

WAND'S Trinidad Training Programme for Women

Module 1

June 29 - July 03, 1989

Farrell House, Claxton Bay, Trinidad

Facilitated by:

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and

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KINDLY RETURN TO
CENTRE FOR GENDER
AND DEVELOPMENT
STUDIES

Rationale Background

Preparation for the WAND Trinidad and Tobago Training Programme for Women began in 1987. The Caribbean Association of Feminist Research and Action (CAFRA) and Working Women held several meetings with women and community groups who recognised an urgent need for a more self-reliant women's movement in Trinidad and Tobago, with a positive focus towards full participation in the development process.

These issues were further discussed with WAND in Barbados in the context of a review of its Trainer of Trainers Programmes. The Unit decided to conduct a similar programme in Trinidad and Tobago in collaboration with the Human Resource Development Unit (HRDU). This programme was to have a deeper emphasis on gender/political/social/cultural analysis than earlier regional efforts. That discussion arose out of gaps revealed in their evaluation plus the specific nature/needs of the Trinidad and Tobago groups and available Women and Development Studies Resources. The final issue was whether the programme would be called Trainer of Trainers in light of the new elements.

A proposal was submitted to WAND in 1989 after detailed discussion with the following groups who affirmed their willingness to participate:

- The Rape Crisis Society
- Hindu Women's Organisation
- Belle Eau Road Women's Group
- PSA Women's Advisory Committee
- Working Women
- The Group
- The Caribbean Association for Feminist Research and Action (CAFRA)
- Bank and General Workers Union (BGWU) Women's Committee
- Never Dirty Community Council.

Co-Ordination

A decision was taken to appoint a part-time co-ordinator for the programme who will work in conjunction with a local training committee.

Content

It was agreed that a suitable programme for Trinidad and Tobago should be geared to:

- * a general introduction to gender analysis;
- * appreciation of issues of development with relevance to its impact on women;
- * leadership skills for strong, self-reliant non-governmental input into community outreach;
- * organisation building;
- * group dynamics;
- * participatory methodologies;
- * project and programme development;
- * Women's Studies (basic).

Child Care

It was agreed by the groups involved that child care problems should not prevent participation in this programme and, since it would appear that this problem is likely to arise in some instances, a decision was made to include a budget allocation of a fee for child-minding and accommodation as and when needed during the course of the programme.

Needs Assessment/Initial Introduction to Training Methodology

The needs assessment conducted by WAND confirmed the issues and content identified earlier. In addition it was recognised that women had significant difficulties in obtaining time off from work and family responsibilities in order to participate in the

programme. There was a need therefore for detailed discussion of the methodology, to clarify the need for consistent participation.

A video of the Dominica Trainer of Trainers Experience was shown in a short introductory session. On that occasion participants also participated in aspects of the methodology through a mini workshop and discussed evaluation Reports of the Regional Programme.

Module 1

Introduction

This initial module focussed on self awareness/analysis, group cohesiveness building and sharing, an introduction to Women and Development Studies and the Participatory Methodology. Fourteen(14) participants engaged in this four(4) day experience. Twelve(12) were residential while two(2) opted for daily attendance.

The objectives of the session were as follows:

1. To encourage self analysis and awareness;
2. To build group cohesiveness;
3. To encourage the sharing of information and the building of linkages between participating groups/agencies;
4. To introduce background information on participatory learning theory;
5. To increase awareness of women and development issues.

Schedule of Modules

Module 1	June 29 to July 3
Module 2	August 3 to August 7
Module 3	August 24 to August 28
Module 4	September 28 to October 2.

The schedule was developed by the participants in a Needs Assessment Session prior to module 1. A residential extended weekend arrangement was agreed upon because of the difficulty many women were experiencing in securing time off from work and family responsibilities to engage in the programme. Consequently participants had to engage in elaborate preparation/arrangements to be part of module 1. The schedule for the remaining three

modules and difficulties in securing 'time off' were discussed during that session. There was a general acceptance of the dates and commitment to attend as well as an understanding that some women will encounter difficulties in their effort to be present.

Evaluation

Participants were asked to respond to these incomplete sentences:

- What I liked about these 4 days...
- What I liked least...
- What I would like to see next time...

Responses

What I liked...

"Therapeutic - It was an opportunity for me to express things that I don't normally have an opportunity to do."

