INSTITUTIONS

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INSTITUTION

• An institution is an organisation, or similar establishment, devoted to a particular purpose.
• Institutions can be widely shared beliefs, norms or procedures which satisfy basic needs.
TYPES OF INSTITUTIONS

- Institutions may be:
  - **Political** e.g. the government, political parties
  - **Religious** e.g. churches, temples, mosques and religions such as Christianity, Hinduism, Islam, Orisha, Rastafarianism, Baptist etc
  - **Social** e.g. family
  - **Economic** e.g. banks, credit unions, cooperatives, insurance companies, trade unions
  - **Educational** e.g. schools, colleges, universities, trade-schools
  - **Recreational** e.g. sports clubs
CHARACTERISTICS OF INSTITUTIONS

- Serves specific needs of society e.g. school helps in the socialization of the young
- Clear hierarchical organisational structure (there is an order that begins with the principal at the top, the vice-principal, department heads, teachers, pupils)
- Sanctions (rewards and punishment)
- Continuity i.e. Endures over time
- Rules, rituals and practices
THE BASIC INSTITUTIONS IN SOCIETY

• Family
• Religion
• School
• Recreational
• Political
• Economic (Business)
EDUCATIONAL INSTITUTIONS

• For development to occur in any society, the population must be educated
• Education changes as society evolves so educational institutions cannot afford to be rigid; they must constantly re-examine the nature of the education they deliver and how they deliver it
EDUCATIONAL INSTITUTIONS

• Can be classified into the following categories:
  • Early childhood
  • Primary
  • Secondary
  • Post-secondary
  • Tertiary
• Government funded or privately owned
Educational Institutions:

- Provides basic skills in reading, writing, numeracy and using computers
- Develops creativity, critical thinking skills, interpersonal skills
- Traditional academic subjects and technical-vocational subjects
- Provided by teachers and support personnel such as counsellors, social workers, librarians and technicians
FUNCTIONS OF EDUCATION

1. To develop the individual morally, intellectually, spiritually and physically (i.e. to ensure the all-round development of the individual)

2. To transmit the beliefs, customs, and values of the society (i.e. to prepare the individual to live in society and to maintain or change religious, moral and cultural values)

3. To ensure there is a labour force educated in accordance with the needs of our developing societies (i.e. to prepare the individual for the world of work)

4. To reduce social inequality and provide for social mobility
1. What are the advantages of early childhood education to:
   a) Children
   b) Parents?

2. What are the arguments for and against the introduction of comprehensive education schooling throughout the Caribbean?

3. Give the meaning of “Formal” and “Informal” education.

4. What does CXC mean? Outline some benefits that it has brought to the region.
5. State the difference between public schools and private schools.

6. Suggest reasons why some parents send their children to private schools.

7. On a map of the Caribbean, show the countries in which UWI campuses and school of Continuing education Centres are to be found.

8. What is the function of a university?

9. Name countries in the Caribbean that have universities other than UWI.
10. “Schools should be providing basic computer education for all students”. Discuss.

11. Give 2 reasons why learning to read is important.

12. What is the difference between a university and a community college?

13. Why do people drop out of the school system?

14. How has education transformed the role of women in society?

15. What would you like to do on leaving school? What qualifications are necessary for the job?
Location of UWI Campuses (Mona, Jamaica; Cave Hill, Barbados; St Augustine, Trinidad)
Religion is the belief in a deity, something or somebody greater than man.

It involves a system of beliefs (doctrines) and practices (rituals) that pertain to sacred things. E.g. Holy Communion

When individuals become members of a religion, they are taught the correct behaviour for continuing membership in the faith.
RELIGION

• Members worship together in a community

• Conflict can arise as a result of differing interpretations of doctrine. This can lead to members leaving and forming new religious institutions.

• **Societies where religion is not dominant are called secular societies**

• **The Caribbean is a multi-religious society** where there is tolerance and ecumenism (various interreligious organisations have been formed)
TYPES OF RELIGION

• THEISM: belief in a supernatural being in which one God is worshipped (MONOTHEISM) or many Gods are worshipped (POLYTHEISM)

• ETHICALISM: is a belief in a set of principles that guide one’s life

• ANIMISM: is a belief that spirits may reside in humans, animals, plants, rivers etc…
FUNCTIONS OF RELIGION

• Provides members with a sense of identity and belonging
• Provides answers and gives reasons for man’s existence
• Reinforces social control through laws and codes of conduct
• Provides direction and focus for life’s journey
• Teaches reverence for life
• Encourages social justice
• Relieves fear, anxiety and frustration by being assured of divine intervention in times of disaster
1. Identify 5 codes of conduct laid down by your religion.

2. Find out the basic teachings and principles of a religion other than yours. How do these teachings compare with those of your religion?

3. How can one show respect for the religions of others in our multi-religious society?

4. Describe how your religion has influenced your life.
Activities

1. Name the various religious groups that exist in your society.

2. Find out all you can about the Caribbean Council of Churches.

3. “Religion plays an important part in the life of the Caribbean today.” Discuss.

