

## MINISTRY OF EDUCATION

### MINISTRY PAPER # 8/14

## A PREVENTATIVE INITIATIVE IN SCHOOLS TO AMELIORATE JAMAICA'S CRIME PROBLEM

### INTRODUCTION

Members are being asked to note the Ministry of Education's preventative initiative to help ameliorate Jamaica's Crime Scourge and to partner with the *Unite for Change Project* of the Ministry of National Security.

### BACKGROUND/CONTEXT

Criminals are not born; they are formed – often by neglect or poor socialization. The major positive environments in the formative process are school, church and/or family. **Every child goes to school at some time.** There is no other institution with such potential for positive socialization. As such, law-abiding habits ought to be expressly connected with the school experience.

A recent local study identified the links between the behaviour patterns of children and their later anti-social conduct and noted that both can most often be predicted from school days. (See attached study entitled, *“Education and Crime: Evidence from Prison Inmates in Jamaica”*, dated March 2012, attached as Appendix 1).

### ISSUES

Studies show that many who end up committing serious crime were frequently absent from school; exhibited cognitive or social abnormalities; were not assessed or treated adequately; had little or no effective family/ teacher support and dropped-out/ “graduated” with inadequate or no certification

The Jamaica Constabulary Force (JCF) study identifies certain junior high/high schools which the individuals in the study attended.

### MoE's RESPONSE

**Given the identification of fifty - six (56) seriously affected schools (inclusive of 18 identified by the JCF), beginning February 2014, a special intervention will be crafted for each of these schools to:**

- a) Identify troubled, deviant and seriously disadvantaged students
- b) Assess and address their situations
- c) Prevent drop-outs

## **PROJECTIONS**

Building from the emergency response detailed in the foregoing, the MoE also proposes a system-wide intervention beginning in 2014. It will:

- Administer a test to determine the social and emotional state of at-risk students - first in an early grade and later at an intermediate level, for example Grade 9, in selected schools
- Complete development of Regional Referral Centres to treat with major dysfunctional tendencies
- Offer teachers in primary schools training in counselling, parental engagement and primary therapies related to challenged children
- Request a revision of the courses in Behaviour Management in all teacher training institutions to ensure that they cover the emerging behavioural challenges being displayed by students
- Appoint Social Workers in Education Regions who will network with relevant Ministries and Agencies
- Provide instruction to Principals on how to identify and respond to disturbed students
- Implement a programme to detect and address disruptive conduct and drop-out risks in certain grades by September 2015
- Expand opportunities for students to become involved in uniformed groups, sports and creative arts and thereby to engage and reform those with negative tendencies
- Engage the Police and Military as part of a team to periodically attend the most vulnerable schools in a non-threatening way to befriend, promote order and reinforce positive constructive behaviour.

## **PROVIDING ALTERNATIVES TO GANG ENGAGEMENT**

Starting in 2014, the MoE proposes to strengthen all the programmes in schools including home, family life and personal development programmes as well as the Civics curriculum. This, in an effort to highlight appropriate values and attitudes expected of students, as well as to sharpen their understanding of the dead-end nature of gang involvement as well as to reinforce positive and law-abiding behaviour patterns. The programmes will also emphasize character-building and positive socialization as both a preventative and corrective approach to anti-social behaviours.

Schools will be instructed to devote substantially more time within their periods for assemblies, and form periods, to the students' personal and social development, in order to enforce order and discipline, wholesome inter-personal relationships and respectful speech.

Over the next three years, schools will be enabled to intensify uniformed groups, physical education, sports and cultural engagement. Two (2) persons with social work training/skills will be deployed to each Region within this School Year, to treat with likely drop-outs or children identified as having behavioural problems to deepen engagement with family and community.