"Positive examination of self. I might be able to move in a new direction."

"It puts me back on track."

"Comfort in the company of women alone."

"Special meeting and learning about the work of other organizations."

"I was able to personalise many of the experiences."

"I gained sensitivity in looking for positives."

"Interaction with group members."

"I learnt how to allow others to make their point."

WAND - TRINIDAD AND TOBAGO TRAINING PROGRAMME FOR WOMEN

FARRELL HOUSE, CLAXTON BAY, TRINIDAD

Module 1: June 29 - July 3, 1989

Day 1: June 30, 1989

Focus of Module: Acquaintanceship Building
Formation of Group (Learning Community)
Objectives of the Programme
Improving Personal Competence

9.00 a.m. - Welcome (Marylin Jones)
- Introduction of Trainees (Clarice Barnes, Phyllis Russell)
- Proposed daily schedule

9.15 a.m. Activity 1: - Acquaintanceship Building:
Preparation of name card

Draw a picture/symbol expressing the
"essence of you", the most important
thing about you

Write the name you wish to be called
by here

Mill around and interpret symbols

In total group, present symbols

In total group, share impressions,
feelings about the activity, self,
others.

10.15 a.m.

Activity 2: - Communication:

Select a partner who is not well-known to you

Standing back to back (on the way to Farrell House...)

Holding hands (now that I'm here...)

Holding hands, closing eyes (I'm still not sure about, I wonder, I doubt...)

Share with partner feelings about the experience

In total group, share thoughts, feelings about experience, differences in the modes of communication.

10.50 a.m.

B R E A K

11.15 a.m.

Activity 3: - Expectations:

Form two groups

Share responses to: "These four days will be a success for me, if..."

In total group, I have expectations and list on newsprint under headings: Myself, My Organisation, Linkages, General.

12.30 p.m.

L U N C H

2.30 p.m.

Learning/Growth:

Lecturette - Representations of notions about learning (linear, circular, spiralling)

Lecturette - Joe-Harry Window and the Concept of Feedback

Activity 1:

Select a partner

Practise giving and receiving feedback, using guidelines.

4.30 - 5.00 p.m.

B R E A K

5.00 p.m.

Presentations about Organisations:

Activity 2:

Individually or in organisational teams, prepare a newsprint basic information chart on your organisation:

- o Name of organisation
- o Purpose(s)
- o Size
- o Main activities
- o Your role
- o 1990 onwards.

Activity 3:

Using "Cobweb" design (ball of thread) share information about organisations.

6.30 p.m.

C L O S U R E

Handouts:

1. Joe-Harry Window and the Concept of Feedback
2. Feedback.

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THE JOE-HARRY WINDOW AND THE CONCEPT OF FEEDBACK

There are some things we know about ourselves and some that we don't know. There are some things that others know about us and some that they don't know. For you and any particular other person this can be represented by the following diagram known as the Joe-Harry Window. (Joe and Harry are the names of the two guys who thought up this diagram.)

Things about myself that I ...

	do know	don't know
Things about myself that the other ... does know	common knowledge	my blind spots such as bad breath, that my best friends haven't yet told me about
 does not know	my secrets and things I haven't yet had a chance to tell	my hidden potential of things that I never dreamed I could do or be

As you develop a helping relationship with another person - a relationship where each of you helps the other to grow - the "blind spot" and "secret" areas become smaller as more information about each other becomes common knowledge. It is not meant to be implied here that a person should be completely or indiscriminately open. There are things about each of us that aren't relevant to the helping relationships we have with others. As those things that are relevant are shared, and as they are found to be helpful, a trust develops that allows us to explore and discover new abilities in our area of hidden potential. One of the most important ways that this happens is through the giving and receiving of feedback.

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FEEDBACK

"Feedback" is a way of helping another person to consider changing his behaviour. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behaviour "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or not to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.
2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."
3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.
4. It is directed toward behaviour which the receiver can do something about. Frustration is only increased when a person is reminded of some short-coming over which he has no control.
5. It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.
6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behaviour (depending, of course, on the person's readiness to hear it, support available from others, etc.)
7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.
8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behaviour matches his intentions; and it is a means for establishing one's identity - for answering Who am I?

This material is taken from the 1968 Summer Reading Book of the NIL Institute for Applied Behavioural Science, associated with the National Education Association. The papers were originally prepared for theory sessions at the Institute's laboratories.

