessors while creating new enterprises.

American economist and professor Clayton M. Christensen coined the term disruptive technology (later disruptive innovation) to describe innovations that improve a product or service in ways that disrupt an existing market (Encyclopedia Britannica). Simply put, disruptive technology is the creation of a new way of getting something done.

Disruptive technologies are not regular occurrences; nevertheless, they tend to attract a small audience since they are new and have unproven practical application. They are inclined at generating performance problems by sweeping away the systems or habits they replace since they have attributes that are recognizably superior. Initially, disruptive technologies may not be able to fulfill the demands of the high-end market, but they exceed market expectations when they appear to be profitable. They tend to originate from start-up and young businesses instead of leading ones. It is usually challenging to prepare for disruptive technology since they can appear unexpectedly.

Examples of Disruptive Technology

- The automobile displaced travel by horse and carriage, donkeys and foot, thereby changing the way travel is done.
- The Personal computer displaced the typewriter, thereby changing the method of work and communication. The personal computer also disrupted the television industry and many outdoor activities.
- The email displaced letter writing and disrupted the postal service and transformed the mode of communication.
- The cellular phones disrupted the telecommunication industry and created the possibility for people to call anywhere in the world.
- The electricity service displaced generators, candles and lamps, thereby transforming our world by creating
- Smartphones have replaced the cellular phones and personal digital assistants and disrupted some cameras, MP3 players, calculators, GPS Modern disruptive technologies have changed almost every aspect of our everyday lives.

Education is not an exception to this rule. The most promising disruptive innovations such as Augmented Reality (AR) or Artificial Intelligence (AI) are not mainstream yet, but they'll change the very fabric of education sooner or later. At the time, more widely available technologies such as web-based video chats are widely adopted, and we can assess their influence.

In late 2019 when the first cases of the coronavirus gained international attention who would have considered several months later a widespread change to the way education is conducted. It has seen the increase in online learning as the world has been thrust into a COVID-19 pandemic for which the traditional method of chalk and talk cannot meet the needs of the stakeholders in education. Consequently, technologies changed the habitual way we were operating.

Disruptive Technology (cont'd)

This disruptive technology has already transformed the way educational organizations provide their services. Online learning offers new opportunities both for students and educators.

With the application of modern disruptive technologies in education, you can achieve the following benefits:

- Efficient recording and sharing of educational materials
- Personalized learning
- Automated student data management
- Efficient analytics and reporting
- More profound progress evaluation

For instance since online learning is easily accessible, parents, fully-employed people, and people with disabilities can use this opportunity to get an education without leaving their homes, devices and even some laptops.

Another important disruptive technology in education is communications platforms. For example, web-based video chatting apps allow demonstrating presentations in real-time mode to small audiences, which helps to make the learning process easier and more social. For example th emany webinars hosted or training sessions engineered to introduce teachers to varying apps and programs which could take attendance and make lessons engaging e.g. Nearpod, Peardeck etc.

Video communication allows users from all around the world to participate in the educational process. Additionally, professors can have experts from their field join the discussion online to speak with students directly. Advancements in online learning technology are helping make higher education more impactful and accessible to more people than ever before. Some common ones used are Zoom, Google meets and Google Teams.

Video chatting technology can be used in education. A video chat app is an intuitive web-based solution with the possibility to hold audio/video and text conversations. This can be facilitated in apps such as WhatsApp.

In conclusion, disruptive technologies provide the possibility to get a modern education to those people who can't learn in traditional educational institutions due to scheduling issues. Web-based software allows applying for the services of educational organization and learning without leaving your own house. Chat-based collaboration platforms improve the interaction of students. Competency-based education allows creating educational programs according to the individual possibilities of a particular student. Such technologies as Artificial Intelligence only begin to apply in education, but their potential gives grounds to hope for great prospects, for example going on a virtual tour since the need for physical distancing. There is an increased impetus even for software firms that provide custom software development services can implement one of the described solutions adapted for the needs of a particular educational institution.

We can readily admit that disruptive technologies have been our saviour in a time of great challenge and fluidity. However, there is still great work to be done on the educational sector to make persons more comfortable and efficient in their use.

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COVID and Practical subjects - My Experiences in the UK

Roxanne Benjamin Hoppie

Home Economics Teacher of
Food Technology, Health and Design Technology

It was March 2020 when we were called to a staff briefing after hearing rumours of going into a lockdown. The word lockdown was a new word at the time for the country and for me who was never exposed to such an event, as the last such pandemic was way before my time. Anyway with no instructions to follow we were advised to take home our textbooks and relevant literature that would support our teaching as we would be teaching online.

The sound of teaching online sounded so cool, as there were so many things I could put behind me such as not having to leave the comfort of my home, not having to manage classroom behaviour and conflict, or write behavioural reports, or call parents about their child's behaviour.

As we were departing the briefing room, I quickly walked over to a few of my colleagues and I asked the question what is teaching online and what are we expected to be doing? The senior leadership team staff in charge of teaching and learning notified the staff that he would send updates via email regarding what we were expected to do.

Still a bit apprehensive about messing things up, I had a conversation with the SLT staff. During the discussion, he informed me that if I could use "google classroom" (GC) and "Show my homework" (SMH) then I was ready for online teaching. I departed feeling better.

To expound on what google classroom is, it is that software by google that a teacher can set tasks and expect students to upload their work for grading. This takes the children and teacher interfacing out of the equation. So I quietly asked myself the following questions - Is teaching online this new schooling? Is it independent learning? is it completing set tasks? These questions remain unanswered in several ways as this mode of teaching has so quickly and overwhelmingly taken over education not only in the United Kingdom but worldwide as a result of the COVID 19 pandemic.

As we ventured into our lockdown, and online teaching I was excited to prepare worksheets and tasks for the children to complete based on the topics in the

schemes of work. The first week after the Easter vacation I was swamped with getting accustomed to setting work and marking all the work on line. One thing that was evident was that the online learning lends itself to theoretical subjects. My greatest concern was how would the practical subjects be done online.

Well, the Spring term ended and we continued to work online completing worksheets, small projects and submitting all of them online. As we advanced into the Summer term the number of completed tasks submitted by students began to dwindle. Furthermore, students began to inquire about when online practical lessons would be conducted. Well, that's when the search for ways to present practical online practical lessons began. This at the time proved very challenging and I then used every opportunity to find ways to jazz up my practical lessons.

At the time we were allowed to present lessons via google classroom due to safeguarding-related concerns. As the United Kingdom moved into the second lockdown we were given the opportunity after some training to use google meet. So we were thrown into live lessons and more direct participation with students into theoretical lessons. Another dimension added in this second lockdown was that we began with the students being given recipes to prepare a dish and they had to video record what they were doing highlighting specific skills based on the nature of the practical. This has been working for some time, and we have to continue to look for other ways. Pre-recorded teacher videos are also used.

In my view, the work of teachers of practical subjects must be creative and innovative. We have much to do and must be willing to accept and make the changes necessary to improve the teaching of practical subjects. We have to be cognizant that online learning will be taking its place in the technological advancement in teaching and learning.

Are we ready for this shift? Are we ready to embrace this shift? As practical subject teachers, we have to get ready for this shift and in the meantime, we have to think of what IT specialists are going to send our way. Colleagues we just have to get ready.



Culturally Responsive Pedagogy Teachers' Responsibility

**Joy Prime, BA(hons),
PGCE (PCET, QTS).**

Background

I have written this article from the perspective of an African Caribbean educator who was born in the island of Trinidad & Tobago and educated in Britain. I arrived in Britain in 1963 with my family. We lived in a predominantly Caribbean community that consisted of families from Barbados, Trinidad and Tobago, Grenade and Jamaica. Because we were socially excluded from the White British community that surrounded us, our community became the major influence in our lives. Many of the children within this community had little or no understanding of the White British community until we entered the school system and vice versa. Having survived the education system as a student I found myself many years later, back in the system as a teacher. My personal experience has had a great impact on my teaching practice, particularly when dealing with students who are a minority within the wider community. My personal goal has been to create a learning environment that allows my students to get the very best possible outcome from their education experience.

Introduction

While teaching at a south London secondary school I was asked by my mentor to do a presentation to my tutor group about careers for women. I was given a PowerPoint that was inherited from my predecessor to use as a visual aid. My class was predominantly children of colour. In a class of at least 20 students, a small minority of 3 students were white. The rest of the class consisted of Black African, Caribbean, and Asian. I was disappointed with the stereotypical visuals in the PowerPoint. All but one of the careers were represented by white women. The exception was a nurse who was represented by a black woman. With the permission of my mentor, my response was to create a more balanced PowerPoint that included better cultural representation. This would allow the students in my class to see themselves reflected in the presentation. I felt my actions were necessary to ensure that the students would understand that I believed that they could aspire to the careers presented to them. As a teacher I have found myself constantly adjusting curriculum

and learning resources in response to the needs of my classes. Culturally responsive teaching which was introduced by Ladson-Billings recognizes the importance of including students' cultural references in all aspects of learning. Her Philosophy identifies a need to use cultural references to impact the knowledge skills and attitudes of the learner. She posits that teachers should build a bridge from the homes of the learners to their experience in the classroom. The purpose of this is to validate the culture and make lessons more meaningful because of the connections made.

