

CENTRE FOR GENDER AND DEVELOPMENT STUDIES
THE UNIVERSITY OF THE WEST INDIES
ST.AUGUSTINE

WORKSHOP REPORTS

1995-1997

REPORT ON POLICY WORKSHOP

GENDER IN PUBLIC POLICY AND PLANNING: SELF & SOCIETY

organized by the

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THE UNIVERSITY OF THE WEST INDIES
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20-22 JULY 1995

COURSE FACILITATORS

Dr. Gwendoline Williams (B.A. (UWI), M.ed (Tor) Dip. Ed. (Lond.)
Ms Joan Bishop (Dip. Soc. Admin. (Swansea), Cert. App. Soc. Stds. (LSE)
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WORKSHOP - GENDER IN PUBLIC POLICY AND PLANNING: SELF AND SOCIETY

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SECTION I - BACKGROUND

This three-day training and development workshop sought in the main, to address the needs of policy makers and planners who, on a daily basis, are faced with the challenge of incorporating gender variables into the complex tasks of formulating public policy. It also engaged in policy planning, implementation and review.

The need to develop a gender-based methodology in policy and planning as a rigorous new planning discipline in its own right lies in the growing perception that the earlier initiatives to 'mainstream' women in the development process have met with only limited success.

In the decade of the mid-1970s to the mid-1980s, there was the creation of a number of institutions with a particular focus on women, and the allocation of resources to their needs. This was replaced by the end of the 1980s by a more hostile climate of debt and recession, in which the overriding preoccupation of national governments, bi-lateral and multi-lateral agencies, and even some donor-type NGOs had been with supposedly gender-neutral efficiency in the allocation of resources.

As we approach the mid-1990s, it is generally acknowledged that countries, particularly those in the supposedly emerging societies, have experienced enormous problems in developing and implementing gender policies. This is despite the fact that the United Nations has increased its efforts to clarify gender issues through the hosting of conferences and the dissemination of global action plans. At the local level, we have been challenged to develop the data bases and to acquire the necessary tools to analyze our unique policy and planning issues as they relate to the distribution of resources and power between men and women. Yet the gains, though encouraging at first, seem to be slipping away from us.

The time has come for us to 'get back to the drawing board' and review the strategy for positioning the variable of gender in the development process, and more directly in public policy and planning.

This workshop was seen as a step in this direction. It treated with perspectives on gender, as these reflected the perceived relationships between women and men in the society. At the same time, it provided the conceptual/analytical tools that should inform the

incorporation of gender in policy and planning as a means of achieving the goals of social equity, sustainable development and world peace.

1.1 GOALS OF THE WORKSHOP:

Based on a systematic analysis of the roles of women and men in the economic, socio-cultural and political institutions of the society, and the social processes that shape the transactions between them, the Workshop brought to the fore the strategic, managerial and operational considerations that should be borne in mind in developing a strategy for gender-based policy and planning. The major intended outcome was gender-responsive development, and its realization was premised on the following:

- (i) The recognition of women as equal citizens in world society and as full partners in the development process, both as contributors and beneficiaries.
- (ii) As a follow-up to (i), concerns for social equity such that women are able to continue to develop their full potential and contribute optimally to their development in the following six (6) major spheres of development:- The Individual, The Economy, The Family, Community Development, The Political Arena and The Legal System.
- (iii) Despite the obvious difficulties encountered to date, it is indeed possible to develop and institutionalize a gender-based methodology of policy and planning, such that the strategic and practical needs, interests and concerns of women and men are explicitly treated with and evaluated in measurable terms in the development process.

1.1.1. OBJECTIVES:

By the end of the workshop sessions, participants were to be able to:

1. Celebrate the gains made by women since the international women's decade 1976-1985 and to establish consensus about the importance of gender-based approaches in policy and planning and exploring the reasons for these gains.
2. Identify the gaps which despite these gains, are said to be ever widening, and the extent to which these are attributable to past and present approaches to public policy and planning in the various Caribbean territories.
3. Explore the relevant theory and practice of gender in the policy and planning process.
4. In the context of (3), make use of the methods and analytical tools of gender analysis in policy and planning.

5. Undertake an analysis of self, group and society in respect of those factors that enable or constrain the use of the gender-based approach to public policy and planning.
6. Adopt an empowerment approach to effecting changes in the public policy and planning process such that this process will become truly gender-based, in so far as it takes into account the concerns of men and women in the development process.
7. Based on the formulation of gender-sensitive policies and plans, develop an advocacy strategy that would serve to effectively mobilize women and harness their tremendous human potential for the development effort.
8. Review the resource materials used in the course, with a view to developing a gender-based 'train the trainers' manual for policy makers and planners in the Caribbean.

1.2 STRUCTURE OF THE COURSE:

This workshop had two dimensions : The first dealt with the macro- level perspectives on policy-making that took account of the issue of gender; the second was managerial and operational, where the focus was on strategic planning, implementation and review from a gender-based perspective. This approach to planning included some attention to the project planning cycle which had been a traditional mode of development planning and implementation.

The course was so structured that the emphasis was on: the transformation of the self as a 'gendered being'; women as a community of interest interfacing with men as an equitable *versus* competing community of interest; and public policy and planning in which the strategic and practical needs of women and men are explicitly incorporated. In view of the above, the course content centred mainly on the following:

- (i) The policy formulation process in terms of institutional and societal factors;
- (ii) The planning process in terms of strategy development and programming for carrying out and reviewing policy measures, project activities and the like;
- (iii) Women in their relationships with men in the six (6) major spheres of development - The Individual, The Economy, The Family, Community Development, The Political Arena and The Legal System - and their efforts at mobilizing as an influential constituency of interest in the policy and planning process.

AREAS COVERED:

- Approaches to Public Policy and Planning: The Experience of the Caribbean.
- Government, The Private Sector and NGOs as Key Stakeholders in the Policy and Planning Process.
- The Concept of Gender and the Use of the "Gender Lens" to remove the Myth of Gender Neutrality in Public Policy and Planning: Focus on the 'Invisibility/Non-Visibility of Women'.
- Gender-Based Needs Analysis: A Sectoral Approach.
- Articulating Policy Measures and Plans that are Gender Based: A Case Study.
- Empowerment and the Strategic Management of Change: A Gender-Based Review of (i) Strategic Planning, and (ii) the Project Planning Cycle, Utilizing Social Planning Tools such as Social and Environment Impact Assessment.

GENDER IN PUBLIC POLICY AND PLANNING CORE QUESTIONS:

1. The NAIROBI forward-looking strategies for the advancement of women were based on three objectives for women, viz. equality, development and peace. In relation to these three factors, how have women in the Caribbean fared up to this point? What is the evidence of this? What has been the experience of gender planning and policy in the Caribbean to date?
2. What are the obstacles to the advancement of women in the world today upon which the 1995 plan of action is based? In what ways does "gender blindness" inhibit the planning and development process?
3. In what ways is a focus on "gender" potentially empowering for men as well as women?
4. What are the dominant assumptions and concepts that inform perspectives on Caribbean development? Given the traditional influence of systems of patriarchy, how gender-based are these assumptions and concepts?
5. In the light of (4) how is gender implicitly or explicitly expressed or articulated in current policy and planning?
6. How are the strategic and practical interests of women and men, moreso women, addressed in discussion of public policy and planning?

7. How are women's interests addressed in the various sectors of the public policy and planning realms, that is, the public, private and voluntary sectors?

1.3 EXPECTED OUTCOMES:

- **Perspectives** - The ability to perceive issues of policy and planning through the 'gender lens' as a method or tool of giving visibility to gender relations as these impact on Caribbean development.
- **Knowledge** - Understanding of how the variable of gender can be made central to the public policy and planning process.
- **Consciousness raising** - Creating a dispositional or attitudinal set for gender-based social change and transformation of self, community and society.
- **Skills** - Analytical, social/communication and presentational; problem solving; academic processing; rapporteuring; conflict resolution; review and evaluation; and advocacy.
- **Experience** - Training and development, particularly in respect of the designing and delivery of gender-based training programmes.
- **Commitment to action research and action learning** - as an approach to gender-based decision making and problem solving in the various policy and planning realms.

TRAINING FACILITATION METHODS FOR THE WORKSHOP:

It was an extremely participatory approach which involved the course participants in much personal reflection. Mini-lectures, case analysis, role plays, small group processes, problem solving and video presentations were used in this workshop with much success.

SECTION II - FORMAL OPENING

2.1 Opening Address - Rhoda Reddock

On behalf of the Centre for Gender and Development Studies of the University of the West Indies, I would like to welcome you to this first in a series of policy workshops on Gender in Policy and Planning to be organised by the Centre within the Caribbean Region. The Centre for Gender and Development Studies, was established in September 1993. It grew out of the years of effort of the Women and Development Studies Groups which were established on each of the campuses of the University of the West Indies in 1982. These groups lobbied the UWI establishment for the introduction of courses on women and gender issues and finally succeeded in getting the administration to agree to establish the Centre as an integral component of the UWI system.

At present our Centre is quite small but extremely active. Our activities generally are in the area of teaching, research and outreach, this of course being one of our outreach activities. At undergraduate level, The Centre on the St. Augustine campus, in collaboration with staff in other faculties and departments teaches semester courses entitled for example - Gender Issues in Agriculture; Women, Gender and Caribbean History; Sex, Gender and Society, and Introduction to Women's Studies: Theoretical Concepts and Sources of Knowledge. Numerous students have over the years completed Caribbean Studies projects and Msc/M.phil theses on gender-related topics. Our experience has been one where once students - female and male are exposed to the vitality and intellectual challenges of this field of study, their life is never the same again. The demands for post-graduate courses are many as well as for short specialist courses such as these.

In the area of the research the Centre at a regional level has selected five areas for research. The St. Augustine Centre is responsible for two of these - (1) Gender, Science and Technology and (2) The Construction of Caribbean Masculinity. Both of these are path-breaking areas of research and hopefully with added resources in the future we will be able to do justice to them.

This workshop on Gender in Policy and Planning: Self and Society, is the first major public event of the Centre for Gender for Development Studies in Trinidad and Tobago since it seriously began operations in August 1994. It however is not the first time that we at the University of the West Indies St. Augustine campus have organised seminars/workshops on related themes, the Women and Development Studies Group has in the past organised many such events. [I'd like to recognise at this point the present coordinator of the Women and Development Studies Group of the St. Augustine campus, Ms Carmen Redhead.]

This particular workshop however has a specific purpose. It fulfills a long desire on our part to reach the policy makers and planners whose actions affect our daily lives. Of

course you may say that it is really the politicians who do this but I know that the Women's Affairs Division has designs on them as well. One of the important developments of the present era of the women's movement has been the way in which it has been able to effectively challenge academic knowledge. But for feminist scholars the aim has been not simply to challenge scholarship or even to improve their personal situation but to effect social change on a wide scale, locally, regionally and internationally. As a result a large expertise has developed in the area of gender analysis, women and Development and Gender and Development which has sought to critically examine development policies and to generate new strategies and approaches to deal with them.

The term 'gender' for example is a case in point. In feminist scholarship this term emerged from a number of impeti. (1) it emerged as an analytical tool to differentiate between the social causes of difference between women and men as opposed to the biological factors. The term 'gender' came to be associated with the socially constructed characteristics of masculinity and femininity as opposed to the biologically determined characteristics of 'sex'.

This conceptual development was very important in the development of feminist theory, although today it is being recognized that 'sex' and 'gender' cannot always be so easily separated. Another impeti for the use of the term 'gender' was in a relational context. The study of gender relations for example was seen as the study of the ways in which human beings, women and men experience their socially constructed gender differences, and how this affected their relations with each other. Central to our understanding of 'gender' however is the recognition of the unequal and hierarchical power relationship between women and men which varies both in quality and quantity from society to society and age to age. The long term aim of scholarship on gender therefore has been to come to a less hierarchical and more egalitarian system of gender relations, but in order to do so we have to understand and challenge what exists.

This workshop however will not focus so much on these conceptual and theoretical issues, to explore these you will have to join one of our summer certificate courses held every other year on the UWI's Cave Hill campus or the Msc in Gender and Development which will be starting this year at the Mona campus. This workshop is based on the recognition that increasingly gender issues emerge in all aspects of policy and planning in the government, non-governmental and private sector policy makers and planners therefore have to be prepared to meet the task which I am sure will confront them soon enough if it hasn't already.

In a way this group will be in some respects guinea pigs, in that this module which has been painstakingly prepared by Dr. Gwendolyn Williams and Ms Joan Bishop specifically for the English-speaking Caribbean, is now being tested on you. This is the first time that it is being used and so your experience will be very important to us in the future workshops.

I want to congratulate everyone of you for being selected or for recognizing the importance of attending this workshop. We have tried to do our best in spite of our limited resources. I hope that this will be an important learning experience for every one of you and one that you will be able to build upon in the future.

2.2 Feature Address - Understanding Caribbean Development and the Approaches to Public Policy and Planning: A Gender Perspective. by Dr. Marjorie Thorpe (Summary)

Dr. Thorpe noted that for the past three years the United Nations (UN) has been in the process of examining the meaning of 'Development'. It has conducted the debate through a cycle of world conferences and Caribbean states as members of the UN have been preparing for them at local, national and regional level.

Dr. Thorpe noted the following that:

- recommendations coming out of these conferences are adopted by consensus and once adopted must be implemented.
- the decisions taken affect women and men differently and the woman's point of view is critical to our understanding of policy.
- regional Governments are parties to the plans of several major UN Conferences including:

[1] the World Summit for Children which states inter alia that strengthening the role of women will be beneficial to the world's children.

[2] the UN Conference on Environment and Development - The environment is seen as a resource for development. Successful development recognizes the importance of the environment.

MAIN DISCUSSION POINTS EMERGING FROM THE PRESENTATIONS

- * Many policy makers and implementers are unaware of women and gender issues and need to have a clear understanding of the concept of 'gender'. It should be made clear that 'gender' is an analytical tool which can be used in setting up data bases for tracking women's issues and identifying relevant projects.
- * Many international conferences were initially stimulated through the efforts of grassroots activists but eventually became bureaucratized within governments and/or the UN system. There is a need for case studies to trace this process
- * International Financial Institutions (IFIs) such the World Bank and the International Monetary Fund (IMF) have focused more on 'efficiency' and cost

effectiveness than on the process of human development.

- * There is need for more material on men. It was felt that the present system of socialization was doing men a disservice. Men should re-examine this tradition of masculinity which has not served them well.
- * Religion has traditionally had an impact on women's status. The example was given of Islam where women are systematically discriminated against by law, and are subject to men's control in family affairs. Women have usually been very religious.
- * It was noted that some problem areas explored when governments had international funding were not sustained when the funding was no longer available. There was a role therefore for citizens organizations to remind planners of governments' commitments to certain international conventions.
- * The challenge is also to provide intellectual leadership to influence male (and female) policy makers and to find ways to influence the women and men who craft the discourse. There is a need to build strategic alliances with conscious women and men in decision-making positions.
- * The ongoing policy shifts related to the social, sector and focus on 'good governance' in state sectors provide us with the opportunity to claim ownership of the development process.
- * There is a need to focus the gender perspective on the needs of the marginalized. There is a great deal of pain at grassroots level.

SECTION III - OUTCOMES OF THE WORKSHOP

3.1. Review of Workshop Methodology

It is important to state the assumptions which informed the learning process applied to this Workshop. The package prepared for participants clearly indicated the goals and objectives of the workshop and asserted inter alia that despite the difficulties encountered to date, it is indeed possible to develop and institutionalize a gender-based methodology of policy and planning such that strategic and practical concerns of both men and women are explicitly treated with and evaluated in measurable terms in the development process.

The outline of the structure of the course indicated that the course would be so structured

to emphasize: (1) the transformation of the self as a 'gender being'. (2) women as a community of interest, interfacing with men as an equitable versus competing community of interest; and public policy and planning in which the strategic and practical needs of women and men are explicitly incorporated.

The expected outcomes were clearly articulated and these addressed perspectives, knowledge, consciousness raising skills, experience and finally a commitment to acting, research and learning.

The training facilitation methods for the workshop were varied and included mini-lectures, role play, case analysis, small group processes, problem solving and video presentations. Through these methods, we sought to create from the start of the Workshop an atmosphere of warmth, celebration and respect for intelligence and wealth of experience which participants brought to the group. Through the introductions which focused on participants as individuals and the expectations analysis, we personalized the needs of participants. We allowed enough time for every voice to be heard and facilitated this by inviting everyone's comments in turn. This methodology was felt as affirming and empowering by the group. It was evident that participants needed to share their experiences and to put them into some contextual framework. Their inputs brought to the learning process the atmosphere which allowed for consensus building and an attitude of openness to new ideas.

The process of role-play demonstrated that issues can be brought to consciousness very rapidly through dramatization and that recall and analysis are significantly easier than with other more formal methods of delivery. The case studies which allowed participants to work out their own conclusions were non-threatening as they evoked truths experienced, which were quickly elicited from the sub-conscious. Thus, the usually contentious gender issues were examined sympathetically from a role perspective and this experience formed the basis for continuous associations throughout the workshop.

The sincere search for the tools of analysis and the practice of their application were other particularly high points of learning. Using a sectoral approach, groups of like interest rehearsed the process of VISUALIZATION. Their challenge was to say how after a period of time they would know that a particular policy was gender-sensitive.

This small group activity was very productive in a short period and, this, as well as role analysis, public and private domains, the lens of visibility and strategic gender-based planning was felt to be complete with the introduction of a Capacities/Vulnerabilities Matrix, for impact assessment analysis.

Time management was somewhat of a crisis during the workshop as we sought to be faithful to a packed time-table which one participant described as 'unreasonable' for the length of the Workshop. Participants thought that the Workshop should be extended by at least two days. Also that it should be residential. They requested that more free time be allocated for informal exchanges and, for foreigners to get to know the country. They also felt that there should be more time allocated to small group discussions.

With regard to the application of the tools of analysis to their specific areas of interests the participants thought that this activity should be deliberately scheduled so that application to their specific contexts of policy planning could benefit immediately.