4. Find out all you can about the way of life of the Rastafarians and the Orisha movement.
1. Fill in the following:

a) A Christian religious minister is called a ___ or ___.

b) A Hindu religious leader is called a ___.

c) An Islamic religious leader is called a n___.

d) A Jewish religious leader is called a ___.

e) An Orisha religious leader is called a ___. 
1. Fill in the following:

a) A Christian religious minister is called a ___ or ___.

b) A Hindu religious leader is called a ___.

c) An Islamic religious leader is called a n___.

d) A Jewish religious leader is called a ___.

e) An Orisha religious leader is called a ___.
1. Fill in the following:

a) A Christian religious minister is called a PRIEST or PASTOR or REVEREND.

b) A Hindu religious leader is called a PUNDIT.

c) An Islamic religious leader is called an IMAM.

d) A Jewish religious leader is called a RABBI.

e) An Orisha religious leader is called an OTUM.
2. Identify the religious denominations to which the following belong:

a) Deacon
b) Mother
c) Iyalorisha
d) Guru
e) Muezzin
2. Identify the religious denominations to which the following belong:

a) Deacon (ROMAN CATHOLICISM)
b) Mother (SPIRITUAL BAPTIST)
c) Iyalorisha (ORISHA)
d) Guru (HINDUISM)
e) Muezzin (ISLAM)
3. Identify the religious group with which the following places are associated:

a) Synagogue
b) Temple
c) Church
d) Gurdwara
e) Masjid
f) Shrine
g) Palais
h) Tabernacle
3. Identify the religious group with which the following places are associated:

a) Synagogue (JUDAISM)
b) Temple (HINDUISM)
c) Church (CHRISTIANITY)
d) Gurdwara (HINDUISM)
e) Masjid (ISLAM)
f) Shrine (HINDUISM, ISLAM, ROMAN CATHOLICISM)
g) Palais
h) Tabernacle (JUDAISM)
A shrine is a holy or sacred place, which is dedicated to a specific deity, ancestor, hero, martyr, saint or similar figure of awe and respect, at which they are venerated or worshipped. Shrines often contain idols, relics, or other such objects associated with the figure being venerated. A shrine at which votive offerings are made is called an altar. Shrines are found in many of the world's religions, including Christianity, Islam, Hinduism, Buddhism, Wicca, Chinese folk religion and Shinto, as well as in secular and non-religious settings.

Shrines are most commonly found as a place of religious significance, and shrines are found in most, though not all, religions. As distinguished from a temple, a shrine usually houses a particular relic or cult image, which is the object of worship or veneration, or is constructed to set apart a site which is thought to be particularly holy, as opposed to being placed for the convenience of worshippers. Shrines therefore attract the practice of pilgrimage.
The **Tabernacle** (Hebrew מִשְׁקָן, "residence" or "dwelling place"), according to the Hebrew bible / Old Testament, was the **portable** dwelling place for the **divine presence** from the time of the **Exodus** from **Egypt** through the conquering of the land of **Canaan**. Built to specifications revealed by God to **Moses** at **Mount Sinai**, it accompanied the **Israelites** on their wanderings in the wilderness and their conquest of the **Promised Land**, and was eventually placed in the **First Temple** in **Jerusalem**, which superseded it as the dwelling-place of God among the Israelites. It is not mentioned after the destruction of Jerusalem by the Babylonians.

The fullest description of the Tabernacle describes an inner shrine (**Holy of Holies**) housing the **Ark** and an outer chamber (**Holy Place**), with a **golden lampstand**, table for **showbread**, and **altar of incense**.†
4. In which religious buildings would the following be found:
   a) Altar
   b) Pulpit
   c) Centrepole
   d) Bimah?

5. Find out about the different rites of initiation among different religious denominations.

6. Compile a list of different social activities in which religious institutions involve themselves.
4. In which religious buildings would the following be found:
   a) Altar
   b) Pulpit
   c) Centrepole
   d) Bimah? (SYNAGOGUE)

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The **Jewish** bimah (bema). The bimah is the raised area upon which the shulchan (reading table) and Ark are placed.
Think piece…

• “In many religious denominations, men have dominated the organisation. This needs to be changed.” Discuss.
ECONOMIC INSTITUTIONS

• Humans must work in order to satisfy their basic needs (food, clothing and shelter). Money is essential for this.
• Humans are both producers and consumers
• The factors of production include:
  • Land
  • Labour
  • Raw materials
  • Capital
  • Enterprise (Entrepreneurship)
ECONOMIC INSTITUTIONS

• Economic institutions describe a range of activities in which individuals, groups, organisations, and societies engage to satisfy needs and wants.

• They include the range of financial services provided for by banks, stock market, trust companies, insurance companies, credit unions/cooperatives, and indigenous savings institutions (e.g. penny bank).
Economic Institutions

• Economic activities result in the manufacture of products and the provision of services. The sale of these products and services results in income or revenue.

• Distribution, Transport, Communication, Marketing and Advertising Networks were developed to facilitate economic activities.