The concept of culturally responsive pedagogy is important to me because of my experience as a learner and subsequently a teacher in Britain. My biggest personal challenge has been my feeling that the learning environment at the schools that I have experienced often made it difficult for me to make any authentic connections with my fellow pupils and likewise most of my teachers. I often felt discomfort at the thought of introducing my perspective as an African-Caribbean Pentecostal Christian. This common phenomenon within schools, can be addressed by teachers ensuring that there is authentic representation within course material. Hamond's focus on how the brain interprets what is threatening and what is an opportunity for authentic connection, resonates with me. Particularly because of positive outcomes I achieved which I attribute to my experiences with teachers whom I felt understood my cultural experience. Pearce's' Research (2012), suggests that my experience was unusual, and that the lack of teachers with appropriate cultural knowledge and understanding is an area of concern.

Culture in a Diverse School Environment

My aim is to clarify my understanding of culture in a diverse school environment mainly through my review of Ladson-Billings' (2004) approach to culturally responsive pedagogy, And through her teaching for diversity (TFD) programme in which she introduced the idea of culturally responsive Pedagogy. My argument is that it is the responsibility of teachers to create a student centred culturally responsive learning environment. I will also argue that the success of this proposition largely depends on the teachers' commitment to making changes to an inadequate curriculum to ensure students'

Culturally Responsive Pedagogy ... (cont'd)

achievement as identified by (Gay, 2002). Ladson-Billings idea of cultural competence will also be discussed as a significant issue around teachers' understanding of various cultures within the classroom. Although I believe the responsibility is with the teacher, I will also identify the issue of school policy and collegial expectations and attitudes that have an impact on this, for example (Pearce, 2012).

The origins of culturally responsive pedagogy

Understanding Culture

My understanding of culture resonates with Williams' (1958) definition. I see culture as being shaped by the family and community values. Also, in alignment with Williams' definition I agree that external influences such as attitudes and other cultures experienced within school communities tests the cultural values held within a family and allows it to evolve into a new external culture. This resonates with Hall's (2000) description of a shared meaning or shared conceptual map. Culture within families and local communities are likely to be based on long-standing traditions that include rules and regulations that direct moral, social, political and religious attitudes and behaviours. Students within a school environment are likely to experience this evolution from a home culture to a new shared school culture created through this process (Mayo, 2015). Dash (2002), who grew up in Barbados, and was exposed to a mix of family home culture and a school culture that was infused with British colonial principles describes a feeling of "growing up under the influences of two disparate cultures". This is a feeling shared by minority students within British schools who leave their individual culture based on their family traditions at home, and join homogenous multi-culture as they enter the school environment. This is a combination of a variety of cultures which as Pearce' research (2012) demonstrates, is subjugated to the dominant white British culture.

Culturally Responsive Pedagogy

Ladson-Billings critical race theory (CRT) (Apple et al., 2009), Suggests that teachers ignore the variety of cultural experiences that their students bring to the classroom and instead teach from a mainstream white middle-class culture perspective. This causes students to disconnect from the learning

process and as a result reduce their likelihood of excelling at school (Howard, 2003), (Taylor and Sobel, 2011), (Hammond, 2014), (Ladson-Billings, 2004). Her teaching for diversity project (2001), worked with new teachers in which they evaluated the development of culturally relevant pedagogy to bring about change in education for poor children of colour. She emphasises that culturally responsive pedagogy depends on teachers' ability to have a realistic understanding of their students' culture and how to respond to this in the learning environment. Her description of the characteristics needed in the teacher include a commitment to the students' academic achievement, a comprehensive understanding of the role culture plays in the learning process, and the effect of wider socio-economic issues. There also needs to be a willingness to effect change in the curriculum and the presentation of learning resources to effect authentic representation of various cultures in all aspects of learning. Gay (2002) also places emphasis on a teacher's commitment to ensuring that all students are given an equitable opportunity to gain the maximum achievement possible.

My Personal perspective

As a member of an African- Caribbean community my school experience has been complex.

My class in secondary school included a predominant group of black children from various African and Caribbean countries. The diversity within various black cultures was not visible within the classroom. However, there was a collective culture and identity that evolved out of a shared experience of being black and part of a British school system that homogenised the ethnic minority learners and attempted to merge them invisibly into a dominant white culture as expressed by Pearce (2012). To gain a deeper understanding of my experiences as a student in the British school system, I reviewed Ladson-Billings Teaching for Diversity, (TFD) Programme (Ladson-Billings, 2004). I am aware that Ladson billings' programme is based in the USA, So I also decided to review Sarah Pearce's research on progressive student teachers (2012) in order to include a British perspective.

*Culturally Responsive Pedagogy ... (cont'd)***Responding to students' culture in the learning environment.**

There was an expectation that the children of colour would not be high achievers, so all but one of us were put in a lower academic stream which negatively impacted on our final school outcome. Gay (2002) speaks of stereotypical expectations of abilities of students of colour and how a teacher's worldview can influence classroom practice. An unchecked microaggression can have a negative impact on the relationship between student and teacher, especially where subtle racism as discussed by Kohli and Solórzano (2012) and Pearce (2012) is exposed through teachers' attitudes. Kohli and Solórzano (2012) highlights an issue minority ethnic student have with teachers who do not make the effort to learn how to pronounce their names. This apparent disrespect of students' culture, can have a negative impact on students' relationship with teachers who are not aware that children carry their culture through their names for example, in order for them to feel empowered and remain connected to their origin. This further highlights the necessity for teachers to educate themselves about the various cultures in their classrooms. Hooks (1994) emphasises the need for learning environments in which teachers who view their job as a vocation and who have a commitment to share in the emotional and spiritual growth of their students.

Culturally Competent Teachers

Hooks (1994) addresses the experience of teachers who are willing to transgress boundaries to respond to the needs of learners. Although there are teachers willing to create a culturally responsive learning environment, there are still concerns about their competence to do so effectively (Spence, 2016). This is because many teachers do not have the appropriate cultural knowledge to present cultural contexts within the lessons plans. The Department for Education (2020) reported that 85.9% of teachers in England were White British and a further 3.9% were White Other. The statistics indicate that most students of colour will be taught by white, British teachers. This can be a challenge if teachers who do not have appropriate cultural knowledge and understanding use incorrect sources to underpin their knowledge of their students. The attempts to include minority culture into the learning process can be misinterpreted

and as such have the wrong impact on the students it is designed to help. Spence (2016), refers to the student's perception of the social climate within the classroom, which can be affected by the teacher's competence. Gay (2002) refers to a recognition of how symbolic curriculum, visual aids and classroom displays can negatively impact the students. As mentioned at the beginning of this essay, teachers often make such mistakes when incorporating cultural diversity into lesson planning.

The impact on student voice

My personal experience has been a continuous attempt to represent the voice of the dominant group in order to feel validated. I identified with those referred to by Kohli and Solórzano (2012), whose desire was to blend in, even though this meant disregarding my culture and its significance within my home and community. This phenomenon is because of an unconscious view of the inferiority of my Caribbean culture, as identified by Stokes (2017). There was nothing in my school curriculum that validated my home cultural experience which resulted in me developing a dual existence. Ladson Billings TFD validates the culture of students of colour giving it equal status as the dominant culture. Her CRP gives the marginalised student a voice allowing them to feel connected to their learning.

The challenge of school policy and collegial expectations

Ladson-Billings (2004) illustrates the responsibility of the teachers to develop an environment that creates opportunities for learners to connect their personal knowledge and family life to their coursework. One of the teachers in Ladson-Billings TFD programme who was in his first job was able to introduce popular culture through music in order to encourage students To be open to studying Shakespeare and to develop their writing and composition skills. He did not report any collegial opposition. However, Pearce (2012) illustrates how collegiate school culture can have an impact on the teacher's willingness to make the necessary changes. Pearce's research highlighted an experience of a Somali teacher's presentation of images of black Victorians for her class, changing the Eurocentric narrative was political and offensive to white British colleagues, thus making the beginning teacher

Culturally Responsive Pedagogy ... (cont'd)

uncomfortable and hesitant to take such action in the future.

Ladson- Billings (2004) refers to the fact that the teachers on the TFD programme were committed to the principles of equity and social justice. However, as Pearce's (2012) research shows, if this is not incorporated into school policy, there is a likelihood that decisions around inclusion of cultural reference in lesson plans will be affected by the attitudes of individual teachers and pressure from colleagues.

Conclusion

Culturally responsive pedagogy is highly dependent on the teachers' commitment to ensuring that all students achieve the highest result possible. The commitment must be reinforced by the teacher's competence in recognising and responding to the cultural needs of the learners. I believe that equity and social justice policy at government level can have an impact on school policy and by extension classroom teaching. Such policy can encourage committed teachers to circumvent the attitudes of colleagues who are unable or unwilling to recognise the need for cultural adjustments to curriculum.

Finally, to maximise the effect of culturally responsive pedagogy, there needs to be a concerted effort on the part of teachers to understand the culture of the students they teach. It is not practical to expect all minority students to be taught by teachers from their community. It is therefore essential that education in a multicultural school evolves into a two-way process; so, teachers can develop mechanisms that will allow the students to infuse their individual culture into the elements and principles of any given subject.

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Reflections

Opening Ceremony



Education is the movement from darkness to light. ~Allan Bloom~

Reflections

Conference Day 1



"The starting point of all achievement is desire." ~Napoleon Hill~

Reflections

Conference Day 2



A picture is a poem without words. ~Horace~

Reflections

Conference Day 3



Coming together is a beginning; keeping together is progress;
working together is success. ~Henry Ford~

Reflections

Banquet



Link for CAHE Church Service - <https://youtu.be/d3CZmsa1x9M>

Reflections

Cultural Evening



Link for CAHE Conference Opening Ceremony

<https://youtu.be/n1LzSRom4d8>

Link for CAHE Cultural Show

<https://youtu.be/8003PL-S1r0>

WORLD FOOD DAY

It was a labour of love as the Year 2 students at the St. Vincent and the Grenadines Community College, Division of Technical and Vocational Education showcased their creative skills in the presentation of their final products, after weeks of research, baking, testing, tasting and modification of their products.