Where necessary, teachers and/or volunteers will be chosen, trained and given responsibility for engaging students in sporting and cultural pursuits. Appropriate teaching and learning materials

are being prepared for September 2014. The programme entitled “**Valuable Pathways**” is one that will enable students to develop positive values and attitudes to improve behaviour in school, home and society. The programme will also assist parents to develop appropriate values and attitudes, not only towards their children, but to others in their community. The media will be engaged as an important partner in the process.

## **INVOLVING THE WIDER COMMUNITY IN SCHOOL-BASED CHARACTER BUILDING**

Further, the MoE invites and challenges all Service Clubs, Sports Clubs, Churches and all other civic groupings to identify a school(s) of special interest and commit themselves to a programme of youth mentorship. This will be achieved through cooperation with School Boards, Administrators and Teachers. The National Parenting Support Commission has been asked to coordinate initial meetings of leaders of religious denominations, Presidents of Service Organisations and Citizens’ Associations. The assistance of the Social Development Commission will be sought. The primary objectives are to create a community of interest and care around each public school and improve productivity and **STUDENT ACHIEVEMENT**.

## **COORDINATING COMMITTEE**

A Coordinating Committee to refine, implement and evaluate this initiative has been identified and includes:

- Representatives of the Association of Guidance Counsellors, Deans of Discipline and School Safety
- Head of Guidance & Counselling Division, MoE or Nominee, National Parenting Support Commission (NPSC) as well as Representatives from Ministries of National Security, Justice, Youth & Culture, Sports and Social Security as well as eminent persons drawn from the fields of health,

The Committee will recommend a construct/entity to implement, monitor and evaluate the approved interventions and embed them as necessary.

## **FINANCIAL CONSIDERATIONS**

Budgetary provision will be made in the 2014/15 Financial Year to support the full implementation of the programme. Much of the cost can be met by inter-agency partnership and by re-allocation of existing resources.

## CONCLUSION

Members are being asked to note that the MoE has empanelled a committee to develop a special pre-emptive intervention through the school system, which when fully implemented, should significantly contribute to the reduction of crime in Jamaica over the medium to long term.



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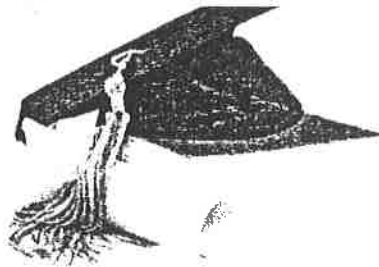
Ronald Thwaites, MP  
Minister  
January 20, 2014  
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# **EDUCATION AND CRIME:**

**Evidence from Prison Inmates in Jamaica**

**Report**

**March 2012**



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**Education and Crime:**  
**Evidence from Prison Inmates in Jamaica**

Submitted  
to  
Commissioner of Police  
Jamaica Constabulary Force

By  
Research, Planning and Legal Services Branch (RPLSB)

## ABSTRACT

In recent times the link between education and criminal behaviour has come in for increased focus and attention. This study examines the educational and socioeconomic backgrounds of prison inmates serving time in the adult correctional institutions in Jamaica. Such an analysis is very critical in having a greater appreciation and understanding about the characteristic features of the typical inmate in our prison population.

The study was informed by quantitative data derived from a sample consisting of 894 inmates from across the island. The personal profile of the "typical" inmate in the Jamaican prisons was found to be a Jamaican-born male, under the age of 34 years, hails from either Kingston and St. Andrew or St. Catherine and comes from a single-parent home. Such an inmate typically has had some exposure to a secondary level education at a non-traditional high school and dropped out of high school before reaching grade 11 without achieving any subject.

Additionally, the research unearthed evidence to suggest that the names of some schools were more likely to be featured than others. There is also overwhelming evidence to infer with a high degree of confidence that at least seven out of every ten inmates in our adult prisons has had some association with a non-traditional high school.

## ACKNOWLEDGEMENTS

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- Prison superintendents and staff;
- The prisoners in the different penal institutions for their frank and open participation; and
- The members of the research team for their work in drafting the questionnaire, conducting the interviews, analyzing the data and preparing the final report.