• Economic institutions may be owned by society, by a partnership between government and private enterprise, solely by private enterprise, by local investors or by international companies with local subsidiaries.
Economic Institutions

- Economic institutions require a labour force which may be:
  - Skilled
  - Unskilled
  - Professional
Questions…

1. What is national Insurance? Outline the benefits citizens receive under this scheme.

2. Make a list of the different banks operating in your country and give the functions they perform for citizens.

3. Identify 2 economic problems of your country.
   a) Say how these problems affect citizens at various levels of society.
   b) Discuss possible solutions to these problems.

4. How does your country earn foreign currency?
5. On a map of Trinidad show the location of:
   a) Industrial entities
   b) Agricultural land
   c) Mineral deposits

6. Select one industry in your country and find out:
   a) Number of people employed in it
   b) Source of its raw material
   c) External markets for its produce
   d) Different occupations available in the industry
TRADE UNIONS

• A trade union is an organisation formed by employees in a particular trade or craft who have come together to improve their wages and working conditions.
Trade Unions **negotiate** with employers for:

- salaries and wages
- vacation leave,
- sick leave
- maternity leave
- paternity leave
- compassionate leave
- study leave
- conditions of work
- Job specifications
- Safety
- allowances
Benefits unions provide:

- Financial relief in times of sickness, accident, disablement in the course of employment, distress, unemployment, victimization or trade dispute
- Death benefits
- Legal advice and assistance
- Housing assistance
Grievance Procedures

• Industrial action by workers includes:
  • Sick-outs
  • Go-slow
  • Demonstrations
  • Work-to-rule
  • Strikes
• Industrial action by employers/management includes:
  • Lock outs
<table>
<thead>
<tr>
<th>Union Name</th>
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<tbody>
<tr>
<td>Aviation, Communication and Allied Workers Union (ACAWU)</td>
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<tr>
<td>Amalgamated Workers Union (AWU)</td>
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<tr>
<td><strong>All Trinidad Sugar and General Workers Trade Union (ATSGWTU)</strong></td>
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<td>Banking, Insurance &amp; General Workers Union (BIGWU)</td>
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<td><strong>Bank Employees Union (BEU)</strong></td>
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<td>Communication Workers Union (CWU)</td>
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<td><strong>Contractors &amp; General Workers Trade Union (CGWTU)</strong></td>
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<td>Customs &amp; Excise Extra Guard (C&amp;EEG)</td>
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<td><strong>Fire Services Association (FSA)</strong></td>
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<td>Managers &amp; Supervisors Association (MASA)</td>
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<td>National Farmers &amp; Workers Union (NFWU)</td>
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<td>National Petroleum Staff Association (NPSA)</td>
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<td>National Union of Domestic Workers (NUDE)</td>
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<td>National Trade Union Centre (NATUC)</td>
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<td><strong>National Union of Government and Federated Workers (NUGFW)</strong></td>
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• Oilfields Workers Trade Union (OWTU)
• Public Services Association (PSA)
• Seamen & Waterfront Workers Trade Union (SWWTU)
• Workers Union of Trinidad & Tobago (SWUTT)
• Sugar Boilers Association (SBA)

• Transport & Industrial Workers Union (TIWU)
• Trinidad and Tobago Airline Pilots Association
• Trinidad & Tobago Postal Union (TTPU)
• Trinidad and Tobago Unified Teachers Association (TTUTA)
• Union of Commercial & Industrial Workers (UCIW)
Collective Bargaining

- Collective bargaining is a type of negotiation used by employees to negotiate with their employers.

- During a collective bargaining period, workers' representatives approach the employer and attempt to negotiate a contract which both sides can agree with.
Collective Bargaining

• Typical issues covered in a labor contract are hours, wages, benefits, working conditions, and the rules of the workplace. Once both sides have reached a contract that they find agreeable, it is signed and kept in place for a set period of time, most commonly three years. The final contract is called a collective bargaining agreement, to reflect the fact that it is the result of a collective bargaining effort.
Collective Bargaining

• The roots of collective bargaining lie in the late nineteenth century, when workers began to agitate for more rights in their places of employment.
• Many skilled trades started using their skills as bargaining tools to force their employers to meet their workplace needs.
• Other workers relied on sheer numbers, creating general strikes to protest poor working conditions.
• Several labor pioneers started to establish a collective bargaining system so that labor negotiations could run more smoothly.
Collective Bargaining

- Typically, the employees are represented by a union. Collective bargaining actually begins with joining a union, agreeing to abide by the rules of the union, and electing union representatives. In general, experienced people from the union will assist the employees with putting together a draft of a contract, and will help them present their desires to the company. Numerous meetings between representatives of employer and employees will be held until the two can agree on a contract.
Collective Bargaining

• As the contract is being negotiated, general employees also have input on it, through their union officers. Thus, the agreement reflects the combined desires of all the employees, along with limitations that the employer wishes to see put in place. The result is a powerful document which usually reflects cooperative effort. In some cases, however, the union or the employer may resort to antagonistic tactics such as striking or creating a lockout, in order to push the agreement through.