The critical task hinged on preparing, packaging and labeling a dessert item that caters to the needs of and can be enjoyed by individuals with non-communicable diseases. Some of the diseases students catered for were hypertension, diabetes, and obesity. In addition, some students catered to persons who were gluten intolerant.

Students recreated or modified an original recipe, eliminating additional fats, sugar and starches. Some of the ingredients used included christophene, passion fruit, paw paw, breadfruit and arrowroot flour and beet. The items prepared were Breadfruit Passion Fruit Cake, Christophene Cake, Beet and Carrot Cake, Banana Semolina Nut Bread and Coco-Twist Vegan Delight.

As part fulfillment of the course, students were also tasked with packaging and labeling their products, ensuring any allergens were clearly identified on the label.

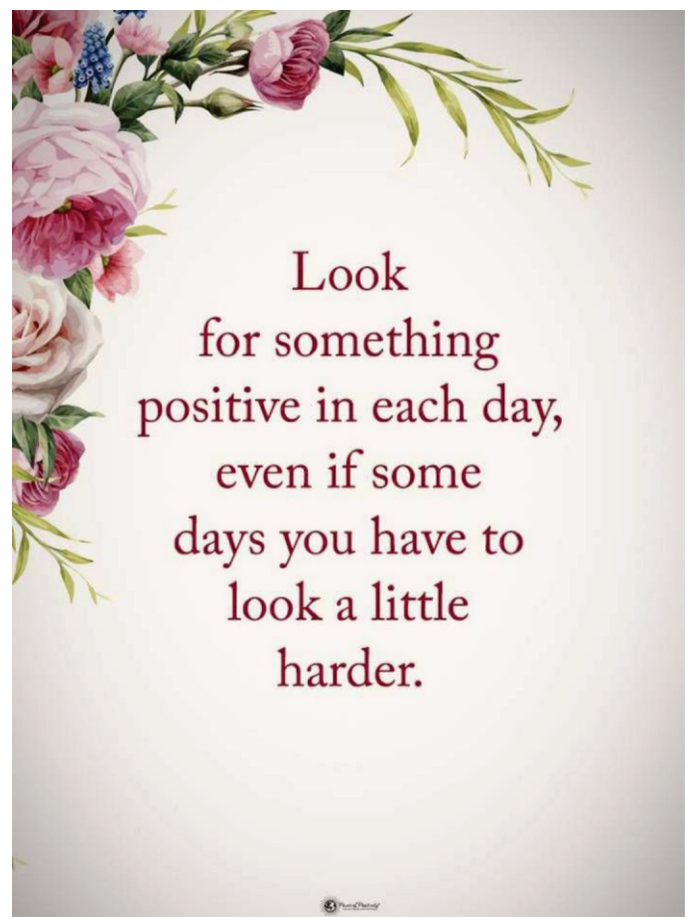
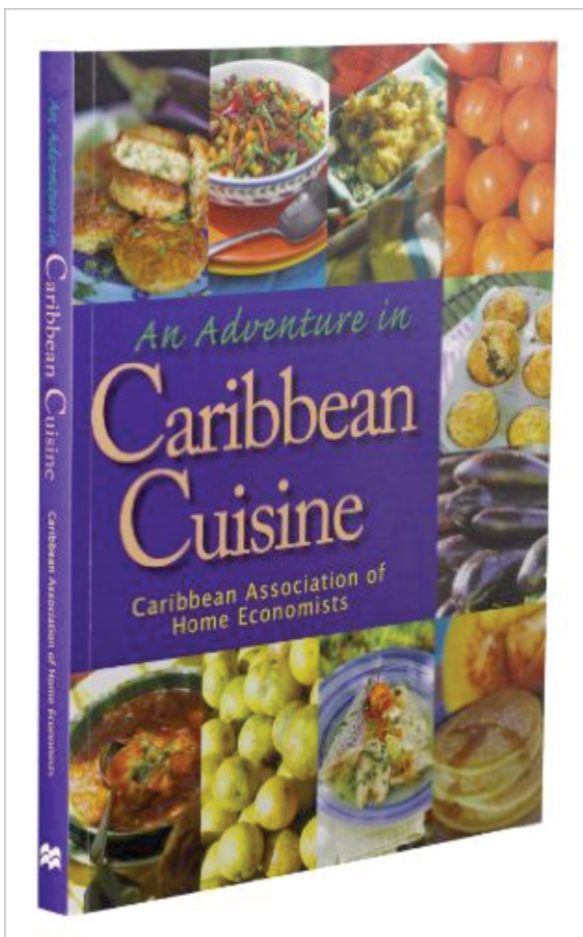


News from the Region - Barbados

On the 30th November 2020, the island nation of Barbados held its annual Barbados Independence Awards and Decorations ceremony. Nominated citizens are bestowed honours for their meritorious service or achievements in science, the arts, literature, sports, civic duties or any other endeavour worthy of national recognition.

The Caribbean Association of Home Economists Inc. (C.A.H.E.) 1972 extends heartiest congratulations to former executive member, Mrs. Margot Anastasia Aquan for being awarded the **SILVER CROWN OF MERIT** for meritorious service or achievement- for her outstanding contribution to the teaching profession and service to the community.

Congratulations!



News from the Region - Guyana



Our Journey through the Learning Guides! Navigating our way through a pandemic; Home Economists making a difference.

Led by the inspiration and passions of Ms. Marlyn Davis (Education Officer-Home Economics), a team of Home Economics teachers from across the country rose to the opportunity of developing student-centred learner packages as a way of engaging our students while at home. The idea was shared among the local association members and associates and quickly teams were set up for the disciplines of Home Economics supervised by the Ministry of Education – Guyana Technical and Vocational Education and Training Unit. The learner guides were prepared for Commercial Food Preparation, Food, Nutrition and Health, Family and Resource Management and Textiles, Clothing and Fashion for students of Grades 9, 10 and 11 (Forms 3-5).

The intention for the guides was that they will be used by students, parents and teachers to cover the competencies of the Home Economics curriculum for those levels and subject areas. Hence, learner friendly approaches were employed. Each team researched and organized content for all topics, activities for learner engagement and assessments for evaluating competencies, including practical skills. The guides were organised in units as outlined by the Syllabus and Competency Standards and provided students with the expected outcomes, materials needed, note-taking sections, end of unit checkpoints and self-reflections. These were supplemented by vivid images, video links, thought-provoking charts and interactive icons to boost presentation and capture learner interest.

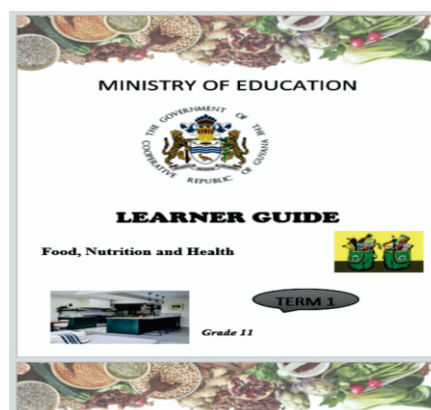
The units crafted for each guide were presented on a weekly basis to the entire team by the subject heads and their sub-groups and evaluations were done. Rich discussions ensued as teachers were also learning to navigate the online environment- frequent Zoom

Meetings, WhatsApp sharing and development sessions on software programmes to aid creativity of instructional materials. Teachers manipulated formatting and editing of documents, pictures and smart tools as part of their learning while teaching.

The implementation of the use of our learner guides will be the major step to our success. It is hoped that every child of Grade 9-11, will receive a complete package for the entire year of study in the particular discipline they are pursuing, to work along with their teachers remotely.

The team of teachers hail from all parts of the country, which means that the lessons took into consideration all possible barriers such as lack of internet, electricity, availability of certain ingredients and items as well as accessibility of teachers to students. Teachers using the guides will work at ease knowing all their students can work, even independently and feedback can be provided at convenience.

Of course, even among the team there were challenges such as poor internet, power outages and many environmental factors but the team pushed through. In addition, we lost a fellow Home Economist and long serving member of GAHE, and a devoted CAHE Conference delegate – Ms. Shonis McDonald aka Fluffy Angel. However, it is this resilience and hardworking nature of Home Economists which enables us all to keep striving for excellence. Home Economists work behind the scenes to ensure schools, homes and communities are sustained and continuously improving. We are proud of the work done and are hoping that our packages are used effectively.



News from the Region - Guyana (cont'd)

The New Central High School, Guyana

During the year 2020 we were faced with the negative effects of the COVID-19 pandemic, which added to our already difficult setting. Despite these circumstances we were able to rise above the challenges as we persevered and adapted to what COVID-19 brought in order to achieve some of our set goals on the calendar of activities and from the curriculum. Our zeal for Home Economics at The New Central High School did not allow Covid-19 to deter us rather we implemented measures to achieve our goals. Many innovative and creative strategies that were never envisioned as methods of teaching were implemented and deemed successful.

Some of the challenges this pandemic brought were issues such as limited internet access and devices for many students, adhering to covid-19 guidelines, to name a few. Nevertheless, to keep our students, teachers created virtual activities to assist students in grasping concepts. One area of focus was Menu Planning and students were challenged to complete the following activities:

- Plan a menu using only items available in the home.
- Set Two (2) covers for the meal planned.

Despite the many difficulties, the students were eager to execute their tasks, consequently those without internet access and devices sought assistance from relatives and friends and got the job done.



Setting of covers

- 1) World Food Day' 2020 Event - Being motivated from our first virtual event, the teachers decided to plan a second event to coincide with the World Food Day 2020 observance under the theme "*Eating healthy on a low budget*".