WAND - TRINIDAD AND TOBAGO TRAINING PROGRAMME FOR WOMEN

FARRELL HOUSE, CLAXTON BAY, TRINIDAD

Module 1: June 29 - July 3, 1989

Day 2: July 01, 1989

8.30 a.m. - Introduction of Rhoda Reddock
- Reflections, comments on Day 1

8.50 a.m. Activity 1: Exploring the Environment:
Individually, take a walk outside, get in touch with feelings in relation to sights, sounds, smells, interacting sensitively with the environment.

9.10 a.m. Activity 2:
In total group, share experiences, responses to the environment.

9.45 a.m. Activity 3:
Offer positive feedback to one or more individuals in the group.

10.15 a.m. Lecturette - ARAGI model for learning
Andragogy vs Pedagogy
Characteristics of the participatory methodology

11.00 a.m. B R E A K

11.30 a.m.

Activity 4: My World:

Individually place self and others in your world (home, work, organisations)

Share with small group

In total group, present "My World".

12.30 p.m.

L U N C H

2.45 p.m.

Activity 1: Expectations:

Expectations of self:

Individually complete form indicating how you expect to spend your time at home, at work, in groups; how you actually spend time; what you should do something about.

Expectations of others:

Individually complete form indicating how you expect others to spend their time at home, at work, in groups. How you believe they actually spend their time. What you think they should do something about.

Share with one or two others

In total group, share findings, comment on activity.

4.30 p.m.

B R E A K

5.00 p.m.

- Women and Work:

- o Slide tape presentation on Women in Somalia

- o Discussion of rates and functions of women in Somalia, in Caribbean.

-12-

6.30 p.m.

C L O S U R E

Handouts:

1. Expectations for Myself
2. Expectations of Others.

WAND'S TRINIDAD TRAINING PROGRAMME FOR WOMEN

Expectations for Myself

I expect to spend most of my time doing

	<u>At Home</u>	<u>At Work</u>	<u>In Groups</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

I believe that I actually spend my time doing

	<u>At Home</u>	<u>At Work</u>	<u>In Groups</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Things I should do something about

	<u>At Home</u>	<u>At Work</u>	<u>In Groups</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

WAND'S TRINIDAD TRAINING PROGRAMME FOR WOMEN

Expectations of Others

I expect others to spend most of their time doing _____

At Home

At Work

In Groups

- | | | | |
|----|-------|-------|-------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |

I believe that they actually spend their time doing _____

At Home

At Work

In Groups

- | | | | |
|----|-------|-------|-------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |

Things I believe that they should do something about _____

At Home

At Work

In Groups

- | | | | |
|----|-------|-------|-------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |

WAND - TRINIDAD AND TOBAGO TRAINING PROGRAMME FOR WOMEN

FARRELL HOUSE, CLAXTON BAY, TRINIDAD

Module 1: June 29 - July 3, 1989

Day 3: July 02, 1989

8.30 a.m. - Singing, prayers

Activity 1: The Grand Line:

In a circle, respond to: "Recently I felt PROUD that, when, because...".

9.30 a.m. - Lecture/Discussion:
Women and Work (in the home)

10.30 a.m. B R E A K

11.00 a.m. - Lecture/Discussion:
Women and Work (in the workplace)

12.30 p.m. L U N C H

2.30 p.m. Activity 2: - Developing a Profile of the

Ideal Woman:

Individually, list behaviours, actions of the ideal woman. What does she do? How would you recognise her?

Choose 3-5 people to share with.

Compile a list of 10 behaviours appropriate for the ideal woman.

In total group, develop combined list of behaviours.

4.45 p.m.

Activity 3: - Setting Goals for Personal

Development:

Using list of behaviours identified in Activity 1, assess areas for improvement based on 3 ratings: Doing alright, would you like to do it more, would like to do it less.

Share areas for improvement with others.

Comment in total group, noting behaviours to be improved.

5.45 p.m.

- Planning for remainder of the Programme:

Schedule for other share module (dates, arrival, departure, accommodation).

Focus for other seminars:
Intra-personnel, group,
organizational behaviour; women;s
issues.

6.30 p.m.