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# 1. INTRODUCTION

According to Lochner and Moretti (2001), it is possible to reduce crime rates by raising the educational level of potential criminals. They further argued that such a move is far more cost effective than employing other crime prevention measures. However, they lamented that despite the enormous policy implications, there were still huge gaps in the knowledge relative to the link between education and criminal behaviour. In Jamaica, the situation is no different.

Several years ago, the Government of Jamaica took a policy decision to rename and upgrade all new secondary schools to high school status. These schools were termed upgraded or non-traditional high. However, some have argued that whilst the names have changed, the commensurate resources to these schools did not take place. At the same time, we have seen where more and more youths are turning to a life of crime and criminality. And so it is widely felt that a significant contributing factor to the high involvement of youths in criminal activities in Jamaica is the worrying state of the country's educational system.

The purpose of this quantitative study is to examine the educational background of prison inmates currently serving time in the adult correctional institutions in Jamaica and to describe the characteristic features of the typical inmate amongst the prison population. This study represents an important piece of work to be added to the limited body of research on this topic. Upon completion, the findings from the analysis will help to inform policies in our educational and correctional systems. In an effort to achieve the purpose, the study sought to address the following research questions:

1. What is the personal profile of the "typical" inmate amongst the prison population in Jamaica?
2. What are the criminal and educational profiles of the "typical" inmate amongst the prison population in Jamaica?
3. Are the names of some schools featured more frequently than others within the sample?
4. Are some types of school featured more frequently than others within the sample?

## 2. METHODOLOGY

### 2.1 The Sample

The sample consisted of 894 inmates from across all the adult correctional institutions in Jamaica. Eight hundred and fifty-one (851) males and 43 females participated in the study. The sample size of 894 produces a margin of error of plus or minus 3.0 percentage points at the 95% confidence level. The sample was representative based on the institution and gender. A percentage breakdown of the sample by institution is as follows:

- Tower Street Adult Correctional Centre (43.6%)
- St. Catherine Adult Correctional Centre (32.1%)

- South Camp Adult Correctional Centre (7.3%)
- Tamarind Farm Adult Correctional Centre (6.0%)
- Fort Augusta Adult Correctional Centre (4.8%)
- Richmond Farm Adult Correctional Centre (6.2%)

## **2.2 The Instrument**

A structured 16-item survey instrument was used to generate data from the inmates (See Appendix A). The instrument was divided into three main sections: Personal Information, School Information and Crime Information. The instrument was piloted within the RPLSB, amongst the staff members to test the validity of the questions.

## **2.3 Data Collection Procedure**

This survey was conducted over a seven-week period (December 5, 2011 – January 20, 2012) at the six adult correctional centres in Jamaica namely: Tower Street, St. Catherine, South Camp, Tamarind Farm, Fort Augusta, and Richmond Farm. A list of the inmates was compiled by the Department of Correctional Services. From that list a representative sample of the total prison population based on the institution and gender was chosen using random sampling. The eight hundred and ninety-four (894) questionnaires were administered by trained police personnel attached to the Research, Planning and Legal Services Branch of the Jamaica Constabulary Branch. Before conducting the interviews, verbal consent was sought from the inmates. Each interview took an average of 5 minutes to be administered. The completed questionnaires were then handed over to a team in the RPLSB, which carried out data quality checks, coding and data entry in Microsoft Excel. The data was then exported to the SPSS statistical software where further quality checks were conducted before the data was analyzed.

## **2.4 Data Limitations**

The data collected for the study were collected in a self-reporting format. In addition, the files of the inmates were not able to be accessed to check the accuracy of some of the information provided by the inmates during the interviews. This means that the accuracy of the information, to a large extent is dependent on how well the interviewees recollected the relevant facts.