For this event, students were tasked to—

- Plan a low budget menu for their family using items found in their kitchen garden.
- Prepare at least one dish from the menu.
- Give an oral presentation on the dish prepared.

This event was very exciting to say the least. Students prepared some very creative and nutritional dishes and to top it off, attractively presented their dishes with the appropriate display setting. During their presentations, students highlighted the successes and challenges experienced while preparing for the event.

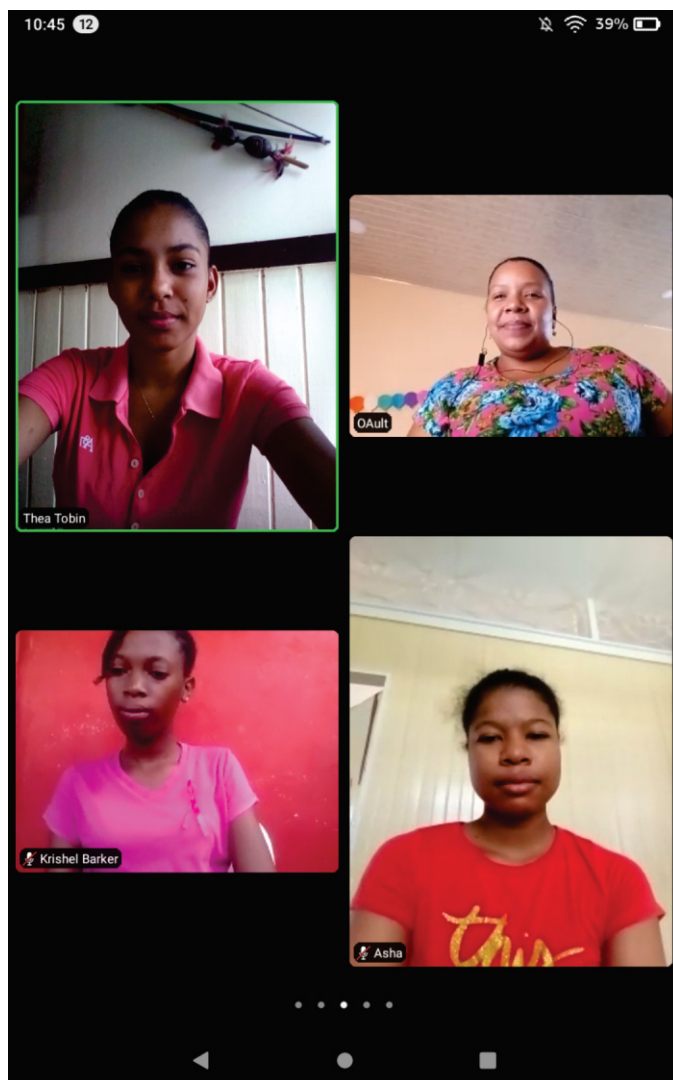
Education Officer of Home Economics, Ms. Marlyn Davis, GAHE Consultant, Ms. Norma Washington and Past President and Consultant, CAHE, Ms. Audrey Jones-Drayton, attended the event and shared words of encouragement with teachers and students.



Presentation of low budget meal prepared

News from the Region - Guyana (cont'd)

2) Cancer Awareness Presentation - As the world observed Cancer awareness month in October, the Home Economics Department of The New Central High School organized a virtual Cancer Awareness talk for the grade 10 and 11 Home Economics students. The resource person for this presentation was Dr. Quacy Grant, a Medical Officer attached to the Georgetown Public Hospital. This initiative was paramount because it coincides with aspects in the syllabus such as lifestyle and chronic diseases. The students found the presentation very informative as was seen in their level of participation throughout the session.



Participants of the Cancer Awareness talk

3) Christmas tide – this activity challenged students to show how their skills learned in Home Economics can be used to enhance the Christmas seasons.

- The Food, Nutrition and Health and Commercial Food Preparation students prepared a variety of cakes using different cake making methods and attractively decorated to reflect the season.
- The Family and Resource Management students created beautifully made paper flowers and decorated the area by showcasing their skills in balloon craft.

Education Officer of Home Economics Ms. Marlyn Davis and the Deputy Head teacher, Kirwyn Mars participated in the event to give teachers and students support and encouragement.



Paper flower made by students

News from the Region - Guyana (cont'd)



Cake made by student with festive decorations



Cake made by student with festive decorations

We congratulate the staff and students who worked assiduously to ensure the continued success and visibility of Home Economics!

DORA SECONDARY SCHOOL, GUYANA

Dora Secondary School is located on the Soesdyke, Linden Highway, which is about 50 miles away from the city. It is very challenging for teachers and students to access resources for education delivery and coupled with Covid-19 this year, the teaching-learning process was made even more difficult at the Dora Secondary School. Nevertheless, teachers and students found innovative ways and means of making education delivery possible and a

little easier for students.

This school offers the Secondary Competency Certificate Programme (SCCP), which gives students an opportunity to acquire a skills based certificate in Catering and Commercial Food Preparation along with a CXC certificate in the Home Economics areas of Household Management, Housekeeping Garment Construction and Garment Production.

The Academic years 2018-2020 saw Dora Secondary school entering students for Food, Nutrition and Health at CSEC level for the first time. Despite the challenges the students were able to complete their projects for their selected course of study.

Congratulations to teachers and students on securing 100% passes!!



Student displaying her work for the Home Management practical.

News from the Region - Guyana (cont'd)

It must be noted that these teachers are not trained Home Economists but their love and enthusiasm for home economics have pushed them to deliver to the best of their abilities. There are; Ms. Rushell Wellington who delivers Catering, Commercial Food Preparation and Food, Nutrition and Health, Ms Paulette Shortt teaches Household Management and housekeeping and Ms. Anette Cornelius delivers Garment Construction and Production. They ensure that students acquire the requisite skills and knowledge for success.

It is also noteworthy that these teachers have been participating fully in all Guyana Association of Home Economists (GAHE)'s planned workshops, trainings and meetings.

Keep making Home Economics great!



The faces behind the delivery of the Home Economics curriculum delivery at Dora Secondary, from left to right A. Cornelius, Paulette Shortt, Rushell Wellington



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**It always seems
impossible until it's done.**

Nelson Mandela

News from the Region - Jamaica

Mico Retired Home Economics Educator Honoured

~ An Excerpt ~

One by one, some students and staff members at The Mico University College in the Corporate Area stood to pay tribute to retired college educator Nye Harris-Stubbs during a banquet organised by final-year Family and Consumer Science students of Food Quantity Techniques, a course offered by the Department of Human Ecology and Hospitality Services at The Mico University College.

The fine-dining occasion was in partial fulfilment of the requirements for the course. According to their lecturer, the students were expected "to plan, manage, and execute a formal function for at least 35 persons, with arrangements and entertainment", and serve good-quality food.

The students went further by electing Mrs. Harris-Stubbs, who served the institution in various teaching capacities, the guest of honour. A member of the batch read a citation as part of the tribute.

"The contribution that you have made is immeasurable and transcends conceptual spheres. The country and specifically, The Mico is better off to have had this phenomenal woman, a true Miconian, as Head of Department. You have left an indelible mark on the education landscape and your footprints are etched on the 'walls' of The Mico. You embodied the true Mico spirit, unstinted devotion and exemplary models of conduct.

Your dedication contributed to the success of the HEHS Department. That extra effort, insights and opinions were all extremely valuable to the successful undertakings of this Department. Your quiet, yet giant like persona have inspired us to push past mediocrity.

Nye Harris-Stubbs, the Human Ecology and Hospitality Services Department, salutes you

After the glowing accolades, wining, dining, and entertainment, Arts and Education spoke with Harris-

Stubbs about her journey in education and the state of the current students at The Mico. She started out by saying that the students "worked hard" and "did a good job", and that she was surprised at, but appreciative of, the idea to honour her. Nye Harris-Stubbs is a graduate of The Mico and upon completion of her studies, she has taught in Brompton Primary in St Elizabeth, and at Montego Bay High School in St James. She went to the United States, where she pursued a Bachelor of Science in Home Economics. She also pursued a Master's degree in Home Economics, and instruction.

Published: Sunday | May 20, 2018 | 12:00 AM

Paul H. Williams

<http://jamaica-gleaner.com/article/leisure/20180520/mico-retired-educator-honoured>



Final-year student Darronic Williams (right) presenting a token to retired Mico educator Nye Harris-Stubbs.



News from the Region - St Vincent & the Grenadines



Sheila Robertson

La Soufriere, St. Vincent

**“Neighbour
oh...Soufray
ah blow.”**

These words reverberated throughout St. Vincent on April 13th 1979.

Very few would have thought that they would ever witness such a phenomenon. Even less would want to. On that morning however, it was not an option. An eruption was taking place whether or not Vincentians so desired. None was prepared. Anticipation, even excitement battled restraint. Residents craved safety, not knowing what to expect. However, each wanting to experience the overwhelming, unfamiliar, nonetheless potentially dangerous activities of the erupting volcano.

Prior to this, regular trips were made to the volcano at Easter, as locals considered the trek to the summit a feat to be proud of although a few persons would have succumbed to the climb of this 4048 foot mountain. This attraction was not limited to the hike but extended to the volcano itself which featured a lake within the crater. However, in 1971, during an effusive eruption, there was no explosion, just a steady flow of lava from the volcano onto the ground. From this lava flow a dome was formed giving the appearance of a small island within the crater. Thereafter, many visitors foreign and locals alike journeyed time and again throughout the year to get a glimpse of this quiet but deadly beast which last had an explosive eruption in 1902. The series of explosive eruptions of 1979, ejected both the lake and the domed that had formed a few years before. Though the lake remained, the dome was replaced with another.