C L O S U R E

Handout:

1. Goals for Personal Development.

WAND'S TRINIDAD TRAINING PROGRAMME FOR WOMEN

Goals for Personal Development

Name: _____

Date: _____

Doing alright

would like to
do it more

Would like to
do it less

1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____
10.	_____	_____	_____	_____
11.	_____	_____	_____	_____
12.	_____	_____	_____	_____
13.	_____	_____	_____	_____
14.	_____	_____	_____	_____
15.	_____	_____	_____	_____

WAND - TRINIDAD AND TOBAGO TRAINING PROGRAMME FOR WOMEN

FARRELL HOUSE, CLAXTON BAY, TRINIDAD

Module 1: June 29 - July 3, 1989

Day 4: July 03, 1989

8.30 a.m.

- Reflections:

Activity 1: - Three Wishes:

Think about and note three wishes:
small, medium, grande

Share in total group.

9.45 a.m.

- Lecturette - Life Planning -
Guidelines about personal goal
setting

Activity 2:

Individually, rank order preferences
in selection of broad life goals.

Activity 3:

Develop a project for personal
development, using worksheet.

11.30 a.m.

Activity 4:

Present role plays(2) showing
something in the home setting that
needs to be changed (parent/child:
eating breakfast, partners, sharing
responsibility).

Discussion of alternatives in
handling situation.

12.00 p.m.

L U N C H / C H E C K - O U T

1.30 p.m.

- Continue discussion of role plays

2.00 p.m.

- Lecturette:

Developing and using a personal support system.

Discussion.

2.30 p.m.

C L O S U R E

- Share reflections on the four days

3.00 p.m.

D E P A R T U R E S

Handouts:

1. Some guidelines about personal goal setting.
2. Broad life goals.
3. Development of project for personal growth.
4. Developing and using a personal support system.

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LIFE PLANNING ACTIVITY (Pg. 1/86)

(adapted from "A Life Planning Workbook" by
George A. Ford and Gordon L. Lippitt)

SOME GUIDELINES ABOUT PERSONAL GOAL SETTING

- Goal setting is a process of systematically growing as a person while accomplishing our specific purposes in life.
- Personal growth is change in attitudes and behaviors which are related to our self concept and our needs.
- Personal growth is not always possible in all areas of our life. Heredity or strong early environmental forces may bar even desirable changes.
- Habit, attitude and opinion may deter change and growth because they reduce our receptiveness to alternative ways of thinking and acting.
- Defensive behavior patterns will deter change and growth by providing mechanisms for the distortion of reality.
- Personal growth may be accelerated by attitudes and behaviors that are marked by openness, receptivity to new experience, curiosity, eagerness, lack of fear, and experimentality.
- Because of the incredible complexity of who we are, the varying degrees of self-understanding, and the differences in levels and kinds of aspirations, we are unique in our need for, and experience of personal growth.
- Generally we tend to have more ability and potential for accomplishment and personal growth than we credit ourselves with.

BROAD LIFE GOALS

My Own
Preferences

- | | | |
|-----|------------------|---|
| () | AFFECTION | - to obtain and share companionship and affection |
| () | DUTY | - to dedicate to what I call duty |
| () | EXPERTNESS | - to become an authority |
| () | INDEPENDENCE | - to have freedom of thought and action |
| () | LEADERSHIP | - to become influential |
| () | PARENTHOOD | - to raise a fine family - to have heirs |
| () | PLEASURE | - to enjoy life - be happy and content |
| () | POWER | - to have control of others |
| () | PRESTIGE | - to become well known |
| () | SECURITY | - to have a secure and stable position |
| () | SELF REALIZATION | - to optimize personal development |
| () | SERVICE | - to contribute to the satisfaction of others |
| () | WEALTH | - to earn a great deal of money |

WAND'S TRINIDAD TRAINING PROGRAMME

Development of Project for Personal Growth

- A. List your 3 highest priority broad life goals
- B. List 3 top "who I want to be's" in order to work towards your life goals
- C. List 2 small steps you can take
- D. List 3 in each category:
 - 1. Things I would like to learn to do well
 - 2. Values I want to realise
 - 3. Things I'd like to start doing now
 - 4. Things I'd like to stop doing

DEVELOPING AND USING A PERSONAL SUPPORT SYSTEM

(Adapted from article by Charles Seashore in
Reading Book for Human Relations Training,
NTL Institute, 1979)

Definition of a Support System

A support system is:

- . a resource pool
- . drawn on selectively
- . to support me
- . in moving in a direction of my choice and leaves me stronger

Functions of Support System

- . To re-establish competence
- . To maintain high performance
- . To gain new competencies
- . To achieve specific objectives

Support systems are particularly helpful in coping with the stress that accompanies transitions in relationships, roles and positions, or careers. Skills in establishing new support systems are essential for successful transitions into new environments.