Evaluation of the Workshop's outcome should be an on-going process it was suggested. This should take the form of feedback on the application of skills learnt after about three months. It was recommended that the search for gender issues from the male perspective must be actively continued and participants were asked to submit any relevant material they might have.

Ratings on every element of the Workshop were high. Highest however, was the atmosphere which participants felt was 'empowering, affirming, conducive to learning and motivational'. Participants particularly appreciated the opportunity for networking. It became obvious that many participants are working in isolation and do not get the

opportunity for brainstorming and mutual support. The distribution of the complete list of name and addresses it is hoped will address this need.

In conclusion participants paid tribute to the organizers and facilitators for their excellent organization.

3.2 ANALYSIS OF PARTICIPANTS

There were 21 participants, somewhat larger than the original target of 15-20. The majority, 17 were female and 4 male. Most were from the public sector, but from a wide range of bodies including the Ministries of Labour, Agriculture and Women's Affairs. There were three participants from non-governmental organizations (NGOs) including one regional NGO and two from the private sector. In terms of regional representation, most participants were also from Trinidad and Tobago (12), two from Suriname, three from Barbados, one from Belize (resident in Guyana), two from St. Vincent and the Grenadines and one from Nigeria, presently resident in Trinidad and Tobago.

3.3 PARTICIPANTS EVALUATION

Twenty-two participants completed evaluation forms on the final day of the Workshop. With the exception of one person who joined the group on the second day, all participants had participated fully over the three day period.

The Evaluation Questionnaire sought to obtain quantitative and narrative assessments of the various elements of the Workshop.

The elements were:

- * Satisfaction of expectations

- * Understanding of the term 'gender'
- * Level of learning
- * Attitudinal change
- * Confidence in discussing the gender issue with others
- * Confidence in addressing the issue in the work situation
- * Content
- * Methodology
- * Atmosphere
- * Time management
- * Facilitating material
- * Tools found relevant to the job
- * The most positive aspect of the Workshop
- * Suggestions for improving the module.

The evaluation questionnaire used a 1-5 rating scale where 5 represented the highest score. Many questions were also open-ended (See Appendix III)

EVALUATION REPORT SCORES:

Satisfaction of Expectations

Question 1.

To what extent did the Workshop meet your expectations?

[5] 46% [4] 53% [3] 1%

Comments -

1. I became acquainted with tools and a methodology that would allow me to influence the decision-making process in my environment with a view to effecting/engendering change.
2. The Workshop was more than I expected, I particularly liked the personal touch.
3. To a large extent. It has been a time well spent. I see many doors opening.
4. I was quite happy with what we were able to achieve.

5. I had no time to form expectations, but I found the experience very stimulating and thought provoking.
6. The Workshop (topic) was timely - a godsend when I was most frustrated with the status quo in the Office re. achievements/improvements of gender-related portfolio issues and also my ability to make a difference.
7. I really did not even expect some of the emerging issues to come from this workshop.
8. The workshop will be a success if it can successfully address the plight of women in religion.
9. I had very few concrete expectations, having not been exposed to a workshop of this type before.
10. It has enlightened me as to the methods and strategies available to me in effecting policy implementation.
11. Large extent. I came away with a good understanding of applying tools, methodology to gender issues in policy/project management.
12. I need to pursue more into gender-based programmes.
13. It made me very aware about the depth of the gender issue and to that extent it was very successful.
14. I have been exposed to new strategies and methodologies for analysis of gender issues and policies.
15. An additional day would have been ideal.
16. The three days fully met my expectations. The exchange of experiences, knowledge, feelings etc. and the processional information.
17. I have been made more aware of the issue of gender and will help me to incorporate.
18. This was for me a WOW!! experience. Well done G & J& R. Let's make this an annual affair.
19. My awareness of the gender issue was rudely awakened, having not being privy to any exposure on the topic before.

Question 2

Understanding of the term 'gender'

To what extent has the issue of gender been demystified?

2b. What is your understanding of gender now?

[5] 30% [4] 60% [3] 10%

Comments:

1. The collective meanings given to being male and female by a society and "to expectations of characteristics, aptitudes and likely behaviour of men and women".
2. I have always been very clear about the issue of gender.
3. I have always understood the concept of gender, but I have picked up a lot of new knowledge from this workshop.
4. While gender is commonly used to refer to the two sexes, it is a more complex concept which seeks to capture the dynamics of the relationship between men and women.
5. I am clearer about my role as a professional woman and obligations that I have to influence and understanding of gender-based issues on core groups with which I have contact.
6. "The existence of socially determined roles and behaviour based on sex and culture which usually maintain the woman in a subordinate and inequitable position" - Never really tried to define it previously - its more lucid now.
7. An understanding of the social relations between men and women by men and women.
8. Very good
9. Gender is not just male/female (you Jane and me Tarzan) but an integral part of every aspect of our lives and must be integrated so completely into policy making and planning that it becomes natural, mechanical, second-nature, we won't even have to ask "Are gender issues incorporated?"
10. My understanding of gender has been reinforced as being "correct".

11. I need to do some research to further remove the mystique.
Gender is beyond 'women's issues'. It is about women's subordination and men's dominance.
12. It is taking a holistic approach to the issues and consensus of male and females in order to provide sustainable development.
13. Gender involves new ways of thinking. It involves understanding and appreciating the difference between males and females and using various techniques to modify and adjust any deficiencies or ill-effects of the preceding or pervading.
14. That gender is about the empowerment of persons based on quantitative and qualitative data.
15. Matters relating to men and women and the issues that affect them as separate groups.
16. Gender is building a better society by looking at the situations of men and women in development.
17. Gender not meaning women, but also the opposite sex as it affects development.
18. A new place of thinking where male and female merge in a respectful way towards re-designed roles, scopes and functions - towards a new order.
19. It is not simply the dictionary's definition of male/female. More a question of the empowerment of women and the recognition of both men and women as equals.
20. My understanding of gender with the information received became deeper and broader with a more historical background too.
21. Gender as an analytical tool for the examination of society; gender as a socially constructed phenomenon around sexes.

Question 3

Level of Learning

How would you rate your level of:

3a Learning

[5] 24% [4] 70% [3] 6%

Comments:

3a. I will continue learning. The tools are particularly useful and challenging

Significantly high

There was such a wealth of ideas and information - time needed for assimilation

The participative process was excellently facilitated

This was due to past exposure to the concept and constant awareness

3b Attitudinal Change

[5] 33% [4] 48% [3] 5% [2] 9% [0] ... 5%

Comments:

3b. I am highly pro-gender but there are things I see differently

No major change

I have come to the Workshop with an open, positive attitude

Because gender considerations have not been far from me, there was really little change

The importance of negotiating to achieve results really hit home

No problems there

3c Confidence in discussing gender with others

[5] 37% [4] 37% [3] 6%

Comments:

3c. * No problem, but will be more strategic

* I need to read and contemplate some more

* The Workshop has helped to boost my confidence

* I have more confidence as a result of new strategic tools

* This is due to the fact that shades of grey are not tolerated lightly

* The experience of other sisters in the Caribbean was an eye-opener

* Confidence is always enhanced by relevant information

3d Confidence in addressing gender issues in your work situation.

[5] 33% [4] 53% [3] 9% NA 5%

Comments:

3d. * No problem will use the tools

* I need to read more and concretize my thoughts and views

* I can now rely on a system or strategy to guide my activities.

* The "Motivation" button is on "go"

* The conceptual clarity provided assisted in this

Question 4.

Content

To what extent did the Workshop meet your expectations?

4a Content

[5] 50% [4] 45% [3] 5%

Comments:

- * Darn good
- * So far so good, but there is always room for more especially in balancing gender
- * With some refinement, the draft Programme should be excellent
- * Very stimulating
- * Anymore content can be gotten from the literature
- * Loaded like a well-packed bag - maybe even a bit unrealistic
- * Fairly comprehensive in addressing issues
- * Addresses gender issues and allowed open discussion
- * Good
- * Excellent. Well selected and thought-provoking
- * Well-balanced
- * Sound. Deep enough for an empowered start
- * Quite a great deal packed into three days
- * OK, but a bit heavy for three days
- * Good structure.

4b Methodology

[5] 52% [4] 38%

Comments:

- * Never thought it could be employed productively here
- * The approach is very motivating and systematic
- * With some refining the draft programme should be excellent
- * I missed day 1, so my comment would be limited
- * Creative
- * Role play could have been used to analyse and utilise the learnt methods
- * Different - allowed for participation
- * Participatory process was encouraged
- * Variety of teaching aids - systematic and orderly/

participatory

- * Delivery and variety and participatory
- * Good - variety offered
- * Delivery was good I learnt from participants and facilitators
- * More workshops and interaction needed. A little too much teaching
- * Good
- * Very good. Participant-centred
- * Methods of delivery etc. were quite good

4c Atmosphere

[5] 75% [4] 25%

- * Quite congenial. Some participants could have opened up more
- * Very warm and challenging. Keep it up
- * Warm, caring
- * Inspiring
- * Very inspiring
- * Warm and sharing
- * Warm and supportive
- * Friendly and open
- * Great
- * Very good, warm, facilitated growth and sharing
- * Supportive, warm, validating
- * Even though participants were very warm, it was cold in the room because of the temperature
- * Good interaction but too cold
- * Excellent sisters, great brothers, growing environment
- * Very comfortable
- * Excellent

4d Time Management

[5] 5% [4] 53% [3] 37% [2] 5%

Comments:

- * The material required another day - especially Mr. Remy
- * Good, within human limits. Plan for more time
- * I recognise the need to adjust time to suit needs
- * Quite good initially, broke down towards the end
- * Hectic

- * Time over run on 1st and 2nd days
- * Average but it served its purpose
- * Time was too short for some activities
- * Sometimes we cannot measure time
- * We tried, but its exciting and new so!!
- * Very good, considering contributions of participants
- * too much variations from programme

4e Facilitating Material

[5] 33% [4] 48% [3] 19%

Comments:

- * Would have appreciated receiving it prior to sessions to do readings
- * Adequate. Some photocopied materials could be better. The video should have been tried before time. Very good effort. Informative.
- * This a project at the "work in process" stage.
- * Very powerful readings
- * Need for handout on concepts and terms
- * Appropriate, informative, over-powering if you don't like to read
- * Extremely useful, informative and helpful
- * Very informative and more than enough
- * Very good - follow-up reading very necessary
- * Material is enough, theoretical support is needed on this process so plenty time has to be spent in discussing the material
- * Will be useful, but I have to continue reading
- * Useful and educational: leaves one with a desire to know more
- * Lots of relevant information which must be revisited because of limited time
- * Okay, helpful, too much for working through in three days
- * Quite good.

ADDITIONAL REMARKS & RECOMMENDATIONS

Build in some time for outings, for the participants from other countries. it is very gracious of Miss Bishop to host the "closing lime

Incorporate a two-three hour break on one day to allow for personal time, reading material, informal discussion with others.

Love for self is extended to family, friends, people in the work-place. It is more than a mere feeling. We should explore the psychographic data Lionel Remy spoke about it more detail. This will include love for self, for appearance, physical and in the inner realm.

Continue to focus on sustainable human development and ensure that presentations are people-centred to that end, i.e. towards the client base or those effecting the policy, implementing plans or delivering services.

Please document the entire workshop and arrange others. It was amazing that I did not notice any "clock watchers". Everyone was so intrigued with what was going on.

Time - try to eliminate that part of the programme because there are times when one lesson will go longer and others shorter. We must remember that people want to be heard.

Make follow-up a part of UWI activities. Have participants send written evaluations of their experiences after three to four months.

In looking at poverty, the urban poor must be critically examined. There appears, given the experience in my country to be more men in the urban poor sector, and they need to be empowered.

We talk about the management of change, we need to understand the context in which we are managing change - an era of liberalization and structural adjustment. However, these changes which are propelled by macro-dynamic over which we have no control, need not be signs of gloom and doom, but opportunities for creativity and ingenuity.

Have been struck by the number of times the word critical has been used throughout this workshop. To me the word critical connotes a sense of seriousness and urgency, and this is how we have to approach the work we have to do. Although we all agree both tacitly and overtly with Dr. Reddock that what we are working to eliminate is gender. That it may not even occur in our lifetime makes our work no less urgent and important.

There should be other courses to cater for the needs of other levels of staff and secondary school children especially sixth-formers.

3.4. PERSONAL COMMENTS AND COMMITMENTS (Presented Verbally)

1. What are our plans?
2. What have you learnt?

Richard

1. Plan - To organize workshops for staff and use gender as an additional lens on the field. Also to develop a more formalized gender plan for his ministry.
2. He has learnt (a) that he can network in order to effect attitudinal change (b) how to use methodological and analytical tools.

Rosalind

1. Plans to use skills in personal involvement in the Toast Masters Club
2. Learnt that she needs to marshall a wide range of skills

Christine

1. Plans to take the Ministry of Agriculture and the departmental strategic plans and network to make them gender sensitive
2. Learnt critical success tools. Factors must be in line with my activities

Nwakego

1. Plans when she leaves to sensitize men and women in gender issues in formal and informal settings, and to introduce gender concepts in curriculum planning
- 1b. Will advise her University to change the name of the WID Centre - to Gender and Development Centre and the use format of the workshop in her country.

5. Margaret

1. Plans to re-address the approach to introducing Gender to the Barbados Public Service
2. Learnt mutual respect among actors and negotiators

6. Madhuri

1. Developed a hunger for more information
2. Learnt the importance of negotiating and learnt how to use power-brokers for influencing gender equality

7. Pamela

1. Plans to advise her programme officer who is receptive to gender issues
2. Learnt - the language of negotiating. Not herself an implementer

8. Andre

1. Plans to use the analytical tool of data visibility for gender planning
- 1b Will share the project planning technique with colleague, identifying mission and objective and the art of negotiating

9. Joy

- 1a Plans to find a way to sensitize senior managers who are all male and close to retirement
In her area of direct control, to inject gender sensitivity
- 1b To develop data bases with the help of librarian and sensitize women wherever. To make the point that "woman power is man power"

10. Pat

1. Plans to study the material, prepare a teaching plan, and incorporate gender into projects or which she is in charge
2. Learnt methodology of gender analysis tools at project level. Use of strategic

management, planning and implementation. In project management - the use of visualization networking

11. Muriel

- 1a. Plans to share knowledge with members at National AIDS Programme
- 1b. To refine document AIDS in The Work-place in the light of new learning
2. Learnt the use of the strategic management tool

12. Rhoda

1. Plans to see how the Centre can continue to respond to the demand. In the area of gender studies - there is a lot of interest and demand

13. Marilyn

1. Plans to copy those handouts and distribute them to staff members

14. Phyllis

1. Plans to share the experience and knowledge gained and try to contribute meaningfully in the management of change
- 1b. At the National Lotteries Control Board to ensure the collection of gender specific data in compiling data about vendors

15. Mildred

- 1a. To try to tell her 10 year old daughter what she learnt in simple language
- 1b. To talk to her boss about applying a gender concept to history
- 1c. To change the name of her course to "Gender History"
2. Learnt that strategic planning is very important for programme success. It is a process that takes time. In Suriname the gender issue is new. She plans to give efforts sufficient time for success

16. Yvonne

- 1a. Plans to share with her husband - (he cooks) her son, and uncles who are dependent and feudal. Her family must understand the gender issue

1b At the official level at the Ministry, she plans to collaborate with Christine to do a gender seminar in their training series in order to raise consciousness of people in the Ministry of Agriculture. Review Ministry's Strategic plan - tackle issue on all fronts

1c Working on a questionnaire to get data, in collaboration with the Central Statistical Office. Negotiation with team to piggy back in order to collect gender sensitive data

1d Use forum on Women in Agriculture to make presentation on gender issues

2. Learnt the importance of an open mind, receptive to change and willing to learn - mind-set negotiation tools in the strategic planning, process

17. Charmaine

1a Plans to look for areas of concern that reflect the gender issue and to make colleagues aware

1b To use the tools of analysis - e.g. gender roles as a starting point for debate

18. Farouk

1a Plans to speak to his wife about the gender issue

1b Give a report to the planning division of the Ministry of Education

1c Give a report to the Strategic planning committee and Heads of Department & Mr. Justin Paul

2. He learnt to use the information "Rising From the Ashes"

19. Barry

1a Plans to continue working on himself to become a more positive and modern person with all genders

1b To read all the stuff. To learn to be more sensitive with the brothers and the youth organization with whom he works

2a Learnt it is all right to be a feeling person. The shifting sand nature for youth. the scenario is difficult

2b Renewed understanding about empowerment. Useful tools and personalities to bless his future life

20. Maxine

1. Plans to try to understand her presentation in the context of gender- expanding and elaborating. Share material with Eudine Barriteau of the Centre for Gender and Development Studies - UWI, Cave Hill Campus. Try harder to apply the issue of gender in courses she teaches
2. Learnt ways to apply tools - visualization in strategy courses. The capacity/vulnerability model presented by Lionel Remy

21. Gwen

1. Plans to revisit the manual to enrich it by including the wealth of experiences and feed-back we had here. Inject the voices of the men which were omitted. Because of the lack of methodology
2. Learnt the capacity/vulnerability tool - the challenge of applying the tools of negotiating. Will continue to struggle with the tools to get it right. Hopes to strategically refine her strategic and tactical relationship with herself, her children, her spouse, herself on all fronts. On her work-place to continue with confidence. It is alright to feel.

22. Nadia

1. Plans to organize and study material. Use the material in the plans for the future. Establish a foundation as a support for woman in Suriname taking into account the stake holders using strategic management tools, increasing awareness and making the policy document on womens affairs.
2. Recognition of allies for writing the policy document. Next Sunday - Panel Discussion on the radio - she is prepared to explain the issue of gender in a balanced way. Male population is very macho and very afraid - regrets her colleagues could not be there.

Learnt to conceptualize the gender issue with the broader perspective. She is convinced gender is about reorganizing.