It is said that many lives (about 1600) were lost during the 1902 explosive eruption. Some of these persons were swept to their deaths while crossing the Rabbacca Dry River to safety. Earlier explosive eruptions were recorded occurred in 1718 and 1812 respectively.

People jokingly referred to the eruption of 1979 as the volcano making a visit rather than be visited that particular year. What a visit it turned out to be. A series of strong explosions between 13th and 26th April produced ash falls, pyroclastic flows and mudflows. What was thought to be thunder and lightning, never before experienced at that time of year, turned out to be the effects of the explosions. Clouds mushroomed, creating a spectacular but alarming sight. Heavy ash fall during the night gave the impression of falling rain, and ash was to be found all over the island, in the Grenadines and even in neighbouring islands as far as Barbados.

The water surrounding the northern coasts became hot, causing fish to desert their natural habitat. Vegetation, both natural and cultivated, was destroyed as was livestock that was kept for subsistent living. Banana plantations, the main crop at the time did not escape unscathed. Although there were no evacuation plans, residents living within a particular range of the volcano had to be evacuated and were taken to camps set up in schools outside of the areas that were considered unsafe. One popular thought at the time was that the island would split in two with the eruption. In retrospect, Good Friday of 1979, did not seem to be so good at all. Thankfully, there were no fatalities.

Following these eruptions, both effusive and explosive, the seismic unit of the University of the West Indies, St. Augustine Campus, set up monitoring stations on the island so that increased activity at the La Soufriere volcano can be observed and dealt with in a timely and effective manner. On 29th December 2020, as locals were preparing to greet the New Year amid apprehensions of the ongoing COVID-19 pandemic, news surfaced of the impending eruption of the La Soufriere volcano. The alert was given following increased activity at the site. The volcano has had an effusive eruption, with visible gas and steam and the formation of a new volcanic dome. Now both domes co-exist, the one from the 1979 eruption and the other now currently being formed as lava continues to ooze from the crater.

News from the Region - St Vincent & the Grenadines (cont'd)

La Soufriere, St. Vincent (cont'd)



Monitoring continues, however, no one knows what the outcome will be, though there are mixed feelings regarding what could happen. Younger folk are hoping to get a ringside view of her breathtaking grandeur and tremendous power, but the older inhabitants having experienced both decades ago, would prefer for her to just quietly rest. Whatever happens, it is clear that none, whether young or old, are oblivious to what can transpire at the blink of an eye, and most know only too well the effects this La Soufriere volcano can have on this little island state, be they beneficial or devastating.



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DEADLINE FOR ONLINE APPLICATIONS MARCH 25, 2021

News from the Region - St Vincent & the Grenadines (cont'd)

CSEC Showcases Family and Resource Management

Demonstrating one's creative skills in transforming a blank room for any special occasion takes POICE. The CSEC Students at the Dr. J.P. Eustace Memorial Secondary School, Kingstown, St. Vincent and the Grenadines used appropriate techniques and skills and raised the standard in their interpretation and display of the Family and Resource Management SBA Assignment. This was truly amazing.

The task: Your mother is celebrating her fifty fifth birthday with a grand dinner, under the theme,

“Standing under His Grace”. You are required to carry out the following activities:

- (a) Make a bouquet of flowers
- (b) Clean the silverware that will be used.
- (c) Set the table for the dinner to include napkin folding
- (d) Prepare the dessert- Coconut Tartlets OR Custard



“GROWTH IS NEVER BY MERE CHANCE; IT IS THE RESULT OF FORCES WORKING TOGETHER.”

James Cash Penney, Founder of JCPenney

News from the Region - St Vincent & the Grenadines (cont'd)**Cake Decorating Workshop**

A three-week Cake decorating workshop for teachers was conducted by the Ministry of Education, in collaboration with the St. Vincent and the Grenadines Home Economics Association (SVGHEA) at the Kingstown Technical Institute in August 2020. The workshop was facilitated by retired Principal and Home Economist, Mrs. Alanza Daisley, who is a past member of SVGHEA and CAHE. A total of twenty-

four persons participated in the workshop. Teachers were exposed to training in basic tip designs/uses, selection and use of tools and equipment, crumb coating a cake and creating designs using cupcakes. The teachers and facilitator were very enthusiastic about the workshop which culminated with an exhibition and a presentation of certificates.



News from the Region - St Vincent & the Grenadines (cont'd)

North Union Secondary External SBA Practical 2021

Everyone loves an elegant throw cushion. These created by the CSEC students for their external Textile, Clothing and Fashion SBA practical, will add a special touch to your living room.

Meet Tirra John

She panicked when she realised her dark pencil mark would take away from the overall outcome of her cushion. With fast thinking and action, she added paint to the edges of her flowers and created this beautiful design.



Shaundel Matthias

She employed a monochromatic colour scheme using rhythm to showcase a perfect understanding of the elements and principles of design.



Latavia

Latavia loves to work with colours. Her throw cushion sets the mood with colourful artistry that can be used to accessorise almost any living room.



Craigroy

Embracing masculinity. Let us help our males to take up their role in society. Craigroy is comfortable to hand stitching items using different embroidery stitches, as showcased in his throw cushion.



News from the Region - St Vincent & the Grenadines (cont'd)

North Union Secondary External SBA Practical 2021 (cont'd)

Donice

Donice enjoyed working on her throw cushion. Inspired from her online research, she found a way to add other accessories that helped her dictate what she wanted to highlight.



Dana

A typical case of determination. Due to the protocols enforced as a result of the COVID-19 pandemic, transportation was difficult for Dana who arrived late for her Food, Nutrition and Health and Textile, Clothing, and fashion practical. Despite all odds, she managed to remain calm, came up with a contingency plan and stitched her life away. Go Dana!



Overall, students performed creditably. Each created a masterpiece worthy of admiration. They added their special touch and used appropriate techniques uniqueness to present an exceptional product. We applaud the students. A job well done!!

Teacher:
Sofilia Blucher



News from the Region - St Vincent & the Grenadines (cont'd)

Excerpts from **The View Point**, an Interactive Programme
hosted in St. Vincent and the Grenadines

Topic: **"Remote Learning: Responding to the Change"**
held on Sunday 7th March 2021 at 7:00-8:30 p.m.

Introduction:

The philosophical underpinning of education is student success. The COVID-19 Pandemic has confirmed our thinking about the need for reform. This crisis has once again reminded us that the education system is vulnerable to crisis and external problems. This means we must rely on the collective wisdom of diverse teams of stakeholders that have to be mobilized to creatively solve the challenges we face to improve the teaching learning experience without causing severe collateral damage. The guiding principle of students' success will not be changed but amplified.

The pivot to online teaching and learning presented us with a number of challenges and also opportunities for growth. We had to migrate to online teaching and learning primarily as an emergency response.

Major Challenges

1. Understanding the change process. Crises bring rapid change and require quick adaptation. But, change is a process and persons respond to the change differently and at varying rates. While there are early adapters, there are those who are slow to adapt and must be brought on board strategically so that the needs can be met.

It must be reiterated that moving to online learning is not simply exchanging positions. Rather, it is a paradigm shift where – all stakeholders – administrators, teachers, parents and students must be willing to adapt to new ways of operations.

Parents must become more integrally involved in supporting students, teachers must be willing to redesign content and how instruction is delivered, students must adjust to these new methodologies; and everyone must be willing to 'learn to learn'.

2. Psychosocial/socialization issues among

children, especially those who may wish to be active and who live in lonely environments.

3. Digital Competencies Challenges.

Online Learning is dependent on technological devices and the internet.

This brought with it Adaptability, the struggles for:

- (a) Parents: Who have family responsibilities and some very irresponsible ones. Parents expect guidance and stress free navigation of a system with which most are unfamiliar.
- (b) Teachers: There were already vulnerable teachers with minimal training in technology.
- (c) Students: There are the students whose learning was in crisis. Many of them are more technological savvy than parents.
- (d) Issues of availability of Devices. Issues of compatibility, Issues of bandwidth.

2. Logistical challenges:

The question to be answered are: How do we maintain rigor and ensure that students succeed? How do we motivate people to learn in this era? How do we maintain academic integrity?

1. Compulsory modification of the relationship between content and process. Lesson delivery and presentations, Assessments. We have to get rid of the single point failure mentality. Learning has to be relevant and assessment flexible. We have to challenge the role of examinations in our system. We have to consider flexibility as opposed to rigidity.
2. Motivation: The delivery of content is easy, enabling meaning and relevancy is where attention is needed. The main importance to be considered is how do we motivate our students.

News from the Region - St Vincent & the Grenadines (cont'd)

Excerpts from **The View Point** (cont'd)

3. Equitable and inclusive access.

There is an economic divide. There are families with more children than devices. The government through the Ministry of Education has provided all secondary school students and Grades 5 and 6 with a tablet. However, some homes did not receive any. This problem will soon be solved as we are expecting more of such devices.

Please note: Every education system has students in crisis, pandemic or not.

There is a real danger that long term closure of the physical plant albeit necessary for public health - will further widen the inequality gap between the haves and the have not.

This conversation is critical. It's critical because as novices to technology we have to learn to manipulate the space we are not using and make our practice relevant in this moment of history.

Mitigating the Challenges

1. There is need to be empathetic on all sides – parents to children who are at home from day to day; supervisors to parents who have to struggle to find someone to supervise children during the day; supervisors to teachers who have to learn new digital techniques.

Collaboration among family members, relatives, friends, even neighbours.