### 3. RESULTS

#### 3.1 Personal Background of Inmates

The 894 interviewees ranged in age from 18 to 77 years, with an average age of 34.5 years. As shown in **Table 1**, more than half (53.1 percent) of the inmates aged between 20 and 34 years.

**Table 1: Age of inmates at time of interview**

Age range (years)	Number	Percentage (%)
15 to 19	23	2.6
20 to 24	121	13.5
25 to 29	175	19.6
30 to 34	179	20.0
35 to 39	140	15.7
40 to 44	103	11.5
45 to 49	78	8.7
50 to 54	44	4.9
55 and over	31	3.5
<b>Total</b>	<b>894</b>	<b>100.0</b>

**Table 2** shows that the vast majority (96.6 percent) of inmates were born in Jamaica. Of the 30 inmates with foreign nationalities, 9 were British nationals, 7 Americans and 5 Caricom nationals. **Table 3** reveals that most of the inmates lived in Kingston and St. Andrew (34.3%), followed by St. Catherine (16.6%), Clarendon (8.3%) and St. James (8.1%), which are the parishes that account for most of the crime and violence in the country.

**Table 2: Nationality of inmates**

Nationality	Number	Percentage (%)
Jamaican	864	96.6
British	9	1.0
American	7	0.8
Caricom nationals	5	0.6
Other foreign nationals	9	1.0
<b>Total</b>	<b>894</b>	<b>100.0</b>

**Table 3: Parish of last residence of inmates**

Parish	Number	Percentage (%)
Kingston and St. Andrew	307	34.3
St. Thomas	34	3.8
Westmoreland	34	3.8
St. Catherine	148	16.6
Clarendon	74	8.3
Trelawny	18	2.0
St. James	72	8.1
Hanover	13	1.5
St. Elizabeth	29	3.2
Portland	22	2.5
St. Mary	17	1.9
St. Ann	43	4.8
Manchester	41	4.6
Overseas residence	30	3.3
Not stated	12	1.3
<b>Total</b>	<b>894</b>	<b>100.0</b>

Relative to the inmates' upbringing, **Table 4** shows that a large proportion (44.6 percent) of the inmates interviewed indicated that they grew up under the care of a single parent. Of the 398 single-parent cases, a significant majority (83 percent) had a mother-only home situation. Also of note, is the fact that exactly a third of the inmates grew up in a setting where both parents were responsible for their care. A Chi-square analysis was conducted to test whether there was a statistically significant difference between the proportions of inmates with single-parent upbringing and those with both parents. The analysis revealed a statistically significant difference ( $\chi^2 = 14.678$ ,  $df = 1$ ,  $p = .000$ ).

**Table 4: Inmates' care-giver whilst growing up**

Care-giver	Number	Percentage (%)
Both parents	297	33.2
Mother only	334	37.4
Father only	64	7.2
Grandparents	96	10.7
None	4	0.4
Others	98	11.0
Not stated	1	0.1
<b>Total</b>	<b>894</b>	<b>100.0</b>

### 3.2 Educational Background of Inmates

Insofar as, the educational background of the inmates is concern, **Table 5** reveals that the majority (61.8 percent) of the interviewees indicated that a secondary education was the highest level they had attained. Of significance is the fact that of all the inmates interviewed, less than 1 percent indicated that they had received no formal education. This result is not surprising, given

the thrust over the years to increase the access to education but not necessarily the quality of education. **Table 6** shows that of the 528 responses to the type of secondary school attended by the inmates, just fewer than 75 percent indicated a non-traditional high (upgraded or technical high).