23. Diana

1. Plans to capture the ideas, dynamics complexity of the gender issue. Gender is a powerful concept - reaffirmed that people feel strongly about it.

APPENDICES

1. Names and Addresses of Participants
2. Workshop Programme
3. Evaluation Form
4. Newspaper Report
5. Certificate of Participation
6. Programme for the Opening Ceremony

APPENDIX I

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UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)

CENTRE FOR GENDER AND DEVELOPMENT STUDIES

**WORKSHOP ON
GENDER IN PUBLIC POLICY AND PLANNING : SELF AND SOCIETY**

July 20-22, 1995

*Central Bank Conference Facilities, - 16th Floor
Port of Spain,
Republic of Trinidad & Tobago.*

PROGRAMME

DAY I

AM

8.30 - 9.00

REGISTRATION

9.00 - 10.15

OPENING CEREMONY

10.15 - 10.30

**** COFFEE BREAK ****

10.30 - 12.15

Session Two: Overview Lecture:
Understanding Caribbean Development
and the Approaches to Public Policy
and Planning: A Gender Perspective -
Dr. Marjorie Thorpe

PM

12.15 - 1.15

**** LUNCH ****

1.15 - 1.45

Expectation Analysis -
Dr. Gwendoline Williams

1.45 - 3.00

Session Three: The Self in
Context: Addressing the Issue of
Empowerment -
Joan Bishop & Gwen Williams

3.00 - 3.15

** TEA BREAK **

3.15 - 4.15

Session Four: 'Day in the Life of
Miss Daisy' and Other Case Studies

4.15 - 5.15

Session Five: W.A.W. - A Review of
Personal and Group Learning

DAY II

AM

8.30 - 9.00

Session One: Ice Breaker -
Sharing Good News

9.15 - 10.15

Session Two: Overview Lecture -
A Case Study of a Gender-based
National Development Plan: The
Lessons of Experience in Economic
and Social Planning -
Dr. Gwen Williams & Joan Bishop

10.15 - 10.30

** COFFEE BREAK **

10.15 - 12.15

Session Three: Gender-Based
Sectoral Policy and Planning: A
Stakeholders/"Power Net" Analysis -
Dr. Gwen Williams & Joan Bishop

PM

12.15 - 1.15

** LUNCH **

1.15 - 3.00

Session Four: Transforming Public
Policy through Gender-based Planning:
The Empowerment and Strategic Success
Model -
Dr. Gwen Williams

3.00 - 3.15

** TEA BREAK **

3.15 - 5.15

Session Five: Impacting the
Policy and Planning Process:
Strategic, Managerial and
Operational Considerations -
Focus on Vision/Mission,
Environmental Assessment,
Critical Success Factors and
Key Success Activities -
Maxine Mc Clean, Cave Hill Campus

DAY III

AM

8.30 - 9.00

Session One: Ice Breaker -
W.A.W. - Where are We?

9.00 - 10.15

Session Two: An Action Research
Method of Engendering Policy and
Planning.

10.15 - 10.30

** COFFEE BREAK **

10.15 - 12.15

Session Three: Workshop on
Gender and Social and
Environmental Impact Assessment
as Applied to Strategic Planning
and the Project Planning Cycle -
Lionel Remy

PM

12.15 - 1.15

** LUNCH **

1.15 - 3.00

Session Four: Case Study -
Review of Multiple Impact
Gender Planning in Selected
Sectors - Economy, Settlements,
Health, Education and Law.

3.00 - 3.15

** TEA BREAK **

3.15 - 4.30

Evaluation: Open Question and
Answer Session.

4.30 - 5.15

CLOSING CEREMONY & DISTRIBUTION
OF CERTIFICATES

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE)

APPENDIX III

CENTRE FOR GENDER & DEVELOPMENT STUDIES

Workshop on Gender in Public Policy & Planning: Self & Society

EVALUATION FORM

Please answer the following questions using the scale (1) - (5) five being the best. Your comments would be appreciated.

1. To what extent did the workshop meet your expectations? ----

2. To what extent has the issue of gender been dymystified? ----
2b. What is your understanding of gender now?

3. How would you rate your level of:
a. Learning ----

b. Attitudinal Change ----

c. Confidence in discussing gender with others ----

d. Confidence in addressing gender issues in your work situation

4. Please evaluate the following components of the course (numerically and qualitatively):

- a. Content ---- _____
- b. Methodology ---- _____
- c. Atmosphere ---- _____
- d. Time management ---- _____
- e. Facilitating material ---- _____

5. What tools can you use immediately on return to your job?

6. What were the most positive aspects of the workshop?

7. What are your suggestions for improving this training module?

Please add any additional comments, concerns, ideas you may have

APPENDIX IV

Trinidad Guardian - 22 July, 1995

Page 10.

Dr Reddock: Need to effect social change on a wide scale

By DONNA TULL

ONE of the most important developments of the women's movement today has been its ability to effectively challenge academic knowledge.

But for feminist scholars the aim is not simply to challenge scholarship or even to improve their personal situation, but to effect social change on a wide scale, locally, regionally and internationally.

So said Dr Rhoda Reddock, Head/Senior Lecturer of the Centre for Gender Studies, UWI, at the opening ceremony of the Centre's workshop entitled "Gender in Public Policy and Planning: Self and Society."

The three-day workshop according to Reddock, "fulfills a long desire" on their part to reach the policy makers and planners whose actions affect our daily lives.



DR RHODA REDDOCK
... a long desire

Reddock said that increasingly, gender issues emerge in all aspects of policy and planning in the Government. And therefore, non-governmental, private sector policy makers and planners have to be prepared to meet the tasks which will confront them.

Also speaking was Dr Marjorie Thorpe, Resident Representative UNDP-Barbados and Former Deputy Director, who said that the Workshop was being held at a critical time and on the



DR MARJORIE THORPE
... critical time

heels of the world women's conference to be held in Beijing.

This workshop, she said, will allow participants to implement the Plan of Action, which was developed at the international conference on Population and Development earlier this year, much more successfully.

Members of the education, planning and agricultural ministries from countries such as Nigeria, St Vincent, Barbados and Suriname are attending the workshop.





THE UNIVERSITY OF THE WEST INDIES

ST. AUGUSTINE REPUBLIC OF TRINIDAD & TOBAGO
CENTRE FOR GENDER AND DEVELOPMENT STUDIES

Sponsored by

CIDA/UWI Institutional Strengthening Project
UWI/ISS/IOP Project of Teaching and Research
in Women and Development Studies

Certificate of Participation

This is to certify that

Farouq Abdus Salam

has successfully completed attendance of a workshop on

Gender in Public Policy Planning: Self and Society

July 20, 1995

From

Rhoda Reddock

Dr. Rhoda Reddock

Head, Centre for Gender and Development Studies

July 22, 1995

to

Dr. Gwendoline Williams
Course Director

APPENDIX VI

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)

CENTRE FOR GENDER AND DEVELOPMENT STUDIES

WORKSHOP ON

Gender in Public Policy and Planning: Self and Society

Central Bank Conference Facilities
20, July 1995
9:15 - 10:15 am

Opening Ceremony

Programme

Chairperson's Welcome and Opening Remarks -- Ms. Joan Bishop

Greetings -- Dr. Marjorie Thorpe,
Resident Representative UNDP - Barbados
(Former Deputy Director UNIFEM)

Feature Address -- Dr. Rhoda Reddock,
Head/Senior Lecturer
Centre for Gender and Development Studies
UWI, St. Augustine

Vote of Thanks -- Dr. Gwendoline Williams
Head
Management Studies
UWI, St. Augustine

Chairperson's Closing Remarks -- Ms. Joan Bishop

* * * * *

WORKSHOP ON

"GENDER IN PUBLIC POLICY AND PLANNING: SELF AND SOCIETY"

Central Bank Conference Facilities

July 22, 1995

5.00 pm

CLOSING CEREMONY

PROGRAMME

Vote of Thanks from Participants	:: :: :: ::	Nadia
Concluding Remarks	:: :: :: ::	Dr. Rhoda Reddock
Greetings & Presentation of Certificates	:: :: :: ::	Mr. Carl Parris- Director of the Institute of International Relations, UWI, St. Augustine
Closing Remarks	:: :: :: ::	Pat.

oOo oOo oOo



REPORT ON POLICY WORKSHOP

**Gender in Policy and Planning:
A New Vision for Agriculture
in Trinidad and Tobago**

Organised by

THE INTER-AMERICAN INSTITUTE FOR COOPERATION IN AGRICULTURE

Delivered by

THE CENTRE FOR GENDER AND DEVELOPMENT STUDIES

The University of the West Indies

St. Augustine

WORKSHOP FACILITATORS

Gwendoline Williams, Ph.D.

Head, Department of Management Studies

UWI, St. Augustine

and

Joan Bishop, M.A.

Social Researcher and Consultant

December 13-14, 1995

REPORT ON POLICY WORKSHOP

**GENDER IN POLICY AND PLANNING: A NEW VISION FOR
AGRICULTURE IN TRINIDAD AND TOBAGO**

Organized by

The Inter-American Institute for Cooperation in Agriculture

Delivered by

**The Centre for Gender & Development Studies
The University of the West Indies
St. Augustine**

WORKSHOP FACILITATORS

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**Joan Bishop M.A.
Social Researcher and Consultant**

December 13-14, 1995

CONTENTS

Section I Background

- 1.1 Goals and Objectives of the Workshop
- 1.2 Structure of the Workshop
- 1.3 Expected Outcomes

Section II Formal Opening

- 2.1 Opening Address - Dr. Chesney
- 2.2 Dr. Gwendoline Williams - The Rationale of the Workshop
- 2.3 Dr. Daphne Phillip - Minister of Community Development, Culture and the Status of Women
- 2.4 Dr. Reeza Mohammed - Minister of Agriculture, Land and Marine Resources
- 2.5 Mrs. Marlene Antoine - Vote of Thanks

Section III Outcomes of the Workshop

- 3.1 Review of the Methodology
- 3.2 Sub-sector Analysis
- 3.3 Participant's Evaluations
- 3.4 Personal Comments

Section IV Appendices

- 4.1 Names of Participants
- 4.2 Workshop Programme
- 4.3 Background Papers
- 4.4 Mr. Leslie Scotland - "The Economy Today: A Focus on Human Capital Development"
- 4.5 Dr. Rhoda Reddock - "Historical Overview of the Agricultural Sector from the Perspective of Gender"

4.6 List of Readings

4.7 A Case Study: "Analyzing the Farm Household"

4.8 Evaluation Form

4.9 Newspaper Report

SECTION 1

Background

This two-day Training and Development Workshop for planners in the Agricultural Sector was designed to address their need as policy makers to incorporate gender variables into the complex task of public formulation and to engage senior officers in the review of their planning and implementation procedures.

The Workshop was premised on the acceptance of the fact that the roles and status of men and women differ in both their public and private domains. Further, these differences affect the manner in which public policy in Agriculture impacts the life opportunities of men and women.

The Food and Agriculture Policy 1995-1997 (Draft White paper) of the Ministry of Agriculture, Lands and Marine Resources of Trinidad and Tobago, dated February 1995 established the following:

- (1) in 1993 the labour force engaged in Agriculture-related activities was 10% of the total labour force of 504,550 persons (Some fifty thousand people).
- (2) of those employed in the sector, 25% were in State owned companies, 25% on private farms and 50% were self employed (CSO 1994).
- (3) significant features of this sector are the following:- Part time farming; high occasional and seasonal hired labour; and a high degree of labour absorption into the sector during the years of economic decline.
- (4) Institutional resources within this sector include local, regional and international organizations which provide support in a variety of areas including policy formulation, regulation, research, extension education and training, credit, market information, physical infrastructure and negotiation of agreements.

In addition to the above, The White Paper highlighted the importance of gender in assessing the

role of the population in the restructuring of the Sector. It states as follows:

"Gender issues are of importance because of the frequent claim that the role of women is not recognized to the extent justified by their contributions to production and marketing of commodities and to the decision-making process. The strong influence of household considerations on economic decisions on the farm, as well as the fact that women are heads of many farm households, suggests that much more emphasis should be given to gender in the planning and delivery of services. At present, gender analysis does not form part of the planning process" (White Paper, paragraph 59).

The Inter-American Institute for Cooperation in Agriculture (IICA) in collaboration with the Ministry of Agriculture has taken due note of the 'non-visibility' of the issue of gender systems in terms of the relationship between women and men in the Sector and designed this training workshop as a means of engaging planners and other practitioners in a dialogue as to how to incorporate explicitly this very impacting variable in the policy and planning process.

1.1 Goals of the Workshop

Based on a systematic analysis of the roles of women and men in the economic, socio-cultural and political institutions in the society and the social processes that shape the transactions between them, the Workshop sought to bring to the fore the strategic managerial and operational considerations that should be borne in mind in developing a strategy for gender-based policy and planning in agriculture.

The major intended outcome was a gender-responsive development in the agricultural sector and its realization was premised on the following:

- (1) The recognition of women and men as equal citizens in world society and as full partners in the development process, both as contributors and beneficiaries.
- (2) As a follow-up to (1), concerns for social equity such that women and men would be able to continue to develop to their full potential and contribute

optimally to development in the following six spheres of development:- The individual; the economy; the family; community development; the political arena and the legal system.

- (3) Despite the obvious difficulties encountered so far, to develop and institutionalize a gender-based methodology of policy and planning in the Agricultural sector such that the practical and strategic needs, interests and concerns of women and men would be explicitly treated with and evaluated in measurable terms in the development process.

1.1.1 Objectives of the Workshop

By the end of the Workshop planners and policy makers in the Agricultural Sector would be able to:

1. Celebrate the gains made in the Sector and establish consensus about the importance of gender-based approaches in policy and planning.
2. Identify the gaps in the development of agriculture from the perspective of gender and the extent to which these were attributable to past and present approaches to agricultural policy and planning in Trinidad and Tobago.
3. Explore the relevant theory and practice of gender in the context of agricultural policy and planning process.
4. In the context of 3. above, make use of the methods and analytical tools of gender analysis in reviewing the policy and planning procedures of the Agricultural Sector.
5. Undertake an analysis of self, group, and society in respect of those factors that enable or constrain the use of gender-based approaches to agricultural policy and planning.
6. Adopt an empowerment approach to effecting changes in the agricultural policy

and planning process such that this process would be truly gender-based, in so far that it took into account the needs of men and women in the context of sustainable development.

7. Based on their sensitization to gender issues, formulate gender-based policies and plans and develop an advocacy strategy that would serve to effectively mobilize men, women and youths and harness their tremendous human potential for the development effort.

1.2 Scope of the Workshop

The Workshop has two dimensions. The first treated with the macro-level perspectives on policy making that took into account the political, historical and economic contexts within which the issue of gender in agricultural policy and planning was located. The Programme opened with perspectives from two ministers of Government, and presentations from Dr. Rhoda Reddock of The Centre for Gender and Development Studies of UWI and economist Leslie Scotland. It included a description of the conventional approach to the development of the Agricultural Policy and Plan by Alvin Seereeram, Senior Planning Officer of the Ministry of Agriculture.

The second was managerial and operational, where the focus was on strategic planning, implementation and review from a gender-based perspective. This approach to planning included located the policy in its philosophical context and focused on the concept of "Empowerment". It applied the methodology of visualization in order to make visible the relations between men and women, men and men, and women and women as they interact with each other and the institutions which are meant to support their development and that of the Agricultural Sector.

Through role play of an actual case-study of a farm household, researched by Pat La Borde-Grant and dramatized by herself and colleague Charmaine Lewis, participants examined the dynamics of the farm household from a gender perspective.

Participants gained hands-on experience in analyzing sub-sectors of agricultural activity

from a gender perspective using the tools of activity, resources and beneficiaries profiles analysis.

AREAS COVERED:

- Expectations Analysis
- Historical Overview of the Agricultural Sector from a gender perspective
- The Economy Today: A Focus on Human Capital Development
- An Overview of the Sectoral Planning Process
- Analysis of the Productive and Reproductive Activities of the farm household - A Case Study
- Feedback exercises on the Readings and the relevance of the experiences
- Theoretical Concepts on Gender and the Tools of Analysis
- Application of the tools of Analysis to Sub-Sectors in Agriculture, Lands and Marine Affairs
- Evaluation of the Workshop

1.3 Expected Outcomes

• **Perspectives:** The ability to perceive issues of policy and planning through the 'gender lens' as a method or tool of giving visibility to gender relations as these impact on development in the Agricultural Sector.

• **Knowledge:** Understanding of how the variable of gender can be made central to the public policy and planning process in Agriculture.

• **Consciousness raising:** Creating a disposition or attitudinal set for gender-based social change and transformation of self, community and society.

• **Skills:** Analytical, social/communication and presentational; problem solving; academic processing; rapporteuring; conflict resolution; review and evaluation; and advocacy.

• **Experience:** Training and development, particularly in respect of the designing and

delivery of gender-based approaches to the planning process.

- * **Commitment to action research and action learning:** As an approach to gender-based decision-making and problem-solving in the agricultural sector policy and planning.

METHODOLOGY:

The training and facilitation methodology was totally participatory and solution focused. The process encompassed needs analysis, pre-workshop field research and collection of case-studies, mini lectures role-play, small group processes, review of the background literature practice of effective listening and group collaboration, and use of visual aids.

SECTION II - Formal Opening

2.1 Opening Address

Dr. Chesney in his opening remarks revealed that this was the third workshop organized by the ILCA in recognition of the need for a greater appreciation by top planners and policy makers of the role of gender sensitive approaches to the development process. He noted that the ICCA was undergoing changes and was faced with a '0' growth budget for the 1996-97 term. This factor emphasized the imperative of efficiency and a targeted approach to clients, an approach which was client-driven.

Dr. Chesney noted that the Agricultural White-Paper - 1995-97 - had identified the need for a gender-sensitive approach in order to assist rural based public and private institutions to overcome constraints to the development of rural people and women in particular. He noted that women's roles in the agricultural sector often went without recognition, was under-estimated and under-valued even by women themselves.