Types of Members of a Support System

Support system members can function in a number of different ways. Some people fill a variety of roles, while others may offer only a single type of support. The following list illustrates some of the different functions of support system members:

- . Role Models - people who can help define goals for positions one might assume in the future. Role models not only show what is possible but are a source of valuable information about the opportunities and problems associated with a given role.
- . Common Interests - people who share common interests or concerns can be especially important in keeping one motivated, and in sorting out those problems that are primarily those of the individual from problems imposed by the larger system and that require collective activity to bring about change in that system.

A P P E N D I X

Day 1

THESE FOUR DAYS WILL BE A SUCCESS FOR ME IF:

MYSELF

- I am able to express my true feelings and listen to others.
- The activities contribute to my over-all growth and personal development.
- I continue to communicate freely.
- I know me as I really am.
- I move towards correcting my weaknesses and re-affirm my strengths.
- I can enhance my perception of others.
- I can learn to be more patient and caring with others.
- I can feel less trapped and less emotionally bound by what's outside.
- I learn how to start a women's group.

MY ORGANISATION:

- I increase my ability to organise and stimulate other women to raise their consciousness towards participation and personal development.
- I increase my ability to impact.
- My ideas are enhanced and used to improve work in my organisation.

LINKAGES:

- I can build/strengthen relationships between participant, leading to development of groups.
- Inter-group communication develops.

- We can find ways to share documentation in order to reduce duplication.

Day 2:

RESPONSES TO "COMMUNICATION WITH THE ENVIRONMENT":

- Struggle between nature and society.
- Contradictions between naturalness and modernity.
- How to enjoy modern facilities and maintain natural environment?
- Noise vs quietude.
- Variety in perceptions about the environment.
- Being at one with the environment can be a therapeutic experience.
- Intrusion of civilisation modified by wild fowl trust preservation in middle of the oil fields.
- Realisation of lack of organisation to take care of pollution.
- Appreciation of trees, plants, birds, stillness, wind, smells, freshness.
- Concern about lack of caring for certain areas of the facility.
- Thoughts about childhood, inability to allow time for enjoyment of nature, differences in beaches (Tobago).

Day 2:

MY WORLD:

Insights to activity sharing relationship between individuals and people at home, at work, in groups.

- Children are closer than my husband.
- Don't spend much time with children.
- No social life.
- Tennis partners are closer than my husband.

- Father is far away and very small because we don't communicate.
- I'm the center of my world, with my family around me. My church is very important to me; I'm making good with my God.
- I don't enjoy my job very much.
- My family is close but independent. Recreation is very important. I take my work into it.
- My family is close to me, especially my only grand-daughter. My neighbours are like my family. My church and prayer group are important. I'm not always the centre of my world.
- There's some joining between my work and my family. Relationships with people where I do my unpaid work are closer than with those where I earn my living.
- My world is made up of my work and a rewarding job; I can neglect home because it's taken care of. I'm busy with community organisations. I'm busy running up and down - no time to socialise.
- My family is most important, also village council. The relationship with my father is not close.
- My world ain't big: my family whom I love so much, the Mothers' Union which meets once per month, women's group that helps me a lot, friends.
- I couldn't find myself - spouse, children, parent. (I put myself in late). My social life is that of my family. I'm struggling to become integrated with all the others. Links with my parents are strong.
- Somehow I've not occupied a big part of my world. I'm small but I think of myself as the core of my family. Prominence is shifting, my attitudes are changing.
- There are 16 of us and I am spoilt. My boss is understanding. There's something about my family that I can't answer yet.
- My family is all in one with me, though they are far away. Friends, acquaintances, church, two organizations I belong to - all are one.
- The shaded area is underutilized. I want to pay attention to this.

- People are part of my world; but they are also independent. That's my world, but this is not necessarily how I want it to be.