**Table 5: Highest level of education attained by inmates**

Education level	Number	Percentage (%)
No formal education	8	0.9
Primary	95	10.6
All Age/Junior High	128	14.3
Secondary	552	61.8
Tertiary	52	5.8
Other	59	6.6
<b>Total</b>	<b>894</b>	<b>100.0</b>

**Table 6: Type of secondary school attended by inmates**

Type of secondary school	Number	Percentage (%)
Upgraded High	355	67.2
Technical High	40	7.6
Traditional High	102	19.3
Overseas High/Private High	31	5.9
<b>Total</b>	<b>528</b>	<b>100.0</b>

Relative to the academic performance of the inmates at the secondary level, **Table 7** reveals that more than 74 percent of the inmates either dropped out of or graduated that level without achieving any subject. Interestingly, when asked to state the main reason for leaving school at particular grades, a significant number (24.8 percent) cited financial difficulties as the main reason for dropping out of school. As shown in **Table 8**, the other reasons given included:

- Just stop attending/uncontrollable behaviour (14.7%)
- Got expelled/suspended and failed to return (12.3%)

**Table 7: Academic performance of inmates at the secondary level**

Description of academic performance	Number	Percentage (%)
Dropped out before grade 11 and achieved no subject	357	53.8
Reached grade 11 but achieved no subject	124	18.7
Graduated with subjects	60	9.1
Went onto tertiary level	52	7.8
Went into vocational and other areas	59	8.9
Dropped out and attained subjects later	11	1.7
<b>Total</b>	<b>663</b>	<b>100.0</b>

**Table 8: Stated reason for inmates leaving school at particular grades**

Main reason	Number	Percentage (%)
Completed schooling at that level	196	31.3
Financial difficulties	155	24.8
Just stop attending/uncontrollable behaviour	92	14.7
Got expelled/suspended and failed to return	77	12.3
Migrated	15	2.4
Got arrested	12	1.9
Lack of support	27	4.3
Gang/political violence	31	5.0
Poor academic performance	7	1.1
Pregnancy/illness	14	2.2
<b>Total</b>	<b>626</b>	<b>100.0</b>

**Table 9** shows that the schools that featured most frequently in the sample are Kingston High (20), Holy Trinity High (16), Vauxhall High (15) and Norman Manley High (13). Interestingly, the top five (5) names are all upgraded high schools. Also of note, is the fact that of the 18 schools with a frequency of eight or more, upgraded high schools accounted for 14 (77.8 percent). Jamaica College is the only traditional high school featured in this list of top 18 schools, while for all-age there is Kitson Town All-Age. Calabar Primary and Jones Town Primary are the only primary schools on the list with a frequency of 8 each.



**Table 9: Name and type of schools most frequently featured in the sample (in descending order of frequency)**

Name of school	Type of school	Frequency
Kingston High	Upgraded	20
Holy Trinity High	Upgraded	16
Vauxhall High	Upgraded	15
Norman Manley High	Upgraded	13
Pembroke Hall High	Upgraded	10
Kitson Town All-Age	All-age	9
Donald Quarrie High	Upgraded	9
Penwood High	Upgraded	9
St. James High	Upgraded	9
Denham Town High	Upgraded	8
Haile Selassie High	Upgraded	8
Jamaica College	Traditional	8
Christiana High	Upgraded	8
Bog Walk High	Upgraded	8
Jonathan Grant High	Upgraded	8
Holmwood Technical	Technical	8
Calabar Primary	Primary	8
Jones Town Primary	Primary	8

### 3.3 Criminal Background of Inmates

Of the 894 inmates interviewed, 870 could remember their age at the time of their first arrest by the police. Ages ranged from a minimum of 10 years to a maximum of 74. The mean age at the time of the first arrest was 23.63 years. A distribution of ages across age categories is shown in **Table 10**. **Table 11** shows that just fewer than 60 percent of the inmates were being incarcerated for the first time. Relative to the length of the sentences for which the inmates were serving time, **Table 12** reveals that more than a third of the inmates were serving sentences that ranged between 10 and 25 years. Not surprisingly, within this range, a significant proportion was serving sentences of 15 years or more. This could possibly be as a result of the mandatory minimum sentencing of 15 years for specified firearm-related offences which came into effect in 2010.