2. Protect the wellbeing of our students

Generally, the school is a safe house for students during the day. With students at home and in other environments, survival skills must be reiterated. As always some children are at greater risk. Protect from neglect and abuse which will not be easily identified in an online classroom.

3. Use collective wisdom and engender creative strategies to close gaps through accelerated learning techniques. Anyone can deliver content. It's how we enable meaning and make it relevant to our students.

4. Train, retool and build capacity of teachers and other education officials.
5. Give students the necessary support that is required in a remote environment.
6. Assist parents with self-help videos. There are other entities in the community
7. We have to be a nation committed to student success. Do not lose sight of the bigger picture
8. We have to embrace the national agenda for education.

Question: What if the COVID-19 Pandemic continues and what if its behaviour does not change?

It means we have to change, we have to adapt and get accustomed to a blended approach to teaching and learning. We have to adapt the curriculum; we have to reimagine what access means. COVID-19 is a crisis but it also gives an opportunity for growth.

Parental Support during this period and beyond is very important. You can:

- ♦ Reconsider your expectations.
- ♦ Praise your child/children for good work and avoid accusations.
- ♦ Find out why there are any shortcomings and see where/how assistance can be given.
- ♦ Have discussion with the teachers and principals
- ♦ Set boundaries for your child/children
- ♦ Team up with other parents.
- ♦ Monitor your child/children's progress.

Community help

- ♦ Adopt a family, a child, a school
- ♦ Private citizen help
- ♦ Help from families or goodwill groups in the diaspora.
- ♦ Facilitate access to online support by sponsoring a programme



Retirees

Congratulations!

Retiring permanently from the workforce is one of the milestones of a person's life. Congratulations to all our members who have blazed the trail in Home Economics education and have now gotten to that stage. Welcome to the next chapter of your life. Retirement is not an end, but a beginning.

Do note that it is not just retiring, it is putting on new wheels: RE“TIRE”. This Retirement will be an adjustment but also an opportunity. An opportunity to

do all the things you have wanted to do. I would have said “I hope you will finally do the traveling you have been thinking about”, but, I need remind you that travelling is not on the front burner at this time.

Special congratulations to our executive members, Antonia Coward, Pauline Whiteman, Sandra Murray and Lynette Burke who recently retired.

May God bless all our retired members.



PRESIDENT
Pauline Whiteman



ASSISTANT SECRETARY
Sandra Murray



Chairperson, Nominations Committee
Lynette Burke



Immediate PAST PRESIDENT
Antonia Coward



Obituaries



SHONIS MC DONALD

In memory of the late Shonis Mc Donald

The Home Economics fraternity lost a genuine member and friend. On May 26th, 2020, we bid farewell to our Home Economist and friend, to our conference buddy and entertainer. She was indeed a blessing and her parting was surely a great shock.

Your life was a blessing, your memory a treasure you were loved beyond words and missed beyond measures.

The joy, happiness and laughter you create to all who met you is sorely missed. Life is eternal, and love is immortal. Memories are there to remind us of things that have gone before.

Rest in peace.



Natalie Hurst

Ms. Hurst was a longstanding member of CAHE and faithfully served with distinction in key administrative capacities namely:
Secretary 1977 – 1979,
1979 - 1981

2nd Vice President 1987 – 1989

Ms Hurst was a member of the CAHE team that attended the International Federation For Home Economics (IFHE) Regional Meeting as an observer in Puerto Rico in 1998. Ms. Hurst was also a member of the CAHE team that undertook the writing of the first edition of the *“Caribbean Home Economics in Action”* textbook.

CAHE has benefitted from her long and faithful service as evidenced by its sound structure, vision and aims which have made it the only functioning association of its kind in the region.

Ms. Natalie Hurst was a knowledgeable professional who has contributed tremendously in the Field of Home Economics and related areas. CAHE is grateful for her contribution to the Association and by extension, the Home Economics profession. #homeeconomics

May her soul rest in peace and rise in glory.

TRIBUTE to Natalie Hurst RIP from Ms. Pauline Whiteman, President, CAHE Inc.

The Caribbean Association of Home Economists 1972 Incorporated (CAHE) would like to extend deepest condolences to the relatives and friends of Ms. Natalie Hurst and to the Home Economics Fraternity in Antigua and Barbuda.



Ms. Magda Pollard

Ms. Magda Pollard, one of the founding members of the Caribbean Association of Home Economists Inc. Mentor and friend to senior Guyanese home economists and advocate for the rights and welfare Caribbean women

has died. She moulded them and instilled the ethic of hard work and attention to detail, of being dignified and proper. She believed that home economists were a cut above the rest and should behave as such. Home Economics ran through her veins.

Magda Pollard was born in 1931 in Buxton, East Coast Demerara (EDC), to parents Fitzgerald and Muriel Pollard, both of whom were teachers.

In her teenage years, she attended The Bishops' High School where she excelled academically

Obituaries (cont'd)

actively participating in music, drama and community service.

Before leaving school she was awarded the Fidele Collier Medal for her significant contribution to the school's ethos.

Pollard later moved on to write the Oxford and Cambridge Examinations in 5th form and the London Higher School Certificate, deciding to enter the field of teaching.

Four years later, she left for London to attend the Glasgow and West of Scotland College of Domestic Science where she received training as a Grade One teacher.

She eventually went on to gain a distinction in her Postgraduate Certificate Course at the Queen Elizabeth College, London University, in Home Economics in relation to Community Development.

Pollard later returned to Guyana and worked in the public education system and eventually became the principal of Carnegie School of Home Economics in 1962 where she promoted an increased emphasis on specialized training in food preparation.

This led her, some 16 years later, to be invited by CARICOM to help formulate a regional food and nutrition project.

Her eventual appointment as the first Women's Affairs Officer (WAO) at the CARICOM Secretariat led her to play a greater role in the representation of women's rights in Guyana and the Region. She lobbied for the governments in the Caribbean to sign on to and ratify the International Bill Of Rights for Women.

Her invaluable contributions over the years led to her receiving two national awards in Guyana: The Cacique Crown of Honour and the Arrow of Achievement.

She also received the 1992 CARIFESTA Award for Women and the special award of the Caribbean Association of Home Economists of which she was a founding member.

Pollard served as the Chairperson of the Guyana National Commission on Women and, during her tenure, organised for the creation of Women's Bureaus in the Organisation of Eastern Caribbean States (OCES).

Her active engagement towards the well-being and representation of women's rights have garnered her much respect and gratitude even as several public figures have since expressed sadness due to her passing.



Icilda Ffrench

Icilda Ffrench, veteran Jamaican Home Economist and long-standing member of CAHE, has died.

Mrs Ffrench served on the Executive Leadership Team of CAHE and was a lecturer in Family and Consumer Sciences at the University of Technology, Jamaica, Utech.

Death is a road we will all travel but some are privileged to complete their tasks in this earthly realm early and then graciously step aside to allow those of us who remain to carry on. Why aren't we surprised that Icilda Ffrench has finished early? It is what she did; finished early, finished quickly, finished well. We know that, but we are nonetheless saddened that she has actually gone on before us. We wanted her to be around us a little longer to show us just how it is done... quickly and well. We wanted her to be here so we could continue to hear her sharp wit in conversations that required clarity with precision and a touch of humour. We wanted to be able to see her moving at the speed of light whether in her actual walk along the corridors of the institution in which she taught or as she made her fingers walk on the telephone as she placed calls to make arrangements to meet deadlines way in advance of events, or 'see' her brain in action walking through the various stages of an activity, meticulously putting everything in its right place. Although we wanted her to stay, we loved her

Obituaries (cont'd)

too much to want her to suffer here and so we have agreed with her Maker that He knows his child best and He has done what is in her best interest. Thank you, Lord.

Icilda was introduced to and fully emersed herself in the professional organizations aligned to home economics; The Jamaican Home Economics Association (JHEA), Caribbean Association of Home Economists (CAHE), and International Federation for Home Economics (IFHE), when she started teaching at the University of Technology, Jamaica in 1998. She was fully engaged in the activities of the organizations as she was a firm believer in professional and personal development that would prepare her to become better at her craft and allow her to serve her profession outstandingly. She engaged in the organizations with much enthusiasm, verve, and steadfastness and had soon become an active member attending meetings, workshops, seminars, and conferences. Soon, attending activities was not enough and so she started to serve on committees and in the highest leadership roles.

She served at the leadership level in both the Jamaican Home Economics Association and the Caribbean Association of Home Economists. Icilda Ffrench assumed the roles of Chairperson of the Research Committee of the Caribbean Association of Home Economists in 2005 and President of the Jamaican Home Economics Association in 2007. As with any task she took on, she gave both roles her all. In her role as Chairperson of the Research Committee of CAHE, she took on the established task of producing the association's research journal. This can be a daunting task, as Ffrench knew but took on nonetheless, and within the two-year period of her service produced the 6th edition of the Caribbean Journal of Home Economics. She was no doubt able to do this by following her maxim, "Work smart, not hard." When she had achieved success in doing so, she is fondly remembered for saying in the meeting in which she proudly presented the document, "Di baby baawn!"

We will miss Ffrench's presence at the CAHE conferences which she faithfully and enthusiastically attended; whether conference was in Antigua and Barbuda, Barbados, Grenada, Guyana, Jamaica, St

Vincent and the Grenadines, The Bahamas or any other of our beautiful islands in the Caribbean. She was, as usual, always the first to make arrangements to attend; register, book hotels, and of course check out the shopping sights! She always took part in the team's cultural night presentations and always remembers fondly her role in the presentation in Guyana where she presented the final 'A' in Jamaica to mean 'Andastan!' (Jamaican for understand). She often repeated it in our conversations as we frequently reminisced on our memorable conference tours.