He pointed out that studies indicated the following:

- In terms of population movement, women's relationship to the agricultural sector was generally stable, while men were more prone

to out-migrate from the sector.

Women made up twenty-five percent of the agricultural population and are mostly concentrated in the labour intensive sub-sectors.

Policies and reforms have not addressed the gender issue as it has been impacting on sector modernization. It failed, for example, to take account of the fact that women were more receptive to new ideas for improving the sector.

Women are still having difficulty obtaining credit, and other forms of agribusiness supports, notwithstanding their contribution to the development of the sector.

Dr. Chesney noted that the goal of the Workshop was **gender-based planning and not merely gender awareness**. He expressed the hope that agricultural policy and planners will develop gender-based programmes that can be replicated, and will result before long, in the transformation of the relationships between men and women in the sector.

1.2 Dr. Gwendoline Williams - Rationale of the Workshop

In presenting the rationale of the Workshop, Dr. Williams noted that the Centre for Gender and Development Studies at UWI had invited her to lead the workshop sessions. She noted that based on the environmental assessment of the sector, it was indeed critical that the relationship between men and women in the sector be transformed.

Dr. Williams pointed out that developing a people-oriented methodology for agricultural planning and development has been proving to be an enormous challenge, especially given the current challenges in macro-economic of reconciling the methods of deriving economic growth with those of social planning for human development.

Dr. Williams asserted that gender analysis of policy and planning provided the opportunity to bring human development issues to the forefront, such that the benefits of development

would come equitably to both women and men. She invited the workshop participants to see the next two days as a quest for integrating economic and social planning to the benefit of all segments of the society.

She noted that most of the gender planning data to date was on women and stressed that the time had come to hasten the data collection on men. She reiterated that the challenge was to make planning tools more illuminative of the contributions of all persons as we work together for the improvement of the status of the human capital and quality of worklife of people in the economy and society.

Feature Address by the Hon. Minister of Community Development, Culture and the Status of Women

Dr. Daphne Phillip expressed pleasure at being invited to the start of a process of integrating gender into policy and planning. She noted that she was also involved in the process of integrating gender-based planning into every aspect of the work of her Ministry. She defined gender as a range of issues, perceptions, institutions and behaviours which work to the disadvantage of one sector.

She provided as examples of this disparity the following:

- In relation to macro policies, the owners of property have more access to capital in the private market, and the owners of land are predominantly male.
- Insecurity and low sense of self worth were related to part time work and this factor affected men and women differently.
- The macro norm of 'machismo' had a negative effect on men. As structural adjustment policies left larger numbers unemployed gender relations had worsened, giving rise to an increase in family violence, despair and hopelessness.

The Minister noted the need for public policy to address the interplay between macro

economic policies and poverty. Poverty she noted had become feminized and public policy must address specific economic, social, structural and support needs of women - It must protect persons against violence.

She concluded that gender concerns were a necessity in all policy and particularly so if we want to avoid the social explosions which threaten families and societies as a whole.

14 **The Hon. Minister of Agriculture, Lands and Marine Affairs - Dr. Reeza Mohammed**

Dr. Mohammed expressed delight that he shared the platform with his colleague Dr. Daphne Phillip and that together they represented a gender-balanced concern for the development of the human resources of our country. He noted that women constitute over 50% of the national population. They are well educated, conscious of gender issues and key contributors to social development. Dr. Mohammed noted that as a nation we were committed to the elimination of all forms of discrimination against women. He also noted that Trinidad and Tobago is a member of FAO Network for Rural Development. He expressed appreciation of the IICA's training programme which focused senior policy makers of his Ministry on the important task of integrating gender-based strategies into its policy and planning process.

Dr. Mohammed then declared the Workshop formally open.

15 **Mrs. Marlene Antoine - Vote of Thanks**

Mrs. Marlene Antoine moved a vote of thanks to all who contributed to the programme.

SECTION III - OUTCOMES OF THE WORKSHOP

1.1 Review of the Methodology

Pre-Workshop Activities:

In the design of this workshop a firm commitment was made to engage policy makers and planners in the agricultural sector in the identification of their information needs from a gender perspective. The pre-workshop planning activity was therefore crucial in determining needs from the IICA Co-ordinator, the Head of the Centre for Gender and Development Studies, and senior personnel of the Ministry of Agriculture.

The facilitators met this multi-sector team in a preliminary attempt to establish consensus on the workshop content and the resource base available in terms of lecturers, bibliography, logistical issues and programme coordination.

Brain-storming: Through the process of brain storming the resource group set out the unique characteristics of the Sector. It determined that the most fruitful approach to visualizing the dynamics of the farm household was through actual case studies of a sample of farm households.

The group agreed that three days were required in order to take participants through the intense process of conscientization, exploration of concepts, as well as introduction and practice in the use of the tools of gender analysis in relation to the agricultural sector.

The workshop planners and facilitators determined what readings were to go into the workshop manuals for the participants.

Field Research for Case Studies: Field workers submitted the outcomes of their interviews with farm families. One case study was chosen and converted into dramatic narrative for the purpose of role-play of the dynamics of gender roles, relationships, access to resources and support and training needs. The participants who dramatized the case-study were given minimal rehearsal time. They brought

the personalities to life because they had actually interviewed the couple and had internalized their situation to a great degree. In the process they found the voice and shared the pains of their clients. They also incorporated other participants at short notice into the role play and thereby evoked authentic responses from the extension officer, the ADB representative and the participant who played the male of the household.

Comprehensive Record Keeping and Networking: A key to making the Workshop process fit the client needs was the comprehensive record keeping and the provision of a checklist of responsibilities and commitments made by members of the team. These were subjected to constant checks as all members of the planning team shared this checklist.

Workshop Process Training Outline:

The facilitators developed a comprehensive Workshop Process Training Outline from the programme. this Outline spelt out in great detail the number and name of each session and described the following:

- i. Learning Objectives of the Session;
- ii. Length of the Session;
- iii. Activities;
- iv. Related Readings;
- v. Evaluation procedure or 'Where are we?'

Despite the highly structured planning process the facilitators were flexible and changed the order of activity as desired in order to allow for clarification of issues that arose in the course of the programme.

Expectation Analysis:

In harmony with the objectives of the Workshop participants were encouraged to develop an attitude of ownership of the workshop process and to articulate their own learning goals. On this occasion in order to establish rapport with their neighbours from the

beginning of the workshop they were invited to start the morning by pairing off and sharing with their partner one thing they celebrated about the agricultural sector and something which they wished to see changed. Following this, each participant was asked to report on his or her partner's statements introducing the contribution as follows:- "My partner's name is....."

The facilitator recorded all contributions on flip charts and these were subsequently typed and the lists distributed to all participants.

Providing an Overview of the Course Outline:

Before the start of the technical programme participants were provided with a brief outline of the entire Workshop Programme. This enabled them to make connections between theory and practice and to compensate for the limited processing time available. Unfortunately the programme which was planned for three days had to be compressed into two days.

Creating an Atmosphere that Facilitates Participation:

In order to create and maintain a cordial and highly congenial atmosphere in the workshop, desk ID Cards were used. These also helped the facilitators to very quickly become familiar with each participant.

Emphasis on total participation was facilitated by frequent brief buzz groups as a mode of inquiry and sharing through group reports. Regular "Where are we" (W.A. W.) sessions which required an answer from every participant also kept individual and group communication open and alive.

The Effective Use of the Readings:

Participants' learning through review of the readings was particularly effective. At the end of the first day participants were invited to peruse the required readings overnight for discussion the next day.

As part of the feedback session on Day Two, entitled "Good News" each participant shared some thought or event which took place since the close of the previous day. Through this activity, we discovered the myriad ways in which the learning was synthesized and shared.

On this occasion participants also shared insights gained from their readings. These were discussed and often elaborated upon by contributions from others. In this way the facilitators shared with participants their responsibility for the learning that took place during the workshop and benefited from the wealth of experience which participants brought to the process.

Use of the Overhead Projector:

This teaching aid was useful in providing a summary of points being addressed and an economical way for groups to prepare reports for presentation. The transparencies once prepared became permanent teaching/reference aids for follow-up activity.

Practice in Respectful Listening:

Throughout the workshop participants had opportunity to interact in small groups. This was regulated by ground rules which were earlier agreed upon. For example, the rules included equal time for each participant to contribute to the pool of ideas. Also participants were urged to practice respectful listening and not to all talk at the same time. Every participant had at least one opportunity to report on a small group activity.

3.2 Agriculture Sub-Sector Analysis

In groups of five, participants huddled around to share their specialized understanding of the sub-sector activities in agriculture: access to resources and who benefits from a gender perspective in crops, livestock, fisheries, and forestry.

Following is a summary report of the analysis of the sub-sectors in Agriculture.

Participants provided the following responses to a questionnaire which sought information about:

- What were the activities in which men and women were involved within the farm household;
- What were the resources available to either sex;
- Who benefited from those resources, and;
- What was the impact of the contribution of men's and women's activities to the sectors.

FORESTS:

1.	Forest Management:	% Male	% Female
	Timber production/woodsman	80	20
	Harvesting:		
	Loggers	99	
	Saw mill owners	90	10
	Workers	100	
	Furniture Production:		
	Owners	99	
	Machine operators	99	
	Polishing and finishing	20	80
	Handicraft:		
	Collection	60	40
	Processing		99
	Manufacture	10	90
2.	Watershed Management:		
	Reforestation		90
	Nursery		
	Field	90	10
	Agro forestry	90	10

3.	Parks:	%	%
	Divisional	75	25
	Infrastructure	99	
	Use	50	50
4.	Wildlife:		
	Research	66	33
	Recreation	99	1
	Farming (family)	99	1
	Protection:		
	Divisional	99	1
	Community	50	50
	Honorary Game Warden	60	40

Benefits:

Royalty - Government
 Business Profit - Wages
 Recreation - Public

Resources:**Access (scale 1:5)**

	Male	:	Female
Land	4	:	1
Capital	4	:	1
Inputs	4	:	1
Labour	5	:	5

5. Control:

Men generally control, with women assisting in managing the resources.

6. Who benefits from the resources and how.

Income/Profits	M		F
Land Tenure	M	:	F

Security	M	:	F
Ability to access credit	M		
Food Security	M	:	F
Wages	M		

CROPS SUB-SECTOR:

Activities:	Male	Female
Planning	x	x
Land Preparation	x	
Nurseries	x	
Transplanting and Planting	x	x
Fertilizing	x	
Irrigating	x	
Pest Disease and Weed Control	x	
Harvesting	x	x
Grading and Packaging		x
Marketing:		
Local	x	x
Export	x	
Storage		x
Agro-Processing		x

Impact of Contribution of Men and Women to the sector:

Self	M/F
Family	M/F
Community	M/F
Society	M/F

Comments: The man seems to contribute the larger impact to the sector but the woman is the driving force behind him.

With export, men seem to have the greater impact.

FISHERIES SUB-SECTOR:

1. Principal Activities:

Artesian; Aquaculture; Deep sea trawling.

2. Productive Sector Activities:

Men:

Preparation of gear:

boat, engine, net, repair

Safety of equipment

Selling of fish

Processing

Reproductive

Family

Women:

Selling processing, marketing

Purchasing of equipment for
repairing

Maintenance of minor
equipment

Sorting of fish

Sole responsibility for the household in the
absence of the man (fishermen)

Agitating for jailed husband

3. RESOURCES AVAILABLE:

Access to credit

Subsidy, fuel

Male

x

Female

x

Training, Extension	x	
Processing	x	x
Equipment (boat engine)	x	few boat owners

Generally men have greater access to and control of resources. Women involved in administration and records, keeping, household management and the care of children.

4. RESOURCES: LEVEL OF CONTROL/WHO BENEFITS:

Subsidy	Owner
Sales - profit	Middleman
	Fish processor of M/F
Wages	Operator, crewmen

5. Contributions of men and women:	Male	Female
Self	Low impact	Low impact
Family	Low impact	Low impact
Community	Low impact	Low impact
Society		High contribution within nutrition. Opportunity exists for expansion. Extension needed

Generally, fishermen can be characterized as illiterate, alcoholic, poor and occupying a poor environment; possessing low self esteem.

LIVESTOCK SUB-SECTOR:

Livestock farming is a labour intensive activity and is categorized as follows:

INTENSIVE: Where every activity is done under cover.

- EXTENSIVE:** Where the animals are outside all the time.
- SEMI-INTENSIVE:** Where the animals are brought in to feed.

Men, women and children work in this sector. The men are generally engaged in the labour intensive activity.

The boy child tethers the animals and girls deal with small stock such as sheep and goats.

Women are mainly engaged in securing the products such as milking, and dealing with small and medium scale poultry farming. Adult males are only involved if this is his full time job.

ACTIVITIES:	MALE	FEMALE
Management of Agro-processing		x
Large scale livestock farming	x	
Large scale marketing	x	
Small scale management and marketing		x

RESOURCES:	MALE	FEMALE
Access to land	x	
Access to jobs for those seeking work in livestock		x
Access to capital	x	

BENEFITS:

The group reported that men were more likely to make egoistic use of resources than women who were more generally more altruistic.

Joint accounts were not common among this group.

IMPACT:

The group suggested a shift to the analysis of the farm family as a whole. The questions would address:

- what needs to be changed;
- their reasons for farming;
- what they know; and,
- their cultural traditions and hobbies.

This methodology provided a vivid picture of the disparities in opportunities to persons in agriculture from a gender perspective.

Participants' Evaluations

Of the twenty-five participants, only twenty-four were present on both days. Also due to previous commitments some participants had to leave a little early at the end of the programme and as a result, only sixteen evaluation forms were completed.

The evaluation questionnaire sought to obtain quantitative and narrative assessments of the various elements of the Workshop.

The elements were:

- Satisfaction of expectations
- Understanding of the term 'gender'
- Level of learning
- Attitudinal change
- Confidence in the discussion of gender issues with others
- Confidence in addressing the issue in the work situation
- Content
- Methodology
- Atmosphere

- Time management
- Facilitating material
- Tools found relevant to the job
- The most positive aspect of the workshop
- Suggestions for improving the module

The evaluation questionnaire used a 1-5 rating scale where 5 represented the highest score. Many questions were open ended. (See Appendix IV)

EVALUATION REPORT SCORES:

Satisfaction of Expectations

Question 1: To what extent did the workshop meet your expectation?

[5] 42%..... [4] 28%..... [3] 30%.....

Comments:

- (1) *"I had no great expectation. I came, I sought, I found and was very positively filled by the findings. Now planners are seeking to marry economics and sociology. What a great source of pleasure!"*
- (2) *"The Workshop in fact informed my expectations and brought gender into the fore."*
- (3) *"I expected to help develop policies and plans. I soon found out that I was to develop an awareness and ability to use my awareness in my work-place."*
- (4) *"I needed to see the approaches and tools applied to the present policy / planning document."*
- (5) *"I now have some understanding about how the issue of gender should / can impact planning and policy to move the sector forward."*

- (6) *"It has clarified my views on gender."*
- (7) *"I expected the involvement of more senior level planners who could inform policy changes. What was presented in these 2 days needs to reach PS Directors and senior technocrats."*
- (8) *"Sensitizing and awareness have been sharpened but skills base needs more development."*
- (9) *"Brought into clear focus the issue of gender and the need to include this factor in the planning process."*
- (10) *"The workshop delivered more than I expected and certainly clarified my perception of gender issues."*
- (11) *"I expected more focus on the tools to be used in planning."*
- (12) *"Far beyond my expectations, because I did not know what to expect."*
- (13) *"I now appreciate the need for greater equity in the roles of men and women."*

Question 2: Understanding the "gender issue in the context of the agricultural sector." To what extent has the issue of gender been made visible in the agricultural sector?

[5] 58%..... [4] 30%..... [3] 6%..... [2] 6%.....

Comments:

- (1) *"The difference between the main recipients of the benefits within the agricultural sector was made clear. Men are the main beneficiaries; women need to be empowered to be true partners to the male."*
- (2) *"A great deal, given the level of experience and observation that was brought to bear on the assessment."*

- (3) *"It appears from the comments of participants to be very visible in the Ministry of Agriculture."*
- (4) *"In all the sessions there was sufficient focus on gender differences to clarify their degree and importance."*
- (5) *"A gender focus can now be used in revisiting the planning process."*
- (6) *"To a large extent - the methodology of the afternoon exercise."*
- (7) *"Very much so."*
- (8) *"I still need to apply the information to the sector."*
- (9) *"Now that these differences have become more visible to me, planners and policy makers should be mandated to attend a gender-sensitizing workshop."*
- (10) *"Land tenure and access to loans are easily available to men, not women."*
- (11) *"The practice of the lending agencies and differences in numbers between men and women."*

Question 3:

(a) LEVEL OF LEARNING:

How do you rate your level of learning?

[5] 15%..... [4] 75%..... [3] 10%.....

(b) ATTITUDINAL CHANGE:

[5] 36%..... [4] 32%..... [3] 32%.....

(c) CONFIDENCE IN DISCUSSING GENDER ISSUES WITH OTHERS

[5] 58%..... [4] 36%..... [3] 6%.....

(d) CONFIDENCE IN ADDRESSING GENDER ISSUES IN THE WORK SITUATION

[5] 44%..... [4] 50%..... [3] 6%.....

Question 4: Please evaluate the following Components of the Workshop:

(a) CONTENT

[5] 44%..... [4] 44%..... [3] 12%.....

(b) METHODOLOGY

[5] 64%..... [4] 30%..... [3] 6%.....

(c) ATMOSPHERE

[5] 70%..... [4] 24%..... [3] 6%.....

(d) TIME MANAGEMENT

[5] 6%..... [4] 58%..... [3] 30%..... [2] [1] 6%.....

(e) FACILITATING MATERIAL

[5] 36%..... [4] 58%..... [3] 6%.....

Question 5: What tools can you use immediately on your return to the job?