Day 3:

WOMEN AND WORK:

1. Ability to perform conscious activity is a human attribute.
2. Work has 2 aspects: 1) Production of life. 2) Production of means of life.
3. (a) Life requires constant maintenance - production and re-production.
(b) Production of the means of life includes basic necessities (traditional concept of work).
4. Feminist theory: (b) is dependent upon (a), therefore (a) is a pre-condition for (b). Birth and maintenance is most important. But, who's looking after the women?
5. Division of labour along sexual lines; sexual division of labour:
 - o most of 'work' done in (a) not considered as work
 - o whatever work women do is of low status.
6. Within the home, assumption: male breadwinner
female housewife.

Traditionally, rates fixed i.e. no options.
Modification: work inside home and work outside the home a possibility.
7. Work done in production of life for self and society because of preparing children to fit into society. But insufficient support available. Even in extended family, responsibility shared by women.
8. In spite of assumptions, reality is:
 - (a) single parents - mostly women, some men
 - (b) female breadwinner and housewife
 - (c) male and female breadwinners, women housewives.

Housewife economically dependent on men, responsible for domestic affairs.

9. Myths about time in relation to modernization:
 - o Drudgery in house reduced, more time available, but time saved in doing old tasks, used for new tasks.
 - o Less time spent in producing, more time spent in consumer activities (buying, selecting, comparing, caring for more complicated appliances).
 - o Mastering new activities (budgeting, paying bills).
10. Language indicates perception: "Men help with the work in the home" assumes that the responsibility is the woman's.
11. New concept of home: Joint responsibility of all members.
 - o Need to teach "survival skills" to boys and girls.
12. At the work place, payment of women at lower rate justified because women are dependent on men for support.
13. Housewives not included in Labour Force.
14. The Family Wage means combined income of all members of household. Wage of men related to Family Wage: enough to support wife and children.
15. Reasons for not employing women:
 - o absenteeism, maternity leave
 - o Would paternity leave help?
16. Teaching of Home Economics has prepared women for work; but, most highly skilled persons in these fields are men (chefs, waiters, cooks, hairdressers, tailors).
17. Feminization of work leads to depressed value of work, competition between women - e.g. change in responsibilities of secretary (originally a man's job).
18. Organization of responsibilities within the home parallels organization of tasks in the workplace.
19. Difficulties surrounding acceptance of women in managerial positions:
 - o Resistance of men to women in senior positions;
 - o Labelling of women (loss of femininity);
 - o Manipulation (play man against woman).

20. Need to create/chart a new order; androgyny.
21. Biology determines maleness, femaleness (fixed). Socialization determines gender: femininity, masculinity (changeable).

Role Plays:

Managing difficult behaviours in children and partners.

Case 1:

Child who refuses to eat breakfast and interrupts mother's work schedule.

Participants explored whether eating was in fact the difficulty or was it symptomatic of issues relating to the mother's attempts to balance child rearing with a busy work schedule.

Case 2:

Sharing household responsibilities with spouse.

Purpose

- o To look at social issues as they affect women and society at large:
 - Free Trade Zones
 - Sexual Offences Act.

Main Activities

- o Initiating Group Collaboration
- o IWD
- o Monthly Pot-Luck
- o Flea Market
- o School Book Exchange
- o Monthly Meeting.

1990 - Continued consciousness-raising and mobilization of women, making linkages between urban and rural women.

CARIBBEAN ASSOCIATION FOR FEMINIST RESEARCH AND ACTION (CAFRA)

Size - 30 members in Trinidad
Over 100 members regional and international

Main Activities

- o Research for Development with Emphasis on Women's Participation
- o Project Development
- o Women in Agriculture
- o Consciousness-Raising via Literature and Other Creative Processes
- o Regional Networking for Personal, Social and Political Interaction

- o Action for Social Change
- o Feminist Theory Studies e.g. Women's Life Histories
- o Anthology - Women Writers.

Purpose

- o Networking and facilitating organisation for the progress of Caribbean women wherever they are.

Role - New members
CAFRA Staff.

LAVENTILLE EXTENSION ROAD COMMUNITY COUNCIL

Size - At least 70 members (not all active).

Purpose

- o To foster a sense of community spirit and participation within the community
- o To struggle for improvements, facilities and general benefits for the entire community
- o To educate and strengthen both the general membership and the wider community
- o To develop the skills and talents of the entire community.