**Table 10: Age of inmates at time of first arrest**

Age range (years)	Number	Percentage (%)
Less than 14	31	3.5
14 to 19	298	33.3
20 to 24	255	28.5
25 to 29	127	14.2
30 to 39	111	12.4
40 and over	48	5.4
Not stated	24	2.7
<b>Total</b>	<b>894</b>	<b>100.0</b>

**Table 11: Number of times inmates have been incarcerated**

Number of incarcerations	Number	Percentage (%)
1 time	529	59.2
2 times	184	20.6
3 times	55	6.2
4 times	34	3.8
5 times	36	4.0
6 times	13	1.5
7 or more times	31	3.4
Not stated	12	1.3
<b>Total</b>	<b>894</b>	<b>100.0</b>

**Table 12: Length of sentence of inmates**

Length of sentence	Number	Percentage (%)
Less than 1 year	79	8.8
1 year to less than 3 years	130	14.5
3 to less than 5 years	65	7.3
5 to less than 10 years	152	17.0
10 to less than 15 years	118	13.2
15 to less than 25 years	183	20.5
25 and more years	159	17.8
Not stated	8	0.9
<b>Total</b>	<b>894</b>	<b>100.0</b>

**Table 13** displays the categories of offence committed by the inmates at the time of their first arrest. Breaches of the Firearms Act was the category mentioned the most by the inmates with 23.1 percent and followed by Breaches of the Dangerous Drug Act (17.2%) and Wounding and Assaults (15.8%). Insofar as the categories of offence for which the inmates were serving time are concern, **Table 14** shows that once again Breaches of the Firearms Act was the most frequently mentioned category with an increased percentage. Also of significance is the fact that the Murder category was more prominently featured than when the categories for the first arrest were examined.

**Table 13: Category of offence for inmates' first arrest**

Category of offence	Number	Percentage of cases (%)
Murder	117	13.6
Manslaughter	29	3.4
Shooting	77	9.0
Sexual Offence	54	6.3
Break-in	29	3.4
Robbery	102	11.9
Larceny	66	7.7
Breaches of the Firearms Act	198	23.1
Breaches of the Dangerous Drugs Act	148	17.2
Wounding and Assaults	136	15.8
Fraud	16	1.9
Other Offences	114	13.3

**Table 14: Category of offence for which inmates were serving time in prison**

Category of offence	Number	Percentage of cases (%)
Murder	204	23.3
Manslaughter	47	5.4
Shooting	90	10.3
Sexual Offence	87	9.9
Break-in	37	4.2
Robbery	133	15.2
Larceny	55	6.3
Breaches of the Firearms Act	310	35.3
Breaches of the Dangerous Drugs Act	101	11.5
Wounding and Assaults	88	10.0
Fraud	27	3.1
Other Offences	49	5.6

#### 4. ANALYSIS AND DISCUSSION

Some interesting findings have been generated from this study, which provide the basis for describing the typical inmate amongst the prison population in Jamaica. It is also to be noted that the sample size used in the study produced estimates which are sufficiently reliable for inferences to be made about the entire prison population.

Based on the findings, the personal profile of the typical inmate in the prisons is a Jamaican-born male, who is under 34 years of age. He hails from a community in either Kingston and St. Andrew or St. Catherine and comes from a single-parent upbringing. In assessing the educational profile, the results reveal that the typical inmate has had some access to a secondary level education at a non-traditional high school. He is very likely to have dropped out of high school

before reaching grade 11 without attaining any subject. And finally, he is quite likely to have stopped attending school because of financial difficulties. The criminal profile of the typical inmate shows that he is likely to have his first arrest before reaching 24 years of age for some breaches of the Firearms Act.

The analysis also found that a disproportionately large number of non-traditional high schools were featured in the study. With a sample proportion of about 75 percent and a margin of error of +/- 3%, it can be inferred with a 95% confidence level that the population proportion for non-traditional high lies between 72 and 78 percent. This finding has significant implication for the targeting of programmes and interventions in the schools. The study also uncovered evidence which shows that within the different types of school, the names of some schools featured far more frequently than others.