1. Role Analysis
2. Resource Based Gender Planning
3. Lens of Visibility
4. Capacity/Vulnerability Matrix
5. Incorporation of all that was explored
6. Social Assessment Environment Planning
7. Strategic Planning and Empowerment Model
8. Educate, Negotiate, Empowerment
9. Self Analysis (both management and supervisory)
10. Case-Study Methodology
11. Quality of Life Assessment
12. Staff Relations

Question 6: What were the most positive aspects of the Workshop?

1. Case study and participants response.
2. It helped participants to move away from the world of work to the realities of the society through looking at the households and their realities within the different sub-sectors. In essence it helped to sensitize planners to the need for a human face in planning.
3. The across the board interaction.
4. Teaching experiences; dedicated facilitators; lecturers who enjoy their work.
5. Facilitators led us through step by step. Acquisition of information formerly unknown.
6. Group work and level of participation - Better understanding of the gender issue.
7. Case study and its analysis. The examination of the various sub-sectors of

agriculture and the gender analysis within each.

8. Recognition of the proven principles.
9. Honest open sharing. Engendered thoughts and feelings and a sense of the need for action.
10. It addressed the level of planning in a way that forces it to engage the gender issue.
11. Provision of tools that can be used in the planning process.
12. Seeing gender as equity to both male and female.
13. Comfortable atmosphere. People were encouraged to share information. Good background to the issues and an overview of the economy and history of the sector provided.

Question 7: What are your suggestions for the improvement of this training module?

1. It should be taken to the Ministry of Agriculture where the key actors who interface with the farming community could be sensitized to the importance of gender analysis in the quest for the development of the society.
2. Better clarification of the expectations up front.
3. A three-day session to allow for some more formal presentation.
4. Completion may require a full five days.
5. Provision of the tools that can be used in the planning process.

6. Longer period including morning field visit with actual household. Interviews and an in-house analysis.
7. "Ordering" of senior planners into such a forum. Too many of them shied away. I feel that they are the losers and consequently immediate future planning.
8. Availability of reading material earlier. More time for better coverage of the material.
9. Direct targeting/definition of gender at the reproductive, productive and community level at an earlier stage in the training programme.
10.
 1. Increase the length of the course.
 2. Have data to accompany group work.
 3. Focus more on Tools.
11. Statistical evaluation. Drawing more on the evident change connection between the variables of gender, race, class, religion, tradition, culture, etc.
12. Surveys need to be done to inform programmes.
13. There is the need to sensitize everyone to the gender issues and to list the benefits that can be derived from such, especially the ultimate "liberation of both sexes from false value systems and ideologies of oppression."
14. In handling the White Paper - A specific area can be selected. Action planned, time frame put in place and a commitment made to response (accountability).
15. HCA should ensure that monitoring takes place to identify the actual inclusion of gender in Agricultural policy and planning over a specific period, possibly 2-5 years.
16. Participants could get together at a future date and provide feedback on

what has happened with respect to the use of the gender tools and approaches.

17. It is unfortunate that when these types of issues are discussed the language and concepts always seem obscure and gray with no clear black and white. At the end of the day, the direction or the action to be taken would be misunderstood or misinterpreted or just confusing.
18. This exposure to gender sensitive issues in planning should be made available to all governmental agencies in order to assist in the development of the society through the empowerment of all the stakeholders in the decision-making process.

14 Personal Comments and Commitments

Olivia: In the revision of the Agricultural Plans will give greater attention to the issue of gender and enhance the database on this variable as a continuing process.

Charmaine: Aims to clarify the gender issue in a positive way.

Wayne: Plans to dispel the myth about gender and soften held positions about the role of women.

Pat: Using the tool of Resource-based planning will review the Agricultural Plan.

Selwyn: Will make a presentation on the subject to top management. Also give directions to his department regarding the collection of gender-based statistics and the incorporation of gender in planning.

Lance: Will immediately incorporate gender-based strategies into his Work Plan.

Sandra: Will sensitize the PS and incorporate gender issues into all her

training programmes.

- Norman:* Will share with colleagues all that came out of the Workshop. Will incorporate the tools in cross sectoral planning. Will work in the community to empower people at community level.
- Audith:* Will continue to empower individuals and groups to see the need for change and the development of agri-business.
- Emphine:* Will start at the level of the self and use the new knowledge as an impetus for empowerment.
- Delano:* Will start with himself and stimulate others to see the relevance of the issue. He will support his colleague Lance at the Heads of Department Meetings in sharing the insights gained.
- Bovia:* Will start with the self. Sees the link between Vulnerability/Capacity Analysis and the scope for empowerment.
- Walt:* Needed to be exposed to the concepts and will share with others.
- Brokie:* Will share with people with whom she deals. Will also incorporate it into her Action Plan on Gender Sensitivity for her sector.
- Wayne:* There is some perception that extension work is moving away from providing support and technical education for families as a more commodity approach takes over. He raises the question the question of gap created in terms of the support role to farmers.

LOSING REMARKS:

- Lance:* In thanking the Facilitators noted that the Workshop had been a positive experience. The issue of gender had been clarified in an

enlightening and empowering manner. The relaxed learning environment created had enabled them to give of their best. He was particularly grateful for the content and flexibility of the programme.

Thanks were expressed to IICA and particularly to Marlene Antoine for her efficiency and peace under the pressure of the work.

Joan E. Bishop M.A. & Gwendoline Williams, Ph.D

January 4, 1996.

Participants

Name	Address	Division/ Organization	Home No.	Work No.
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THE CENTRE FOR GENDER AND DEVELOPMENT STUDIES
THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE, TRINIDAD AND TOBAGO.

SYMPOSIUM REPORT

The Construction of Caribbean Masculinity:
Towards A Research Agenda

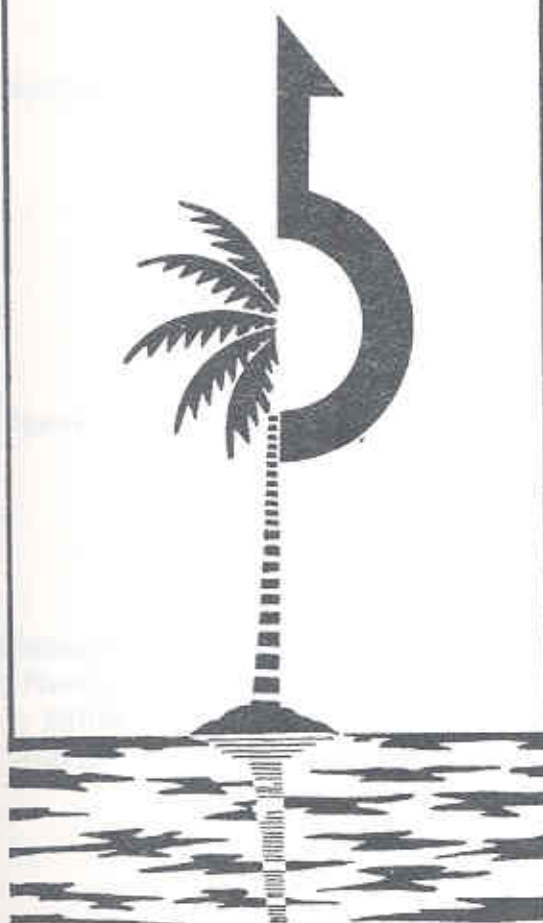
11-13, January 1996

Held at
Seminar Room - Institute of International Relations
The University of the West Indies,
St. Augustine,
Trinidad and Tobago



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CONTENTS:

1. Background to the Symposium
2. Official Opening
3. Summaries of Panel Presentations
4. Rapporteur's Report
5. Concluding Statements
6. Towards A Research Agenda
7. Appendices
 - I - Programme
 - II - Names and Addresses of Presenters
 - III - Members of Planning Committee
 - IV - Statement by ARTOM
 - V - Newspaper Reports

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I. BACKGROUND TO THE SYMPOSIUM:

The re-emergence of the women's movement and the transformations which it has wrought in women's lives over the last three decades has brought the position of men into sharp focus. After years of rejection and resistance to the demands of the women's movement, more and more men are beginning to look deeper into themselves and explore the complex issue of masculinity and manhood and what it has meant to them, other men, women, children and society as a whole. This has given rise to a slowly developing body of literature on men's studies and on masculinity internationality.

In the Caribbean the concern with masculinity has taken on an additional focus. Many persons have been 'buying into' the male marginalisation thesis' as developed by Prof. Errol Miller (1986/1991) to explain what for example has been described by University of the West Indies and University of Guyana Chancellor Sir Shridath Ramphal as "male underachievement" within the region as evidenced by lower male to female ratios in university enrollment.

For its part, the women's movement has hastened to point out that in spite of significant gains made by women in recent decades (gains which run the risk of being lost due to structural adjustment), men are by no means marginalised. Men still have much higher levels of employment throughout the region, are still overwhelmingly represented in senior management and government while women are over-represented among the poor and unemployed. They agree however that transformations in the conceptualization of 'womanness' and 'femaleness' among women, has not been accompanied by similar changes in understandings of 'masculinity' and 'manhood' among men, with dire consequences.

In 1994, the Centre for Gender and Development Studies of the University of the West Indies, identified five areas for research. *The Construction of Caribbean Masculinity* was one of these. In an effort to develop a research agenda, literature searches were carried out at national, regional and international level. With the exception of the two publications of Errol Miller the searches revealed little else. Even the publications of which we were aware e.g. published articles by Barry Chevannes were not listed in the data bases.

This therefore provided the impetus and context for this symposium. It was conceived as a mechanism to bring together scholars in the field of whom the symposium planning committee were aware of and whose collective contribution could assist the committee to put in place a framework for this research agenda.

II. OFFICIAL OPENING:

The Official Opening of the Symposium was hosted by the University Open Lectures Committee and it began promptly at 7.00 p.m. at the International Relations Seminar Room. The response to this event was very rewarding as the room was full with many persons standing or being unable to enter the room.

The programme was very simple. It included a welcome and brief opening address by the Chair of proceedings, Dr. Rhoda Reddock, greetings and remarks on behalf of the UWI Open Lectures Committee, Prof. Selwyn Ryan, the introduction of the guest speaker, by Dr. Paula Morgan, joint lecturer of Gender and Development Studies and the opening lecture which was presented by Professor Gordon Rohlehr.

Keynote Address: The Construction of Caribbean Masculinity: Towards A Research Agenda
Prof. Gordon Rohlehr (A Summary)

Prof. Rohlehr's keynote address began with an overview of what the conference sought to do. It was a question of what Caribbean masculinity is all about, as well as what are the ways to engage in a study of it. In addition, he argued that in beginning to address these questions, the goal of the conference would be to begin to examine how these questions might be asked, what is the data one might look at and what theoretical models already exist.

Using one of the media with which he is most knowledgeable, Rohlehr's paper traced the construction of masculinity in calypso. He chose calypso because he has spent three decades studying calypso and has included a century of recorded commentary that includes "an overwhelmingly male discourse of almost constant war under the sun." He raised an important theoretical question which might be further explored over the course of the symposium; the issue of whether in decoding popular cultural texts, one needs to ascertain to what extent they are representative of society or social values as a whole or solely an artist's whim.

Rohlehr's paper was particularly engaging because of the review of the calypso canon that he gave. He discussed about masculinity as represented in two calypso genres: the boasting/heroic and anti-heroic. Within the boasting genre he discussed the construction of the hero as winning the battle between the sexes, the warrior, the sportsman and the sexual maverick. Themes that enacted this genre and celebrated masculinity included fights, steel pan, women as prize, women as territory, battles over women bodies, and a problematic relationship between sex and violence where relations between the sexes were "martial" instead of "marital".

He also did an equally illustrative section on the anti-hero genre in calypso which portrayed old men as castrated and men of waning sexuality where masculinity is unmasked, often involving a woman who is the cause of the unmasking (ironically so, as she is also a key ingredient in the recipe for hero). Perhaps the most memorable moment of his presentation was the long list of euphemisms for both the male and female genitalia that he included in the calypso canon.

Professor Rohlehr captured the contrasts of power and powerlessness expressed within the calypso and the theme of unmasking and/or effeminisation. Although this characterised the dominant "patriarchal mindset" of the calypso, he identified another genre, the praise songs for the honourable patriarchy, for example - the fatherly songs for tribal leaders such as the late Hon. Dr. Eric Williams, first prime minister of Trinidad and Tobago.

tribal leaders such as the late Hon. Dr. Eric Williams, first prime minister of Trinidad and Tobago. The presentation was extremely well-received and was followed by reception.

III - SUMMARIES OF PANEL PRESENTATIONS

FRIDAY 12, JANUARY 1996

Panel 1: Theoretical Issues in the Conceptualization of Masculinity

Chair - Dr. Eudine Barriteau, Head, Centre for Gender & Development Studies, UWI Cave Hill.

PATRICIA MOHAMMED

"Unmasking Masculinity and Deconstructing Patriarchy: Problems and Possibilities within Feminist Epistemology"

Patricia Mohammed opened her paper with the comment that she thought that Trinidad was a fitting setting for this conference because she said, unlike in other parts of the Caribbean, there has always been a dialogue between men and women. She positioned her paper as a theoretical take on the subject from a "female gaze." She said that masculinity and femininity are defined in relation to one another and constructed over time. She then went on to distinguish between sex which has a biological basis and gender which is differentiated on a social basis, that is our learned gender roles.

In terms of how these are constructed, she said we need to look at how what is assumed as "natural" is transformed over time. In the Caribbean, this becomes particularly clear if one compares colonial representations of the femininity of the white women in opposition to the unfemininity of black women. An important point that she makes is the commonly held ideology that women's gender is rooted in their body whereas for men it is rooted in what they can do. That is, for women, gender is viewed as biologically determined, whereas for men it is socially determined. This is part of what needs to be addressed in order to unmask patriarchy.

Mohammed made the point that feminist theory has been central to the opening of the study of masculinity. In the process of unmasking patriarchy, one must examine relations between men and women, as well as between women and women and men and men, and in the Caribbean setting this means looking at the difference between indenture and slavery and how these institutions in collusion with colonialism served to reshape gender roles that were learned in another land.

MICHAEL KAUFMAN

"A Theoretical Framework for the Study of Men and Masculinities"

Kaufman began by saying that there is a need for a unique Caribbean paradigm to examine masculinities and he noted from the onset, the existence of different masculinities as opposed to a single masculinity. The framework necessarily comes out of feminist theory -- and rightly so as feminism is an exploration of power and inequality of power, of unequal privilege. He made the point that feminist theory shares this with analyses of racism. Moreover, there are vast differences in masculinities based on ethnicity, class, family, etc.

He noted that gender is invisible to most men. Privilege he argued, keeps the terms of one's privilege unknown. In this he alluded to the similarity with racism where the dominant group is often unaware of its own privilege or of the space that it occupies as a group.

His main point was that men have a contradictory experience of power. In spite of the diversity of masculinities, there is a hegemonic masculinity against which all men measure themselves. Most men have a feeling of entitlement to power and if they do not have it in the public sphere, they seek to have it in the private sphere. Most men are terrified about not having power hence the continuous need to prove themselves, for fear of being revealed or unmasked.

Many male responses to feminism, stem from this fear. They are told that they have power, yet they do not see themselves as having power. Rather power is something they must struggle to achieve and demonstrate. He gave the audience an illustrative lesson in "how to smoke like a man," which included things like how to stand, how to hold the cigarette, how to take a drag, how to blow smoke and how to put it out.

MICHAEL KIMMEL

"Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity."

Kimmel opened his paper with a discussion about the invisibility of masculinity. The study of men per se is about men's public roles as historical figures, not about the study of men as men. His three main points were: 1) Men do not see gender as important as women do; 2) Meanings of masculinity vary over time and at any one moment they vary over place; 3) All masculinities are not created equal.

Men do not feel empowered because that is the way masculinity has been defined. Men have the constant need to prove themselves and live in constant fear of being unmasked by other men -- something he calls an "homosocial enactment" where men exist in a state of "cultural homophobia."

Masculinity therefore, he stressed was in many ways a homosocial activity, influenced by the constant evaluation of other men. Masculinity therefore becomes a 'hedge' a cover, which keeps men from being unmasked as frauds i.e. not the real men, they purport to be. There is a need therefore to make masculinity visible by

recognizing 1) its plural character and 2) the homosocial definition of masculinity. In the final analysis, this can contribute towards posing new possibilities of masculinity.

Discussion:

In the discussion that followed Linden Lewis commented on this last point suggesting that it is not so much other men who men fear will unmask them but rather women -- who can unmask men in a single movement or look, suggesting an area where the Caribbean and North American masculinities may differ.

There was also discussion raised by Rhoda Reddock referring to all three papers about the juxtapositioning of the social constructionist arguments and the re-emergence among some feminists of essentialist arguments recognizing some relation between gender differentiation and biological sex, a turn that some feminist theory seems to be taking. In relation to the male gaze at men, Mark Figueroa suggested that one area we must look at which has been ignored is the role of peer groups in the socialization process. His consciousness of the collusion between race and gender was largely shaped by the work of bell hooks.

Panel 2 - Gender Socialization, Educational Performance and the "Male Marginalisation Thesis"

Chair - Dr. David Dolly, Lecturer, Dept of Agricultural Extension, UWI St. Augustine

MARK FIGUEROA

"Male Privileging and Male Academic Performance in Jamaica"

This presentation linked male academic underperformance to gender socialisation practices. Such practices have encouraged male gender privileging and follow an historical tradition in Jamaican society. As a consequence, female dominated professions were relatively low paying and low status with men getting higher pay for the same work. When women do the same jobs as men do, they tend to need higher qualifications. So although women have eroded some privileges a general situation of male privileging still obtains.

This paper further noted that boys and girls were treated differently through the self-fulfilling concept that boys are naturally 'bad' and girls are naturally 'good'. Boys therefore get less exposure to the tests that would build self-discipline, time management skills and a sense of process. They are also exonerated from 'female tasks' which are really 'male and female tasks'. Girls are taken care of twice as long as boys.

All of the above male privileging has led to male academic underperformance. However, the paper suggests the need for more research to understand what precisely is leading boys to become deficient with respect to skills that are increasingly required for survival in the educational system. Research at pre-school and primary school level was particularly mentioned.