Activities

1. Presently engaged in the self-help aided project to extend the community centre for use as:
 - (a) library
 - (b) prep school
 - (c) exercise/dance area
 - (d) sports arena
2. Annual celebration of Emancipation Day and Divali
3. Organisation of cultural/talent shows throughout the year
4. Annual sports day
5. Annual Christmas treat for children of the area

6. Invitation to Health, Nutrition, Educators to lecture/demonstrate to our members and others
7. Educational sessions on other critical areas of life such as rape and sexual abuse
8. Use of 'street' meetings to reach those who are unable/unwilling to attend meetings
9. Publication of a newsletter
10. Compilation of a list of unemployed and their skills in order to assist them in finding gainful employment
11. Home-work classes for primary school students
12. Organisation of work teams to assist in "inter-community" projects e.g. clean up drives etc.

Our Role

- o Imparting of knowledge acquired so as to increase/improve leadership skills within the organisation
- o Assisting in confidence building especially among the women in the organisation/community
- o Assist in the development of a strategy which will foster a need/urge for greater/renewed participation especially among inactive members
- o Organise and start a vibrant women's group which could deal specifically with women's issues as it affects them in the community and wider society
- o Assist in the development of a counselling facility re sexual and other abuses of women and children.

BELLE GARDEN WOMEN'S GROUP

The purpose of this group was for getting women together in organising ways and means to help the community in welfare work, social activities and helping the less fortunate.

The size goes up and down as with any normal organisation.

Membership - 15-25; sometimes 10; sometimes lower but never not getting together for constructive...

Main Activities

- o Taking the aged and public assisted for an annual tour around the island
- o Visiting the aged and sick
- o Giving assistance to the less fortunate and needy
- o Visiting the home of the retarded etc
- o Taking part in community projects
- o Giving concerts, church projects
- o Going out on holidays to different countries
- o Having yearly dinner with husbands and friends
- o Taking part in adult education classes, handwork exhibitions, straw work, toy making, tie-dye and cake icing etc.

Secretary - Malvina Bishop

Assistant Secretary - Doreen Beckles.

PUBLIC SERVICE ASSOCIATION, WOMEN'S ADVISORY COMMUNICATION

Size - Approximately 15,000; women total approximately 10,000.

Purpose

- o Identify problems affecting women in the public service, addressing same with a view to alleviating and/or resolving these problems in their best interest, also addressing national issues that affect women.

Activities

- o Initiating training programmes and seminars on topics of national interest and on sensible money management, family life education and nutrition
- o Organising conferences on women in trade unions for our national and regional counterparts

- o Fostering affiliations with other organisations with similar objectives.

Our Roles

- o To organise, plan and implement programmes to achieve the stated objectives
- o Act as advisors on women's issues at the executive level of the PSA. Collaborate with other organisations in developing a national policy statement for women.

1990 - More leadership training aimed at developing a greater number of women to accept leadership roles in the PSA and in the wider society.

BELLE EAU ROAD WOMEN'S GROUP

Size - Four

Purpose

- o To share, educate, respond to family problems if given opportunity
- o Help achieve a love that most women are shying away from because of societal values
- o Christmas treat for community at large.

Role from 1990

- o Well, firstly my knowledge will have to be passed on to my community and with the help of the other group's support
- o Our men will be more sensitized to the needs of women for self-development.

RAPE CRISIS SOCIETY

Size - 150 approximately.

Purpose

- o To assist victims of rape, incest, battery (abuse).

Main Activities

- o Face-to-face and hotline counselling outreach programmes, training programmes, rehabilitation.

My Role

- o Hotline Counsellor
- o Member of the training committee.

GUIDANCE OFFICER*

Purpose

- o To facilitate the development of the fullest potential of the child in the school.

Size - 57 officers to service all secondary schools in Trinidad and Tobago (and primary) 1,500 students.

My Role

- o Enhance climate for growth and development of child through organised activities; career/personal/social development.

Main Activities

- o Needs assessment
- o Research diagnostic testing and evaluation
- o Programming for students/parents
- o Consultation with administration - parents - referral agencies - academic staff
- o Professional development of staff
- o Parent effectiveness training.

- * Agent of change in bringing realities of society to school and effecting a positive response in the interest of development of a "vision" for youth.

WOMEN AND DEVELOPMENT UNIT

(WAND)

TRAINING PROGRAMME FOR WOMEN

TRINIDAD AND TOBAGO

MODULE 1: THURSDAY 29 JUNE TO MONDAY JULY 03, 1989

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