Our conferences were not all fun and games but even the work was fun as to Icilda it was always a labour of love. She gave her 100% as she participated fully in planning CAHE conferences held in Jamaica in 2001 and 2017. In 2001 she was responsible for conference evaluation and in 2017 she and Maxine Hills co-chaired the planning committee for in-conference workshops. The duo went all out in organizing this activity, from sourcing reputable presenters and identifying appropriate facilities to assembling materials and tokens for workshop participants. Icilda and Maxine were also the pre-conference workshop presenters at the 2011 CAHE conference held in St Vincent and the Grenadines under the theme "Home economics in the Caribbean: A response to the challenges of local home economics organizations and the United Nations Millennium Development Goal - Strengthening international co-operations to improve the quality of life." Professor Geraldene Hodelin recalls her trip to the IFHE Africa Regional Biennial Conference in Swaziland, South Africa in 2009 with Ffrench as her conference partner. At that meeting, Icilda confidently chaired a conference activity and made us all proud. She was overjoyed!

That's the woman we knew and will remember fondly. She will go in the annals of these professional organizations as a member par excellence; caring, compassionate, cooperative, dynamic, enthusiastic, hospitable, professional, and of course, fun-loving. She has left a legacy of attributes of a true home economist and a treasure trove of warm memories of her vibrant spirit, radiant smile, and infectious laughter.

We will not soon forget you, Icilda 'Joy' Ffrench.



Abstracts

Mindfulness Practice for Sustainable Living



**Jacqueline M. Holland,
Ed.D., CFCS**

Associate Professor
Morgan State University
Baltimore, MD

jacqueline.holland@morgan.edu

When our present conditions generate feelings of stress and anxiety, the practice of mindfulness can assist us in expanding our ability to regulate emotions and reduce stress, anxiety, and depression. Often, we try to complete many tasks simultaneously and discover a lost connection with the present moment. Regardless of the circumstances, mindfulness helps us to focus our attention and be observant of our thoughts and feelings without judgment. A consistent practice of mindfulness can sustain us physically, psychologically and contribute to overall health and well-being. Implications for personal practice and professional settings, along with mindfulness techniques, will be explored.

Key terms:

Mindfulness, Wellbeing, Sustainability

Theme/ topic for workshop related to any of the sub themes in the call.

- Home Economists: Mindset Reset

Purpose

- Introduce participants to the principles of mindfulness and its implication for wellbeing.

Objectives for the workshop

Participants will be able to:

- Identify and explore concept and principles characteristics of mindfulness and the impact it has on coping and well-being.
- Practice mindfulness techniques.

Duration

30-50 minutes

Planned activity/Activities

- Overview of mindfulness
- Utilizing mindfulness strategies
- Implications and reflection for personal and professional practice settings

Method/ Approach

- PowerPoint presentation



**CARIBBEAN ASSOCIATION
OF HOME ECONOMISTS**
CHRONICLES

The First **30** *Years*

Abstracts

The Impact of COVID 19: Readiness for Online Teaching and Learning: Regional Survey



Claudia Brown-Wilson
Lecturer at The Mico
University College
CAHE Chairperson
Research Committee

The COVID-19 pandemic is a health crisis that has affected all sectors across the world. It has had a profound and rapid impact on education institutions in the Caribbean Region as schools, colleges and universities had to be closed to reduce the risk of the spread of the virus. Educators and learners had to adjust their teaching and learning strategies to online learning for the furtherance of education. The paper presents the results of an online survey on *The Impact of COVID 19: Readiness for Online Teaching and Learning*. This survey was conducted by Caribbean Association of Home Economists in association with

The Mico University College's Research Institute. The purpose of this study was to explore educators' readiness for online teaching and the learning. The study employed an online survey design in which 25 Likert-scale type item questionnaire was administered to 58 respondents mainly technical and vocational educators across the Caribbean region. The findings of this research revealed that only 45% of the educators had any training in online teaching. 55% of the respondents also indicated that they received support from school management. Respondents highlighted some constraints experienced by students: connectivity and access issues and no smart device. Respondents proffered that for online teaching and learning to be successful, several factors must be considered: training in online teaching, administrative support, access to internet and smart device

Key words:
Readiness, online learning, COVID 19



Sustainable Agriculture in the Caribbean (SAC) Project Gender Responsive Market Analysis



**Stephanie Lorraine
Yarborough – MSc; BSc**

The Sustainable Agriculture in the Caribbean (SAC) Project, which will promote climate resilient agriculture for equitable economic growth to increase the economic prosperity of women and youth (female & male) in more sustainable agricultural markets in the Caribbean.

The project builds on learning from a previous phase of PROPEL, a multi-country economic growth project, funded by Global Affairs Canada (GAC) and will be implemented in Dominica; Guyana; Jamaica;

Saint Lucia; and Suriname. Women and youth (female & male) will be central players in the targeted agricultural market systems so they can restore the dwindling number of farmers in the region, while strengthening more climate resilient domestic agricultural production to enhance food security, and reduce reliance on imported agricultural products, for more sustainable economic growth.

Recognizing that adult males are currently dominant actors in market systems, the SAC Project will also work with men, so they can become advocates for women and youth fostering the right conditions for equitable participation. The SAC Project will engage agricultural markets in each of the target countries, and provide capacity-building support to local organizations.



Professional Certification

Professional Certification is a stamp of approval from a professional body. It is based on educational qualifications and participation in professional development programme / activities. It encourages practitioners to remain on the cutting edge of professional practice.

APPLICATION FEE US\$50.00

Who can apply?

- Members of the Caribbean Association of Home Economists Inc.

The Professional Certification Process

- Accumulate Professional Development Units (PDU)
- Obtain documents verifying the authenticity of the PDU
- Send information along with a cheque for US \$ 50.00 or discounted fee.
- Wear your pin with pride
- Proudly use the letters behind your name.

Application forms and other information are available on the CAHE website,

www.caribbeanhomeeconomist.org



**APPLICATIONS
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APPLICATION DEADLINE, APRIL 30, 2021

The Gwendolyn Tonge

Scholarship Award Programme

I - AWARD INFORMATION

- A.** The Gwendolyn Tonge Scholarship Award initiated by her in 1981 is a nonrenewable stipend awarded annually to a student who most exemplifies the qualities portrayed by Gwendolyn Tonge during her more than twenty-five (25) years of service to the Caribbean Association of Home Economists (CAHE). Mrs. Tonge served as CAHE's President from 1977-1981, and was the first Home Economics Supervisor in Antigua in 1952. She has co-authored the currently used textbook series, Caribbean Home Economics in Action, and is the recipient of local, regional and international awards. Mrs. Tonge was appointed a Senator in the Government of Antigua and Barbuda in 1994.

The Gwendolyn Tonge Scholarship Award recipient will receive a stipend of US\$3,000.00. These funds will be disbursed in two installments (semester basis).

- B.** The Award will be for the academic year beginning August 15th and ending August 14th of the following year.
- C.** Students who are awarded the scholarship, must be currently enrolled, and must have completed one full year of study in a bachelor's degree programme, related to Home Economics. Applications are to be submitted by February 15th of the year in which the award is requested.

All scholarship holders are expected to maintain excellent academic progress.

- D.** Application forms can be obtained from:

Executive members, or Territorial representatives in the various countries.

II - ELIGIBILITY

- A.** Only CAHE members, financial for four (4) consecutive years, are eligible for the award.
- B.** Students currently enrolled in year two or above of undergraduate study towards a Bachelor's degree related to Home Economics at an accredited institution.
- C.** Applicants must hold at least a B average in Major core courses.
- D.** Must not be the current recipient of any other CAHE award in the same year.

III - APPLICATION PROCEDURE

- A.** All applicants must complete the application form. A statement must accompany the application from the applicant outlining his/her long-range goals and how a bachelor's degree will assist in meeting those goals.
- B.** Official transcripts of previous university work must be submitted. Copies and facsimiles are not accepted.
- C.** Three reference reports are to be submitted from persons who are in a position to evaluate the applicant's academic and professional ability. At least two references should be from the individual's major field of study.
- D.** Applications are to be submitted to the CAHE Education Committee by February 15th. Send to:

*The Chairperson
Education Committee
Caribbean Association of Home Economists
C/o Dr. Geraldene Hodelin
University of Technology
237 Old Hope Road
Kingston 6, Jamaica*

IV - SELECTION CRITERIA

- A.** The academic record of candidates will be the selection criteria.
- B.** Priority will be given to applicants beginning their second end of year undergraduate study in the semester immediately succeeding their application
- C.** Consideration will be given to distributing awards among disciplines, dependent on current needs.

V - SELECTION PROCEDURE

- A.** Applicants will be reviewed and nominated by Education Committee. The committee is expected to nominate only highly promising candidates.
- B.** Selections will be made by the Executive Committee. Candidates will be notified of the decisions about April 16.

VI - CONDITIONS OF THE AWARD

- A.** All Gwendolyn Tonge Scholarship Awardees are required to be full-time students for the entire academic year. A minimum of 15 credits hours each semester.
- B.** Awardees must remain in Good academic standing and should perform at a level substantially exceeding the minimum expectations of the University.
- C.** Failure to meet any of the conditions of the award may result in its discontinuation
- D.** One scholarship will be awarded annually subject to the availability of funds.