The need to reform the dysfunctional and alienating character of the school system was also mentioned. To achieve this a multi-faceted approach was suggested involving the home, community, school and workplace. One specific home-based solution would be to encourage equal sharing of domestic tasks where boys could be incorporated into cooking, cleaning and washing where to some extent they have been marginalised.

Discussion:

In the discussion on the failure of the education system, the author maintained that the 'sit still and listen' philosophy was more suited to the socialisation which girls had received. Additionally the myth of the meritocracy had broken down. The ambitious young males have changed the focal point for their assertiveness and have no more faith that succeeding in school will necessarily result in a good life.

He also noted that economists value only work done in the market and undervaluing of social capital for example work done in child care and domestic labour. This meant that this work is devalued and not encouraging for boys. This had been made worse with structural adjustment policies and the new fundamentalism of the market.

ODETTE PARRY

"Boys will be Boys - Why Caribbean Males Underachieve"

This paper presented the results of a research project carried out under the auspices of the Institute for Social and Economic Research of the University of the West Indies, Mona campus in Jamaica. The project focussed on gender and education in the English-speaking Caribbean. Data were collected between September 1994 and December 1995 from a sample of rural and urban single sex and coeducational schools in Jamaica, Barbados, and St. Vincent and the Grenadines. The group observed were fourth form pupils (14+) of Biology, English and Physics. Ethnographic style interviews were conducted with a sample of 110 head teachers, guidance counsellors, and subject matter teachers.

The study within the context of generally poorer educational performance of boys in secondary schools sought to explore why females are being held responsible for the poor educational performance of boys, why males were perceived as problematic and what accounts for the depiction of 'female as the villain' thesis in the secondary education system.

The study revealed that girls engage in sexual relationships with older men for biological, cultural and financial reasons. Boys of the same age notice this and see this as a challenge to their own masculinity. They therefore reject the lengthy process of traditional avenues to 'get girls' and therefore bypass the education system.

RAPHAEL RAMIREZ

"Masculinity and Power in Puerto Rico"

According to Ramirez, in Harvard University's huge library of anthropological literature about societies around the world he could find absolutely nothing on masculinity. The only thing he could find was work on machismo in Latin American society. In taking this concern to work on masculinity in contemporary Puerto Rico, he found that notions of masculinity are intimately bound up with respect and power.

He introduced the term "subordinated masculinities" as a way to explode the notion of masculinity. Using a Foucauldian framework to discuss power he then took Spanish terminology that is used to categorize individuals - through everyday conversation and slang - to see how these terms carry a gendered ideology. The range of terminology itself served to illustrate the spectrum of masculinities and show how the ideal is rarely achieved, yet all the other terminology is measured against an idealized standard.

This ideal man is active, powerful, macho, successfully supporting households, a sexual maverick, etc. In contrast to this the term "maricon" which means homosexual is always used with the passive voice - he is one who receives rather than gives (like a man) and is therefore not masculine. He argued for the need to look at enactments of masculinity - at the acting "as if empowered" when men in fact rarely feel that they are powerful.

Panel 4 - Violence and Manhood: Cultural or Social

Chair - Ms Sonia Guales, Social Affairs Officer, UNECLAC, Port of Spain Office.

ANAND BIRJU

"Men as Victim and Offender in Criminal Justice in Urban Trinidad"

This presentation was based on the speakers ongoing crime victim study of the St. James area of urban Port of Spain, Trinidad and Tobago. Through the analysis of statistical data and in-depth interviews, information was provided on men as perpetrators but also as victims of violent crimes. What was also interesting about this presentation was the acknowledgement by some men of being victims of sexual offenses but of their reluctance to report these to the relevant authorities. Birju's main findings were that individuals were victims of multiple offenses; but that little attention was given to sexual offenses committed against men; less serious offenses were committed by relatives and non-relatives alike; but more serious offenses were usually committed by non-relatives and no men reported sex crimes to the police. Also, 82.5% of women also do not report crimes against the person. This suggests therefore that despite increased evidence of violent crimes in this society, the majority of these crimes are still not reported.

ULUC JOHNSON

"The Reconstruction of Masculinity: Breaking the Link Between Maleness and Violence"

Johnson referred to the work in which he is currently involved in the Boston area with sub-cultural groups such as gangs. Anger and violence was often the way through which young men (and increasingly young women) responded to insecurity, pain, loss of masculinity. Humour was often used to mask the pain of violence. Gangs were becoming a social support group for the society.

This work involved work with gangs and sub-cultural groups and included peer education programmes, peer leadership groups, conflict resolution training and parenting programmes. From time to time in his presentation he referred to educational and interventionist materials which had been prepared for use in such situations.

Violence was defined as "anything done to hurt someone else or oneself spiritually, physically or financially." He called for a reconstruction of masculinity not only in the Caribbean but in the African diaspora more generally in a way which breaks the link between violence and manhood. He spoke of the subculture of peer groups, an issue which was also referred to by other presenters and the importance of studying this.

He also stressed the socialisation process and using the words - mad - glad - sad - bad, noted the acceptable emotions which boys as opposed to girls were allowed to express. He related this relationship to violence to the experience of slavery and frustration experienced in daily life which is often taken out on those closest to you.

SATURDAY 13, JANUARY

Panel 5 - Class, Ethnicity, Nation and Masculinity

Chair - Mr. Kirk Meighoo, Dept of Sociology, UWI, St. Augustine

HILARY BECKLES

"Black Masculinity in Caribbean Slavery"

Prof. Beckles in his presentation focussed on the important concept of the construction of black masculinity within the context of slavery, control and resistance. One of the crucial issues highlighted was the importance of multiple sites of domination and power as well as the complex interaction between these sites.

Importantly, colonial capitalism, we are reminded, was owned and ruled by white males. Masculinities, then were differentiated and black masculinity in particular was marginalized, subordinated and stigmatised. Prof. Beckles points out that Caribbean slavery was intimately tied to the military defeat of African mainly male warriors by

European male warriors. Within this context of conquering European males and conquered African males, "the possession of power, profits, glory and pleasure was specified a core element in the articulation of masculine ideologies in which black men were negated and relegated to otherness."

There took place a conquest and control of the black male body and at the same time the denial of a mind, in the dichotomized Caribbean context. Black masculinity was "feminized" and "infantilized", the latter illustrated by the idea of the Quashee. White men sought to read, write and imagine subordinated masculinity as timid, passive and submissive. The regular use of violent terror in the process attests to the presence of an irrepressible black masculinity expressed by African thought leaders and warriors.

Black masculinity, then was politicised within a context of white patriarchal ideological representation. Fatherhood was made irrelevant, for example the child of a black mother was born a slave and the child of a white mother was free regardless of the race of the father. This brought in the point of the sexual control of women, in which there was an important competition between white and black men. However white men gave black men a certain amount of space in which they could dominate and exercise violence over black women and practice polygyny. Importantly, Beckles observes, black and white men often share ideological views of masculinity and relations with women. Finally, he illustrates the historical importance of the culture of violence in Caribbean black masculinity, while questioning whether today this culture may be at odds with present social imperatives.

LINDEN LEWIS

"Caribbean Masculinity at the *Fin de Siecle*"

Linden Lewis in his presentation, stressed the idea that at the end of centuries there occurs intensifications of crises, contestations and insecurities. The metaphor of death and childbirth that accompanies these periods leads to a politics of "endism" presently manifested by the great number of analyses which have "post" or "beyond" as part of their titles. He noted further that at the end of the last century in England, the changes from an agricultural to a manufacturing economy, the replacement of human labour by machines exploded the myth of the male breadwinner and prompted a crisis of masculinity on all levels: economic, political, social, psychological; as producer, as power, as role model and as lover. These century-old concerns sound startlingly contemporary today.

Linden Lewis emphasised that we must conceptualize structural determinants when considering masculinity rather than continuing to theorise on an individual or collective level. This is part of the systematic understanding of reality - that is, if men are in crisis and men exist as an integral part of the social system, then of necessity,

women, children, families and civil society must also be in crisis because all exist in systematic interaction. Lewis encourages us to examine the global, regional and national restructuring of production, the external and international pressures on the nation-state (which functions as important terrain for the creation of gendered identities), the crisis of civil society and the historical forces which coalesce around these issues.

Finally Dr. Lewis made the point that the loss of control over women may free men from the limiting aspects of the hegemonic masculinity. Crucial issues which need to be sorted out with great difficulty include masculine ideals, monogamy, male "liming", male responsibilities and male power.

Discussion:

In the discussion the idea was raised that subjectivity and resistance would not be discarded while taking into account the larger structural changes. Generally it was noted that Indo-Caribbean and other ethnic masculinities and class issues were not directly addressed by the papers in this panel. *(Organisers Note : The authors were not asked to prepare papers for any specific theme. Papers were organised into themes after presenters had informed them of their titles.)*

Panel 6 : Popular Culture, Media and Literary Images of Masculinity and Femininity

Chair: Ms Merle Hodge, Novelist and Lecturer, Dept of Language and Linguistics, UWI, St. Augustine.

JEROME TEELUCKSINGH (presenter) and TRACY HACKSHAW (ARTOM)

"M-Y-T-H Spells Media: Mass Media and the Construction of Masculinity and Femininity"

This paper contends that the mass media appropriates the role of the myth in contemporary society. Like myth, the mass media attempts to resolve social contradictions by offering solutions to the essential dilemmas of the human condition; it proves that out of all the alternative solutions, the one offered is the most appropriate; and it celebrates and attempts to maintain the status quo. The mass media (like myth) touches upon all facets of social existence, and as such the mass media is a major force in the construction of identities (especially with reference to gender identities).

It is further argued that the mass media has played and continued to play a special role in the Caribbean. In between colonization (i.e. the trials of slavery, indentureship and forced labour, decolonization and now neo-colonialism) our people have never been allowed to explore, question, experiment with and learn about our very 'real' masculinities and femininities. An examination of the mass-mediated images of masculinity and femininity in Trinidad and Tobago has revealed clearly that the dominant images of masculinity and femininity has failed to translate itself into an adequate praxis for use in the Caribbean.

KENNETH RAMCHAND

"Hello Marcus, Hello Rose: Childhood Reflections in Spite of Adversity"

This paper examined stories by Caribbean women writers - Jean Rhys, Jamaica Kincaid and Olive Senior. Using extracts from these narratives he identified ways in which relationships between males and females and same sex for example mother /daughter relationships of different age groups are constructed by these authors. In some instances, women in these stories are seen as perpetuating the male imaging of the world. In so doing, women are portrayed as both the victims as well as the co-perpetrators of women's oppression.

In his analysis he explored the ways in which childhood femininity is constructed largely by men - as peers, brothers, fathers, relatives or family friends and the need to understand the larger social and economic context which facilitated this. At least one of these stories illustrate quite clearly the ways in which children contribute in socializing each other.

PAULA MORGAN

"Under Women's Eyes: Literary Constructs of Afro-Caribbean Masculinity"

Paula Morgan's paper, also examined how masculinity is constructed by the Anglophone Caribbean female novelist or asks the question "what manner of man..." as she put it, emerges in the writing of these women. The dominant image portrayed in African Caribbean and African-American women's fiction, is that male/female relationships are problematic and inherently unfair to women.

The paper takes a closer view of Olive Senior's "Country of the One-Eyed God", Merle Hodge's *For the Life of Laetitia* and Paule Marshall's *Brown Girl Brown Stones*, portrayal of male characters and poses the questions - "Does gender create an alien and alienating barrier which cannot be breached? Are the portrayals of men merely superficial, displaying no in-depth understanding of the inner feeling of what it means to be a man? Do differences in gender and for that matter race, class and sexual orientation create islands of imaginations which limit their understanding of the Other except through stereotypes or external portraits with varying degrees of accuracy?

The author argues that while there are female-authored Caribbean fictions which portray men in unfavourable stereotypical profiles, the fictions examined in this paper do not support the assumption that gender is an alienating barrier which cannot be breached. For example even when the portrayal of the male character is negative as in Senior's "Country of the One - Eyed God", there is a sympathetic and compassionate identification with a criminal who brutally murders his grandmother in cold blood.

Hodge's portrayal of men in her latest novel *For the Life of Laetitia* which is explored in detail in this paper, is seen as an effort to recuperate the vilified working-class African male. She decentres the potentially problematic dimensions of male-female expectations and aspirations, in the interest of displaying within the family network what Jennifer Rahim terms "a manhood stripped of chauvinism". By deconstructing negative stereotypes of the sexually irresponsible, economically impotent African-Caribbean man, Morgan suggests, Hodge alerts the reading public to alternative submerged paradigms of manhood which have hitherto remained obscure.

Paule Marshall in her work also engages this stereotype but with such sensitivity that one comes to understand this manner of man with all his endearing qualities, weaknesses and frailty.

STEVE OUDITT and CHRIS COZIER

"Visual Representations of Masculinity in the Work of Two Contemporary Trinidadian Artists."

The visual artists' presentations were an important contribution because they were simultaneously critiquing while representing symbols and instruments of masculinity.

Perhaps the most powerful piece by Steve Ouditt was his "three p's:" priest, politician and policeman as a way to symbolize masculine representations that structure society and embody power. In addition, the importance of Ouditt's work is that it brought in the questions of ethnic, class and religious difference in his representations of masculinity -- whether these were uses of images of the crucifix, Hosay celebrations or the big-toothed bureaucrat.

Chris Cozier very clearly showed instruments of masculinity and power in his discussion of his works: blue soap, the tamarind rod and the shirt jack. He showed how taking everyday objects out of their context and examining them through a gendered lens one can see them in a new way and begin to disentangle their gendered significance. For instance -- the very ordinary shirt jack, when placed on a hanger against a white wall, brings into relief an historical era, historical figures, political movements and figures and stands as a masculine symbol of power or the challenge of traditional symbols of male power. One crucial aspect of Cozier's work is that his visual and performance pieces leave a space for interaction so that the audience/on-looker becomes an accomplice in representing and deconstructing the instruments/representations of power that he has singled out.

CLOSING SESSION - Toward a Research Agenda

IV -RAPPORTEUR'S REPORT - Dr. Keith Nurse

The conference brought together a number of academics, practitioners and policy makers to address the issue of Caribbean masculinity. The objectives were to shed some light on how masculinity is constructed and to identify the implications that emerge as a consequence. The organizers hoped that the insights and perspectives

shared would be useful as a basis for establishing a research agenda. In many ways this was achieved and even surpassed. However, it was generally accepted that this is only the first step, albeit a good one, in what is likely to be a long journey.

The first issue that was put on the table is the one that Michael Kaufman articulated: what theoretical paradigm should we adopt in studying men and masculinity? Kaufman asserted that a useful place to start may be with a feminist paradigm. He argued that a feminist paradigm offered a gendered analysis of power and the inequality between the sexes. For example, he argued that the sexes experienced differences in privilege: "women tend to have a double work day with family responsibilities while men generally have higher levels of power, freedom and choice in the world of work." He referred to these as "gendered spaces". He added that we have to look at the lived realities of people so as to fully appreciate how they experience their constructed or socialized roles. He argued further that gender construction was the real source of difference between the sexes and not biological difference. In essence, he was arguing that there is nothing predetermined in the way men and women behave.

Kaufman then went on to give the example of his walk in the park on a nice autumn day in Toronto. He juxtaposed his experience with that of a woman to illustrate how spaces can be gendered: i.e. how experiences, expectations and fears are differentiated between the sexes. According to Kaufman, women tend to face a higher risk in public spaces like a park. He related this to the structural or systemic nature of gender oppression.

This was an interesting insight into how complex yet how simple gender constructions are. Kaufman's feminist paradigm presents us with a useful point of entry, however, there emerged from the discussion a feeling that this approach needed further elaboration, particularly in the Caribbean context. There was a call for a composite picture of our lived realities. In this regard, Kimmel's use of the nursery rhyme "mirror, mirror on the wall" helped to unravel the problem a bit more. He stated that "when a white woman looks into the mirror she sees a woman, when a black woman looks into the same mirror she sees a black woman, and when a white man looks into the mirror he sees a human being."

The concept of the "talking mirror," which Kimmel borrowed from bell hooks, a leading cultural critic¹, illustrates how modes of representation and social constructions based on gender, race or sexuality can be internalized by the subject and lead to behaviour modification. The importance of representation in our discussion of masculinity is the way in which it allows the hegemon to define the "other" and how the "other" becomes trapped in the

¹ Kimmel stated that he got this concept of the "talking mirror" from a seminar discussion with bell hooks. bell hooks, in her book Art on My Mind: Visual Politics (New York: New Press, 1995): 77, features artist Carrie Mae Weems work "Mirror/Mirror." Weems parodies the nursery rhyme: "Looking into the mirror, the black woman asked, "Mirror, mirror on the wall, who's the finest of them all?" The mirror says, "Snow White, you black bitch, and don't you forget it.""

hegemonic gaze and their own self-identity. The problem of race and representation is of particular relevance to the Caribbean because according to Fanon, the colonised is "forever in combat with his own image."² Beckles argues similarly that "black masculinity was marginalised, subordinated and stigmatised." As such, it is somewhat erroneous to talk about one masculinity. Instead, we should be talking about masculinities because the concept of masculinity needs to be differentiated by race and class, as well as by sexual orientation, historical conjuncture and the cultural context.

In effect, the above discourse illustrates how sexism, racism and classism intersect in the social construction of femininities and masculinities. This suggests that a purely gendered theoretical framework is not sufficient to the task. And it is not just that we are trying to explain a Caribbean specificity. The view was that while a feminist approach is useful we need to incorporate other forms of oppression like racism and classism for they are not separate and apart.

Kimmel deepened the analysis when he argued that the epitome of manhood was the white male, heterosexual, middle class, executive-type, university educated, physically fit, married with nuclear family. This is the hegemonic conception of western masculinity which all men - irrespective of age, class, race, sexual orientation or cultural background - are measured by. These ideals may not be identical but tend to be proximate in the Caribbean context because of the history of western colonialism and cultural imperialism. Thus, any man failing to live up to these criteria is deemed to be less than complete by the dominant culture. Here the white male is constructed as an ideal for all "others" to emulate. The irony though, is that the eurocentric ideal is a myth because so few men qualify under these criteria. As well, it is that this ideal is unattainable and undesirable for so many.