## **5. CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

The study presents some important findings which effectively answered the research questions and therefore achieved the overall purpose of the study. Whilst this study will go a far way in adding to the existing body of knowledge, it is highly recommended that further research be embarked upon, focusing on socioeconomic variables such as employment status, marital status and reasons for involvement in crime.

### **5.2 Recommendations**

Based on the findings from the study, the following recommendations are proposed to the relevant authorities:

- Channel more resources to the non-traditional high schools to reduce class sizes and have them better equipped to deliver quality education;
- Pump more resources into early childhood education to provide high quality education at that level and in so doing improve the chances for better academic performances by our students at the secondary level;
- Embark on a programme of parenting education in all communities using schools' facilities during the periods when schools are out of session;
- Restructure the Safe Schools' Programme to include a component where the police will stringently monitor and track all students that fall out of the formal education system whether through expulsion or other means;
- Institute the restructured Safe Schools' Programme in the most frequently mentioned schools within the study, with particular emphasis on the top ten schools;
- Offer specialized training for the teaching staff in schools to identify and assist students with behavioural problems and special needs;

- Discontinue the policy of automatic promotion of students to secondary schools irrespective of how poor their academic performances are;
- Institute a robust system in schools to target needy and vulnerable students for financial assistance;
- Increase the access and quality of the remedial education available to the inmates in the penal institutions;
- Increase the number of rehabilitation programmes in the prisons to allow prisoners to effectively re-integrate into the society and lead better lives once they are released.
- Develop protocols so that the prison authorities routinely conduct comprehensive interviews with inmates coming into the prisons to solicit information on their educational and socioeconomic backgrounds;
- Modify the JCF Profile Form (CR12) to capture information on the educational and socioeconomic backgrounds of accused persons.

## REFERENCES

Lochner, L., and E. Moretti. 2001. "The Effects of Education on Crime: Evidence from Prison Inmates, Arrests and Self-Reports". *NBER Working Paper No.8605*.

## APPENDIX A: Prisoner Educational Background Study Questionnaire

### Introduction

We are presently conducting a short study assessing the educational background of individuals incarcerated in Jamaica. The information provided will help to inform future government policies.

Your participation is completely voluntary and **all responses will be anonymous**.

### Personal Information

1. Current Age: \_\_\_\_\_
2. Gender: 1. Male      2. Female
3. Nationality: \_\_\_\_\_
4. Last Place of Residence: \_\_\_\_\_
5. As a youngster growing up, who played the main role in your upbringing?

1. Both Parents
2. Mother Only
3. Father Only
4. Grandparent(s)
5. Relatives
6. Other (*Please state*) \_\_\_\_\_
7. No one

### **School Information**

6. What is your highest level of education?

1. Primary
2. Secondary
3. Tertiary
4. Other

(a) If primary, what grade did you leave? \_\_\_\_\_

(b) What were the reasons for leaving at that grade? \_\_\_\_\_

7. If secondary, how many subjects have you passed (grades 1, 2 or 3 since 1999)?  
\_\_\_\_\_

8. If tertiary, what is your qualification? \_\_\_\_\_

9. Name of Primary School Last Attended: \_\_\_\_\_

10. Name of Secondary School Last Attended (*If Applicable*): \_\_\_\_\_

### **Crime Information**

11. At what age were you first arrested by the police? \_\_\_\_\_

12. What offence(s) were you arrested for at that time? \_\_\_\_\_

(a) What was the outcome of the case? \_\_\_\_\_

13. Number of Times Incarcerated: \_\_\_\_\_

14. What offence(s) are you currently serving time for? \_\_\_\_\_

15. Length of Sentence: \_\_\_\_\_

16. Name of Prison Institution: \_\_\_\_\_