The Gwendolyn
TongeScholarship Award Programme
APPLICATION FORM1. Name in Full: _____
(Last) (First) (Middle)2. Present Address (Street) _____
(City) _____ (State/Zip) _____

Present Home Number: _____

3. Permanent Address: (Street) _____
(City) _____ (State/Zip) _____

Permanent Home Phone Number: _____

4. Place of birth: _____ Citizenship: _____

5. Are you a CAHE member: YES () NO () CAHE ID Number: _____

6. Degree Programme: _____

7. Date of Enrolment: _____

8. Academic honours and scholarly activity (include deans list, scholarships received)

9. Extra curricular activity (Include memberships in organisations and offices held)

10. List the names and addresses of three persons who are able to evaluate you, academic and professional experience and ability and who are expected to submit a reference report on your behalf. At least two should be persons with whom you have worked in your major field.

11. Attach a brief statement of your long-range professional goals and how a bachelor's degree will assist you in meeting these goals.

12. Signature of applicant: _____ Date: _____

Has this student been admitted to year 2, 3, 4: Yes () Under Consideration ()

13. Approval of Dean: _____ Date: _____

Application materials must be submitted to: **The Chairperson, Education Committee**

Caribbean Association of Home Economists
c/o Dr. Geraldene Hodelin
University of Technology
237 Old Hope Road, Kingston 6, Jamaica.
Email: ghodelin@utech.edu.jm



The *Beryl Wood* Book Grant **AWARD**

The Beryl Wood Book Grant Award is a special non-service award of US\$1000.00 for candidates who are in the process of completing their Bachelor's degree or Doctoral dissertation research and writing, related to Home Economics.

Applicants are expected to receive the degree by the end of the academic year in which the Award is granted.

Ms. Wood was a founder member of the Caribbean Association of Home Economics, being its first secretary.

She was also a former president of the Trinidad and Tobago Home Economics Association, former Lecturer at the Mausica Teachers' College and a recipient of a national award in Trinidad and Tobago.

The Award will be for the first semester of the final year of the programme in which the candidate is enrolled.

Eligibility

Only CAHE members, financial for four (4) consecutive years, are eligible for the award.

Students who are in the process of completing either a

bachelor's degree or master's degree or doctoral dissertation research and writing and who are expected to receive the degree by the end of the academic year in which the award is granted may apply.

Application Procedure

All applicants must complete the application form. Official transcripts of previous university work must accompany the application. Copies and facsimiles are not accepted.

Applications are to be submitted by the CAHE Education Committee by June 15th of the year preceding the expected graduation date. Example expected graduation date is May 2006; form to be submitted by June 2005. Send to:

*The Chairperson
CAHE Education Committee
C/o Dr. Geraldene Hodelin
University of Technology
237 Old Hope Road
Kingston 6, Jamaica
Email: ghodelin@utech.edu.jm*

Selection Criteria

Priority will be given to candidates whose areas of discipline meets current needs of the Caribbean Region (to be determined by consultation with territories).

Selection Procedure

Applicants will be reviewed and shortlisted by the education Committee. The Committee is expected to nominate candidates based on assessed needs in the Caribbean.

Selections will be made by the executive committee. Candidates will be notified of the decisions of the committee by November 30, 2005. upon receipt of notification candidates must provide evidence of full-time enrolment.

Conditions of the award

All Beryl Wood Grant Awardees are required to be enrolled in an accredited programme for the academic year in which the award is to be granted.

The number of awards granted annually will be subject to the availability of funds.

Applications are to be submitted by September 15 of the preceding year.

Application forms must be obtained from:

Executive members

Or

*Territorial Representatives
In the various countries.*



The *Beryl Wood***Book Grant AWARD
APPLICATION FORM**1. Name in Full: _____
(Last) (First) (Middle)2. Present Address (Street) _____
(City) _____ (State/Zip) _____

Present Home Number: _____

3. Permanent Address: (Street) _____
(City) _____ (State/Zip) _____

Permanent Home Phone Number: _____

4. Place of birth: _____ Citizenship: _____

5. Are you a CAHE member: YES() NO() CAHE ID Number: _____

6. Baccalaureate, Master or Doctoral Programme in which you are enrolled: _____

7. Proposed date of completion of programme: _____

8. Academic honour and scholarly activity (include fellowships received; research projects and creative performance; titles and references of published works and titles and nature of unpublished works): _____

_____9. Extra curricular activity (Include memberships in organisations, and offices held)

_____10. List the names and addresses of three persons who are able to evaluate your academic and professional experience and ability and who are expected to submit a reference report on your behalf. At least two should be persons with whom you have worked in your major field.

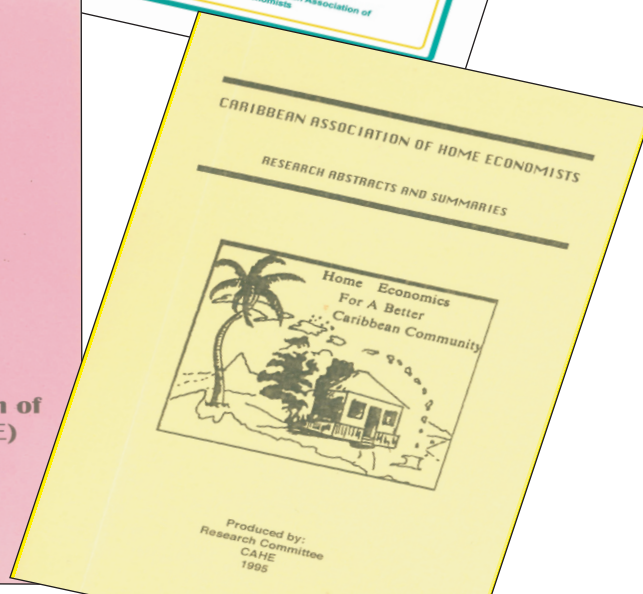
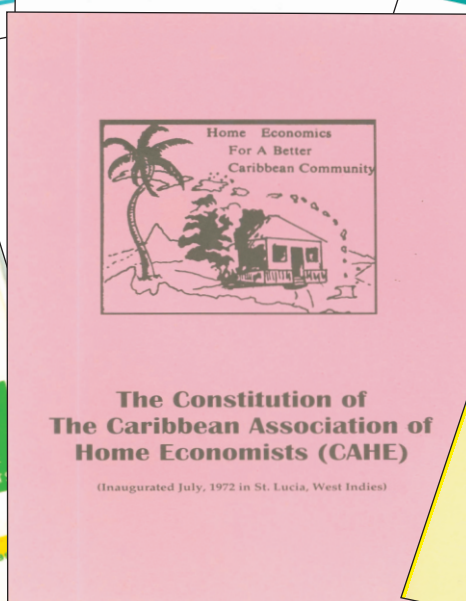
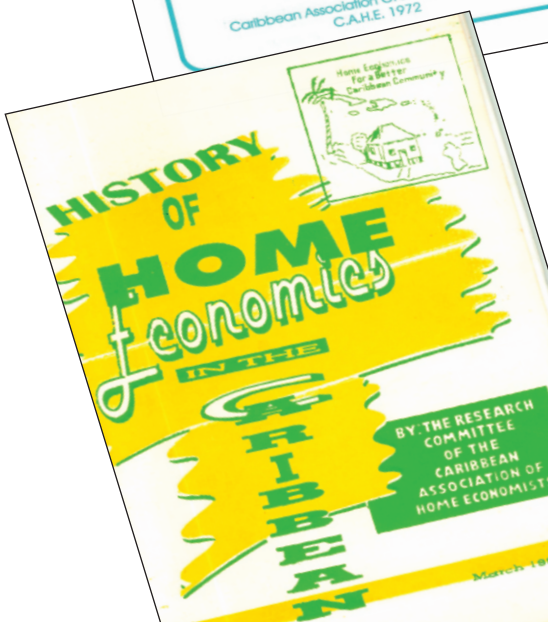
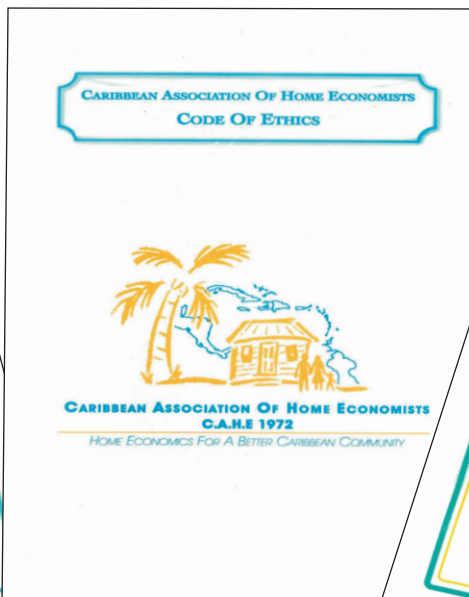
11. Attach a brief statement of your long-range professional goals and how a degree will assist you in meeting these goals.

12. Signature of applicant: _____ Date: _____

Is this student in the final year of the programme outlined above: Yes () No () (Tick one)

13. Approval of Dean: _____ Date: _____

Application materials must be submitted to: **The Chairperson, Education Committee****Caribbean Association of Home Economists**
c/o Dr. Geraldene Hodelin
University of Technology
237 Old Hope Road, Kingston 6, Jamaica.
Email: ghodelin@utech.edu.jm



Acknowledgement

The Executive Leadership team of the Caribbean Association of Home Economists Inc. are extremely grateful to the 2021 CAHE Conference Magazine Team who expeditiously brought this edition to fruition.

THE TEAM

Sheila Robertson — Chairperson, Publications Committee - CAHE
Michelle Guy — CPHE- 2nd Vice President - CAHE
Keisha Went — Secretary, CAHE
Dr. Antonia Coward — CPHE, Immediate Past President, CAHE
Audrey Jones-Drayton — CPHE, Consultant - CAHE
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