This is the contradiction in the dominant construction of masculinity. Most men are not as powerful as they are made out to be. The problem, however, is that they have been socialized to see male power as an entitlement. Indeed, as Kaufman stated "most men are terrified about not having power hence the continuous need to prove oneself, for fear of being revealed or unmasked." This analysis is reinforced by Kimmel's comment that male power, privilege, status and access to women are determined and measured by the length of a man's CV rather than the length of his penis suggesting that it is economic and material power rather than physical prowess that is important in the masculinity game. Phallocentrism (the power associated with the erect penis) is therefore brought into question by men's contradictory experience. Hence, men live in constant fear of being perceived as effeminate, a sissy or a 'sofman' by other men and particularly by women. The fear of being unmasked may be viewed as the basis for homophobia, the backlash against feminism, male-on-male violence and violence against women. Ramirez' paper on masculinity and power in Puerto Rico illustrated how male powerlessness is manifested. He introduced the term "subordinated masculinities" to deconstruct the hegemonic notion of masculinity.

2 Frantz Fanon, Black Skin, White Masks (New York: Grove Press, 1967): 194.

Thus, the white male ideal/myth tends to serve a politico/cultural purpose. The white male is positioned at the apex of the pyramid of social hierarchy. All others are subordinate, including women and children. Additionally, the white male experience is constructed as a universal one. The essence of this view is that the white male is conceptualized as the role model for all times, all places and all peoples. Thus the white male is not just respected but revered and worshipped. For the "others", especially those that see themselves as inadequate, it instils a desire to "catch-up" or "follow the leader." Fear, guilt and the promise of pleasure combine together to act as the driving motors in sustaining and perpetuating the ideal, the hierarchy and the myth.

This hegemonic discourse on masculinity is premised on the constructed superiority of:

- Males over females, hence sexism and patriarchy
- Heterosexuality over homosexuality, hence homophobia
- Europeans over non-Europeans, hence racism
- Western culture over others, hence eurocentrism and imperialism

The question that emerges from this theoretical framework is how is gender, race and class oppression reproduced over time and space. Ramirez and Lewis brought this issue to the table by talking about "structural power" in reference to Foucault. Foucault talks about the relationship between knowledge and power. It is all about how we know ourselves and others. Pat Mohammed, for example, illustrated the dialectic of gender: "for women, gender is rooted in their bodies whereas for men it is rooted in what they can do," for example, hunter, warrior, bread winner, sexual maverick). This in part explains the sexual division of labour. But it goes further than this because in many respects the same ideology is applied to non-white males. For instance, during the slave period in Trinidad, the white men from the French planter class, in celebrating carnival - thereby playing out their fears and fantasies - would pretend to be "negre jardin" (garden niggers or field slaves) based on the "beliefs that the slaves were childish, sensuous, hedonistic, and the planters were responsible, serious and civilised."³ This analysis is borne out by Beckles who argued that black masculinity was "feminized" and "infantilized" by slaveowners through the use of the term "Quashee" to characterise submission, passivity, emasculation and impotence. Artist Steve Ouditt updated this image in his reference to "Ralph," your typical politically neutral, middle-class aspirant, who is everything to everybody.

But there is more to this story. The racialisation of masculinities is intimately associated with its sexualisation. The above example of the French planters masquerading as slaves is not just premised on racism. It is also built on a sexualized representation of the African male body. The black male body has been portrayed historically as one suffering from "libidinal excess and open to predatory behaviour."⁴ The African male is therefore portrayed

3 Kim Johnson, "Introduction," in Trinidad Carnival (Port of Spain: Paria Publishing, 1988): xiii.

4 See Cornel West, Race Matters (Boston: Beacon Press, 1993): 83.

as animalistic, deviant and dangerous. Cornel West explains that "white fear of black sexuality is a basic ingredient of white racism."⁵ This mode of representation, which has been fed into the mass media, popular culture and the academic discourse, serves to validate white male hegemony and black male subordination. However, it is not just restricted to the white and black subjects. Other ethnic groups, like East Indians, Chinese and the indigenous peoples have been subject to modes of misrepresentation but they are less documented. This analysis highlights the importance of bringing the body and sexuality into the discourse on the construction of Caribbean masculinities.⁶

We are still to unravel the problem of how race, gender and class oppression are reproduced from one historical period to another. Here I think we have to draw on Fanon's psycho-analytical thesis on internalized oppression (i.e. self colonisation, self-contempt, self-hatred). According to Fanon, "the most powerful tool in the hands of the oppressor is the minds of the oppressed."⁷ This suggests that the oppressed can unwittingly play a complicit role in their own oppression. Similarly, Wallerstein argues that:

Racism has served as an overall ideology justifying inequality. But it has been much more. It has served to socialize groups into their own role in the economy... Racism, just like sexism, functioned as a self-suppressive ideology, fashioning expectations and limiting them.⁸

The above argument helps to illustrate how the ideologies of sexism, racism, homophobia, eurocentrism and imperialism could be socially determining by being "self-suppressive". It is that such a cultural construction can enable the oppressor and further disable the oppressed.

It is being increasingly realised that discursive practices are an essential component of the globalising processes of the modern world-system, of which the Caribbean is the oldest sphere of Western overseas colonial expansion. In the past the institutions that perpetuated these social/cultural constructions were, according to Professor Rohlehr, the church, the school and the plantation. One of the images presented by artist Chris Cozier evoked similar sentiments. It showed a somewhat fascist image of elite masculinity. The piece was entitled "Priest, Police, Politician". The presentations by Teelucksingh & Hackshaw added that today there are additional

5 West (1993): 86.

6 For an in-depth treatment of this subject see Caroline Allen, "Caribbean Bodies: Gender and Race in Representation and Practice," paper presented at the Centre for Gender and Development Studies, UWI, St. Augustine, April 1996.

7 . This is the general thesis of Fanon in Black Skin, White Mask.

8 Immanuel Wallerstein, Historical Capitalism (London: Verso, 1983): 79.

institutions like the media, the state, the market and peer culture that play a role in socializing male culture. However, in both the new and old institutions there appears to be a continuity, particularly in regards to how they perpetuate a hegemonic conception of masculinity and misrepresent other masculinities. At one level it is the seduction of the "subordinated masculinities" through representations of beauty, success and progress. At another level it is about complicity on the part of the "subordinated masculinities".

In the panel on "Gender Socialization and Educational Performance" what is striking in Figueroa's and Parry's presentation is not how girls are advancing in relation to boys, but how these boys are reading the signals of the labour market and opting out of the process, but only marginally so. Lewis argued that the process of global economic restructuring and the negative impact that it is having on Caribbean economies in terms of male employment has brought the myth of the male breadwinner into question. Traditional male sectors of the economy such as manufacturing have either disappeared or have faced reduced wage rates and have become dominated by female workers. Figueroa argued that young male underachievement can be partly explained by the fact that female socialization has become better suited to the emerging world of work. Parry also explained that boys are bypassing traditional avenues for social advancement (e.g. the education system) because they have little currency in terms of facilitating access to girls. The prevalence of female school teachers has also evoked a homophobic response from boys.

The latter raises the issue of resistance as it relates to Caribbean masculinities. For example, it is suggested by some cultural critics that the subordinate masculinity of black men when involved in some form of resistance often gets trapped in the co-optive strategies of western materialism and patriarchy.⁹ One only has to note the lyrical content of dancehall music. If you listen to the dancehall artists, they portray a life of materialism and machismo. Many a song makes reference to guns, cellular phones and Lexus cars as symbolic representations of power, status and phallic extensions (read phallocentrism). The same seems to apply to Calypsos according to Rohlehr where the objectification and subordination of women is a means by which men are able to sustain the mask of male prowess. Some care needs to be taken in a too literal interpretation of Caribbean popular culture because of the function of metaphor and role playing (e.g. double entendre) in masking this form of resistance from the colonial and neo-colonial authorities.¹⁰

But there is an additional twist to it all. As men internalize their gender oppression they tend to externalize it onto those most vulnerable. For the African-Caribbean man it is the African-Caribbean woman; for the Indo-Caribbean woman it is the Indo-Caribbean woman; and for the white man it is everybody else. The violence that we associate with masculinity is thus bound up in a whole host of other associations and processes. Johnson's

9 See Hooks, *Art on my Mind: Visual Politics* (New York: New Press, 1995): 202-212.

10 For the development of this argument see Carolyn Cooper, "'Lyrical Gun': Metaphor and Role Playing in Jamaican Dancehall Culture," *Massachusetts Review* Vol xxxv, Nos 3&4: 429-447.

analysis of how violence is constructed in masculinity suggests that there is this multi-layered context. He talked about institutionalized violence and about how most crimes are intra-racial and within the family (e.g. Black on Black crime in the USA). Birju, on the other hand, illustrates that women are more likely to be attacked in a violent way in the home, the private sphere, by some man that they know.

I would like to conclude by making the point that based on the evidence put forward at the symposium it is evident that the hegemonic conception of masculinity is in crisis, not just in the Caribbean, but almost everywhere. In that sense it should be viewed as part of a global problematique. The crisis of masculinity differs from other crises in that it remains invisible to men as a collective. As such it has generated little internal debate. This is somewhat understandable because the dominant notions of masculinity are one of the pillars upon which modernity and capitalism rest. The traditional sphere of male privilege, power and status blinds men to their own gender oppression and its implications for society.

Consequently, the unmasking of masculinity and the deconstructing of patriarchy should be seen as part of the larger political project to humanize global society. This is a process that is unfolding right before our eyes. However, men are not in charge of it. This is because men hardly ever view themselves as a gender or subject to gender exploitation.

The crisis of masculinity has evoked a political response and backlash from powerful elite men. All of the recent discourse about family values, male marginalisation, single-headed households, homosexuality and sexual promiscuity are means of disciplining the marginalised groups of women and men as they seek to refashion their roles in society. The threat is really now being felt by the professional class of men as the workplace shifts to the new tides of the world economy (e.g. services). This is the essence of the political struggle that men and women will face in the process of deconstructing both masculinity and femininity.

V - CONCLUDING STATEMENTS: IDENTIFICATION OF RESEARCH THEMES AND POSSIBLE PROGRAMMES

Fudine Barriteau, Head of the Centre for Gender and Development Studies at Cave Hill Campus, UWI, Barbados

Barriteau began by expressing her thanks to the visual artists whose presentation deconstructed masculinity. In particular she found the painting by Ouditt with the three p's: politician, policeman and priest particularly relevant as it is these three individuals who police power within our society via control over the state, home and our souls.

Her three points for the formulation of a research agenda are as follows: 1) The need to unpack the contents of the baggage of masculinity (without judging the moral implications of these) whether this is the propensity

toward violence, men as bread-winners, men as heterosexual or how to be a man among men. Defining masculinity against femininity is dangerous. In the Caribbean, women have begun to invade the concepts of what has been defined as masculine. Women too are bread-winners and are violent and aggressive. We need to then look at a definition of masculinity and femininity that moves away from an opposition of the two.

2) Need to explore the issue raised by Linden Lewis that women are used in an instrumental manner, as tools to carve out what it means to be masculine. They are seen as a product to be consumed by other men and this is how

women are viewed in the eyes of other men and in this framework women are passive on-lookers rather than participants. With the growth of more women as heads of households how does this influence the construction of masculinity. We need to explode the notion of the assumed pairing of masculinity and power.

3) The approach to the study of masculinity cannot be motivated by a compensatory defensive project and the early discussion of the male marginalization thesis sounds just like that which is an insult to both men and women.

4) There are two dimensions of gender studies. One is the study of gender ideology which is the construction of masculinity and femininity -- what are the social roles, and how these are enacted, etc. The second is the material aspects of gender and this is addressed as how men and women access and allocate resources. The conference has focused on the former and this is largely why discussions of the market have been absent -- but they need not be and this kind of work is being done by the Centre for Gender and Development Studies.

Michael Kimmel, Professor of Sociology and Anthropology, SUNY at Stony Brook

The themes that continued throughout the conference were those of variety and cohesion. On the one hand we can float rather effortlessly toward categories -- gender after all is about classification. On the other hand, to go against the stream we can talk about difference and the specificities of masculinities. These are not categories but rather about relations of power. These were essentialism versus constructionism, historical evolution of masculinity, and representation.

Kimmel then divided his discussion between things that we know and things that we need to know. The things that we know after the conference include: an analysis of gender lends new symbolic resonance to every day events/objects, for example a discussion of blue soap or tamarind rod within the context of a discussion of gender evokes new meanings because power enters the discussion. A discussion of gender makes clear an analysis of social structure in terms of power. He reminds us that gender ideology is institutionally reproduced within sites such as media and education, and the expressions of gender are also enactments -- enactments such as sexuality, violence and perhaps sports talk. Also, finally, gender ideology is historically variable, whereby man is opposite to women is an historically emergent phenomenon, for instance, in the 1800s the distinction was between manhood and childhood, not manhood vs. womanhood as it became in the 1900s.

The things we need to know are what are the particular constructions of different situations of Caribbean men. What are the differences articulated by different positions on different islands and differing colonial experiences. What are the different constructions of ideal masculinity and experiences of masculinity. There is a constant negotiation between phenomenology of gender, of experience and ideal construction of what is normative. For instance as Ramirez showed us most men are not in power but they "act as if." In this way one can begin to see masculinity as a performance or enactment -- especially if one wants to develop strategies of intervention. We must be clear that there is a distinction between experience and ideal images. At any time there is also a multiplicity of possible interpretations that carry multiple meanings of resistance and subordination, as Rohlehr showed. We must get specific and not be blind to patterns.

Political theory, Kimmel said, has framed a discussion of equality and difference within a discussion of sameness beginning with Locke. However, difference is inherently unequal: based on talent, motivation and outcome. The political projects of anti-racism and feminist scholars have shown how to theorize difference in the context of equality. It can only be done by those who experience the sameness of equality as a fiction. Can we not theorize equality within a context that embraces, acknowledges and celebrates the differences we embody.

Father Clyde Harvey, Roman Catholic Priest, Maloney Parish, North-east Trinidad

Harvey questioned whether if we are looking for a research agenda, whether the Centre for Gender and Development Studies is the appropriate agency. He said that it is the perception of males that the Centre is the domain of feminists and this may not be conducive to attracting research on masculinity. Father Harvey said women's entrance into previously male dominated fields as doctors and lawyers has for example created a new set of issues. For instance, a pediatrician now conjures up an image of a woman with a needle for young boys and we might begin to wonder what effect this has on society.

In addition, the notion of "construction" suggests a judgement that there is a problem with masculinity that necessarily needs to be reinvented. This offends certain people who might otherwise have a contribution. Men need to reexamine patriarchy and decide whether or not there is anything good in it.

Third, he said there was a distinct absence of the Indian male in the discussions. One of the issues that would need to be discussed in terms of Indian masculinity is the relation to Indian women and the threat she is becoming to the Indian male.

Other issues that might be explored are the movement of professional black men into Orisha worship; Sexuality and the need to open up the discussion of sexuality to non-Western traditions which focus solely on the penis and penetration for example he said that we need to also look at how Ram and Sita become central figures in constructing gender roles for Hindus.

In reference to papers, Father Harvey said that there were two issues for the male slave and that was work and women. He said that in contemporary times men find their identity and purpose through work and more and more are opting out of relationships. He also wanted to underline the importance of Figueroa's point about peer socialization.

Pat Mohammed, Head, Centre for Gender and Development Studies, UWI, Mona Campus, Jamaica

The conference has come out of over 20 years of work within the women's movement here in Trinidad. It is time now for men to be willing to do what women did in terms of creating a movement and doing work such as consciousness-raising. Caribbean feminist scholarship and activism has never been self-serving but has always situated itself within the context of race, class and gender as it developed within the region.

She also noted the need to locate the Indo-Caribbean masculinity within the Caribbean context as well and to trace its emergence through history and into contemporary time - alongside African-Caribbean men, the recognition and celebration of difference.

But as an 'ageing feminist' she wanted to see what the new generation was working at and she could feel through the work of Steve Ouditt and Chris Cozier a new generation who may not be as divided by race and gender the way her generation was because of our inherited histories. Finally the dissonance between what we do, how we act must be consciously part of the ongoing agenda for change i.e. we must translate words into action.

Closing Statement by Rhoda Reddock, Head, Centre for Gender and Development Studies, St. Augustine.

The aim of this symposium was not to "construct" masculinity, but rather to construct a research agenda that would work toward an intervention. This research agenda although initiated by the CGDS is not for the CGDS only but for other departments of the University of the West Indies as well as other agencies. To facilitate this the planning committee for this symposium included representatives from the departments of Sociology, Economics, Agriculture and English as well as from the group ARTOM, the Association for the Re-orientation and Transformation of Masculinity.

The conference successfully brought together a wide cross-section of persons from various sectors including education, community organisations, government departments such as the Women's Affairs Division and the Ministry of Youth and Sports, media personnel and representatives of religious organisations.

The aim of this exercise was of course to produce a research agenda but it was also important to identify interventionist strategies both at this point and later which would improve the quality of life of women and men in our region.

VI - TOWARDS A RESEARCH AGENDA (A Summary of Themes and Approaches)

I - The Construction of Caribbean Masculinities: Theoretical and Conceptual Considerations

Themes:

- The institutional reproduction of gender relations.
- The deconstruction of power and powerlessness.
- Re-thinking essentialism and social constructionism in understanding masculinity and femininity.
- The Emergence of Caribbean patriarchies - historical explorations.
- Theorizing difference in a context of equality.
- Feminism and the understanding of masculinity.

II - Understanding masculinities and male identities in the Caribbean

Themes:

- Caribbean masculinities - diversities of ethnicity, nationality, class, religion, age etc.
- Men's relationship to other men including inter-ethnic relationships.
- Age and the changing experience of masculinity.
- Sexuality and male identity.
- Male bonding in the Caribbean - the lime, the gang, the posse, sports and sports talk, boys games.
- Gendered spaces.
- Internalised oppression and understanding self.
- Performance and enactment in male identity.
- Representations of images of masculinity and the contrast with the reality.

- Fatherhood and male identity.
- Alternative ways of expressing sex/gender identity.
- Exploring the experiences of "the new man".

III - Childhood Cultures and sub-cultures

Themes:

- Peer socialisation.
- Education and gender socialisation.
- Social change and the 'feminisation of education'.
- Curriculum responses to gender differences.
- Differential parent-school relations for boys and girls.

Approaches:

- A quasi-experimental longitudinal study of young females and males through their school life and life cycle.
- A historical and dynamic analysis of changes in educational performance over time exploring how each sex responds to changes in society e.g. emancipation, post-World War II, independence, structural adjustment etc. How have these changes meant different things for women and for men and how they react to social change.
- A synthesis between research on education and gender socialization.
- An international comparative analysis.

IV - Work and Male Identity

Themes:

- The meaning of work in men's eyes (paid and unpaid work).
- Male techniques of advancing in the workplace.
- The protective and military services.
- Assumptions of masculinity and femininity in the laws and legal system.

Approaches:

- A historical study of transformations in the sexual division of labour over time and of definitions of 'men's work' and 'women's work'.

V - Male Violence and Aggression

- Gang violence - male and female.
- Violence and sexuality.
- Child Sexual abuse - comparative analysis of male and female
- Inter-ethnic male violence.
- Religious justification for male violence.
- Sex crimes against adult males.
- Violence and modes of resistance.
- The reproduction of a culture of violence - media violence, school violence, family violence.
- Male violence and its relationship to criminality.

Approaches:

- A study of violence against women in historical perspective from slavery and indentureship to the present.

VI - Art and Literary Explorations of Masculinity and Femininity

Themes:

- The construction of childhood masculinity and femininity in the writings of men and women.
- Gender identities as projected by male and female writers.
- Gendered images in contemporary and historical art.
- Violence in the youth musical and artistic sub-culture.
- Representations of masculinity and femininity in popular culture.
- Transformative representations of masculinity in art and popular culture.

VII - Sexuality and Manhood

Themes:

- Gender-based myths, beliefs and behaviours related to sexuality e.g. oral sex, masturbation, women's and men's sexuality and sexual pleasure, etc.
- Male understanding of female and male physiology.
- Sex and alcohol and other forms of substance abuse.
- Attitudes to age and sexuality.
- Male and female childhood and teenage sexual behaviours.
- Inter-ethnic sexual relationships.
- Homosexuality and male identity.

Dr. Ulric Johnson - "The Reconstruction of Masculinity: Breaking the Link Between Maleness & Violence"

Saturday 13, January

am

9.00-10.30

PANEL V - CLASS, ETHNICITY, NATION AND MASCULINITY

Chair - Mr. Kirk Meighoo

Presenters:

Dr. Hilary Beckles - "Black Masculinity in Caribbean Slavery"

Dr. Linden Lewis : Caribbean Masculinity at the Fin de Siecle."

10.30-10.45

**** COFFEE BREAK ****

10.45-1.00

PANEL VI - POPULAR CULTURE, MEDIA AND LITERARY IMAGES OF MASCULINITY AND FEMININITY

Chair - Ms Merle Hodge

Presenters:

Messrs. Jerome Teelucksingh & Tracy Hackshaw - "M-Y- T-H

Spells MEDIA: Mass Media and the Construction of Masculinity and Femininity"

Prof. Kenneth Ramchand - "Hello Marcus: Hello Rose: Childhood Reflections in spite of Adversity."

Dr. Paula Morgan - "Under Women's Eyes :Literary Constructs of Afro-Caribbean Masculinity"

Messrs. Steve Oudit & Chris Cozier - "Visual Representations of Masculinity in the Work of Two Contemporary Trinidadian Artists"

APPENDICES

THE UNIVERSITY OF THE WEST INDIES
CENTRE FOR GENDER & DEVELOPMENT STUDIES
(ST. AUGUSTINE)

THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS A RESEARCH
AGENDA - A SYMPOSIUM

Thursday 11 - Saturday 13, January, 1996

Thursday 11 January

pm

5.00 - 6.45

Registration & Collection of Material

7.00

FORMAL OPENING AND KEYNOTE
ADDRESS "The Construction of Caribbean Masculinity:
Towards A Research Agenda"
Professor Gordon Rohlehr

Chair - Dr. Rhoda Reddock.

Opening Reception

Friday 12 January

am

9.00 - 10.45

PANEL I THEORETICAL ISSUES IN THE
CONCEPTUALIZATION OF MASCULINITY

Chair - Dr. Eudine Barriteau

Presenters

Dr. Patricia Mohammed - "Understanding Masculinity
and Deconstructing Patriarchy"

Dr. Michael Kaufman - "A Theoretical Framework for
the Study of Men and Masculinities"

Prof. Michael Kimmel - "Masculinity As Homophobia:
Fear, Shame and Silence in the Construction of Gender
Identity"

10.45 - 11.00

**** BREAK ****

11.00 - 12.30 pm

PANEL II GENDER SOCIALIZATION,
EDUCATIONAL PERFORMANCE AND
THE "MALE MARGINALIZATION
THESIS"

Chair - Dr. David Dolly

Presenters

Dr. Mark Figueroa - "Male Privileging and Male
Academic Performance in Jamaica"

Dr. Odette Parry - "Boys Will be Boys - Why Caribbean
Males Underachieve"

1.00 -2.00

**** LUNCH ****

PM

2.00-3.30

PANEL III - SEXUALITY IN THE DEFINITION
OF MANHOOD AND MASCULINITY

Chair - Dr. Keith Nurse

Presenters:

Dr. Everold Hosein - "Caribbean Men: Sexual
Pleasure and Sexual Health."

Dr. Rafael Ramirez - "Masculinity and Power in
Puerto Rico"

3.30-3.45

**** BREAK ****

3.45-5.30

PANEL IV - VIOLENCE AND MANHOOD:
NATURAL, CULTURAL OR SOCIAL

Chair - Ms Sonia Cuares

Presenters:

Mr. Anand Birju - "Men as victim and offender in
Criminal Justice in urban Trinidad."

1.00-2.00

**** LUNCH ****

2.00-4.30

Towards a Research Agenda

- Chair - Dr. Rhoda Reddock

- Rapporteurs Report - Dr. Keith Nurse

- Identification of Research Themes and Possible Programmes.

Panel - Dr. Eudine Barriteau

- Prof. Michael Kimmel

- Fr. Clyde Harvey.

- Dr. Patricia Mohammed

Appendix II

THE SYMPOSIUM ON THE CONSTRUCTION OF CARIBBEAN MASCULINITY : TOWARDS A RESEARCH AGENDA 11th - 13th January 1996,

LIST OF NAMES AND ADDRESSES OF PARTICIPANTS

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David Dolly	Lecturer, Department of Agricultural Extension
Tracy Hackshaw	Member of ARTOM, Student, Department of Sociology
Kirk Meighoo	Asst. Lecturer, Department of Sociology
Paula Morgan	Lecturer, Department of Literatures in English
Keith Nurse	Lecturer, Department of Government
Rhoda Reddock	Head/Senior Lecturer, Centre for Gender and Development Studies
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Germaine Arthur

Sharmaine Elbourne

THE ASSOCIATION FOR THE REDIENTATION & TRANSFORMATION OF MASCULINITY

A R T O M

c/o The University of the West Indies
Centre for Gender and Development Studies
(St. Augustine)

INTRODUCTORY STATEMENT

Within recent years in Trinidad and Tobago, there has been a further deterioration of both the image and reality of the male specie. Contributory to this have been the increased pressures of modern social, economic, political and psychological conditions. It is plainly obvious that the existing praxis of masculinity has failed to adequately address the social problems that face us all. The existing praxis cannot fully perceive the magnitude and dimension of the challenges posed by the postmodern condition.

The inadequacies of existing structured of masculinity and femininity have become increasingly apparent as our society generates increasing cases of spousal murders, domestic violence, child abuse, crimes of passion, sexual harassment and rape. Additionally, the rapid spread of the HIV virus (which is in itself indicative of societal patterns of behaviour) and the accompanying attitude of denial makes a clear case for some form of focused attention on the important issue of male sexual behaviour.

Not surprisingly, the worldwide activism of the women's movement has brought into sharp focus the acute division of labour within both the private and public spheres. This has resulted in the development of more conscious and articulate women, who vociferously demand that males take a larger share of their double burden.

There is therefore a dire need for the reorientation/reconstruction (certainly the transformation) of masculinity in order to cope with the increased social, emotional and psychological burdens of the male-at-large in our society. How else can the male challenge the present condition of life, a life which is shared by two distinct gender groups?

In this context, the **Association for the Reorientation & Transformation Of Masculinity (ARTOM)** hopes to go some way toward re-examining the stereotypes of masculinity, improving gender relations, and producing more acceptable role models. It seeks to challenge - and eventually to change - the existing praxis of masculinity in Trinidad and Tobago.

ARTOM will operate under the aegis of the University of the West Indies' (St. Augustine) Centre for Gender and Development Studies, and as such will seek both to formulate an appropriate research agenda and mobilize at the grassroots level.

ARTOM intends to network with other NGOs both nationally and internationally, and to this end has successfully established preliminary contact with the Jamaican group, **Fathers Incorporated**. While ARTOM is initially mobilizing at the level of the St. Augustine Campus, it is our expressed intention to make this a national effort in the not too distant future.

Membership in ARTOM is open to anyone male OR female, interested in working towards improving the current state of gender relations, and by extension, transforming the existing praxis of masculinity. We will greatly appreciate your ideas, suggestions, comments, views and criticisms, which should go a long way in assisting this organisation create what we hope to be a safer, better future for all.

Newspaper Clipping

Newsday 8th January, 1996, page 7

Newsday, 13th January, 1996, pages 4 & 5

Saturday Guardian, 13th January, 1996, page

Sunday Express, 14th January, 1996, page 4

Sunday Mirror, 21st January, 1996, page 24

Sunday Guardian 28th January, 1996, pages 8

Gender studies symposium

THE UWI Centre for Gender and Development Studies will hold a symposium on the Construction of Caribbean Masculinity from Thursday to Saturday. Venue is the Institute of International Relations.

It will look at male marginalisation, gender socialisation and education, popular culture, sexuality, violence and manhood, theoretical issues, class,

ethnicity, nation and masculinity.

Regional and international scholars will present, including Dr Michael Kaufman, Dr Michael Kimmel, Anand Birju, Dr Patricia Mohammed, Dr Paula Morgan, Dr Odette Parry, Professor Kenneth Ramchand, Dr Everald Hosein, Dr Mark Figueroa, Dr Hilary Beckles, Dr Ulric Johnson and Dr Linden Lewis.

Newsday, 13th January, 1996, page 4.

Professor Rohlehr: 'Sissy' fear can cause murder

By NEWSDAY REPORTER

A GENERAL FEAR of effeminisation (being called sissy) that exists in the calypso culture might contribute to the number of men who contemplate murder, as occurs so often now, according to Professor Gordon Rohlehr.

He was speaking at the University of the West Indies conference on Caribbean Masculinity on Thursday night.

Rohlehr said that the calypso reflects stereotypical belief about masculinity and its place in the domestic and social domain. He said the calypso masks and reveals notions of masculinity in heroic rhetoric and anti-heroic picing.

He said stick fighting and its associated songs, dances and drumming, re-enacts beliefs in masculinity in terms of power, dominance and kingship which are also reflected in the calypsoes. They

contain many phallic symbols and women are seen as part of the area of conquest and the prize for whom champions fought.

He said that there is a tendency to represent intercourse as martial not marital encounter which is tied in with boasting and self-glorification of the bois, which in calypso, is reduced to the penis.

He quoted several calypsoes through the ages from Sparrow to Rudder that define masculinity in terms of dominance. He said that on the calypso and chutney stage sexuality is discussed openly although in the wider social sphere it might be widely censored.

Quoting from Penguin's "Soft Man" and Tambu's "Yes Darling" he suggested that the calypso reveals deep-seated fears by men of effeminisation and beliefs that men must be in control of the domestic sphere and should refuse to become emasculated by "women's work."

Newsday, 13th January, 1996, page 5.

Why boys are failing

By KRIS RAMPERSAD

DO NOT blame girls for the failures of boys in the education system.

This advice comes from sociologist Dr Mark Figueroa and Dr Odette Parry at the same conference yesterday.

Dr Figueroa and Dr Parry noted that notions of male marginalisation need to be closely examined so as not to place the blame on girls who are focussed and achievement oriented.

They also said that there is the need to look for clues in the way boys are taught to behave to understand their lack of achievement in education.

Figueroa said that if boys were taught to sit and pay attention and be disciplined and different like girls are taught, they may perform

better. He also questioned why so much concern has been generated now that girls are performing better than boys, compared to the 1920s when boys headed the list.

He suggested that if girls had the opportunities in education in the 1920s as the boys did, they would have performed just as well or even better because of the kind of behaviour they were taught.

He said that maleness gets privilege in Caribbean societies and quoted statistics to show that women have to work harder and achieve more to attain the same positions that men have.

In the Faculty of Arts while women have comprised some eighty percent of the attendance over the years, only 40 percent are represented on the staff of the UWI campus at Mona

and only 17 percent are at the level of professors.

Figueroa said that women performed better because the barriers to female education are coming down and men do not, because they are socialised into believing that getting good grades is a girl's thing.

Dr Parry agreed, stating that from her research with schoolchildren in Jamaica education is looked upon as being "sissy." She observed that boys believe that getting good grades is not a macho thing.

She also said that this idea is reinforced by the fact that most of the teachers in the schools are women.

Furthermore she said, they see English as a girls' subject and believe that reading is not a masculine activity.

Prof Rohlehr tackles sexy kaiso and Trini males

By WESLEY GIBBINGS

PROFESSOR Gordon Rohlehr excited and inspired an overflowing audience on Thursday at the St Augustine campus of the UWI with a picturesque discourse on calypso in the context of the conference theme: *The Construction of Caribbean Masculinity: Towards a Research Agenda*.

Rohlehr spoke about the use of calypso as a tool for the exploration of Caribbean masculinity. The "stick" (that ultimate symbol of kingship) of the stickfight was, according to Rohlehr, only one of scores of metaphors employed by calypsonians throughout the years to colour phallogocentric discourse.

Rohlehr then issued his "short" list of calypso images for the phallus. Among them the well-known ones, but a few exotic ones as well: snake, wood, devil, brush, plantain, banana, fig, bamboo, hard wood, iron, needle, ball pistol, electric plug, wire, knife, stick, water hose, black pudding, roast corn, picker, cane and cricket bat.

The sexually rampant male, Rohlehr said, has been represented as a number of things including: donkey, mule, horse, dog, bull, doctor or dentist giving out injections, mechanic fixing a woman's car, electrician, stick fighter, boxer (going 15 rounds), roast corn vendor, cannibal, scavenger (cleaning up every species of garbage), dancer (going the fox trot), gardener (forking up the land or watering the garden), ram, goat, town man, vampire, demon, iron man and hionic man.

"The female genitalia," Rohlehr went on, "has not been unrepresented in fanciful calypso imagery." Some examples: Miss Mary, poom poom, kangkaling, Mango Vere (if you eat it ripe the hair won't stick in your teeth), nanny, business, property, food, honey, bag of sugar, sawmill, sports page, toon toon and tooney.

"The calypso," Rohlehr said, "outwitted censorship and spoke about sexuality behind thin masks of metaphor, thus maintaining a tradition of pri-



CONFERENCE LOGO

mal discourse even as it emerged from the controlled space of the tent into the moral light of the public forum where overt mention or celebration of sexuality has long been censored."

"The calypso, like the Scottish ballad, the songs of Robert Burns and the genuine English folk songs, celebrates a beleaguered and earlier tradition that ran and runs counter to the demonisation of human sexuality that was central to Puritanism," he said.

"The annual condemnation of phallogocentricity and overly-indulged sexuality in the contemporary calypso conceals older and deeper dimensions of discourse about how male and female sexualities have weathered the peculiar history of this Caribbean place," Rohlehr argued.

"The calypso is, despite notions that it is sick and dying at the Port-of-Spain General Hospital, a living tradition of overwhelmingly but not exclusively male discourse," he said.

Not all images, said Rohlehr, related to the sexual act as proper respect had been paid to the "honourable patriarchy" of national and international fame. He found 150 calypsos on the late Prime Minister Dr Eric Williams.

The discussions continue today.

UWI student slams media for macho male image

By DAVID BREWSTER

A 23-YEAR-OLD final-year UWI history student yesterday lashed out at the mass media for promoting "calypso junk" as artistic work.

In a hard-hitting presentation, Jerome Teelucksingh accused the media of going too far with obnoxious videos by Machel Montano ("Come Dig It") and Marcia Miranda ("Push The Bumper Back"), which showcase sexually suggestive gyrating women.

Teelucksingh's paper was among those delivered yesterday, the final day of a symposium titled: "The Construction of Caribbean Masculinity: Towards a Research Agenda" at the University of the West Indies, St. Augustine.

The UWI undergraduate also castigated calypsonians like Crazy ("Drive It"), "Nani Wine", "Penelope", Cobi Lucas ("Bring Yuh Box and Come"), Denise Belfon ("Kakalavlay") and Iwer George (a myriad of winning compositions), blaming them for producing degrading and derogatory "wine and jam" party songs in which Caribbean men and women were portrayed as obsessed with partying and getting on bad.

Speaking on the topic "M.Y.T.H. spells Media", Teelucksingh pointed out the highlighting of drunken men, disorderly, winning scantily-clad men and women via Carnival coverage in the print and electronic media, which served only to reinforce stereotypical notions of masculinity and femininity as being shaped only for sexual purposes.

"Can we honestly say that artists such as Machel Montano, Shabba Ranks, Shaggy, Supercat, General Grant, Patra, Lady Shabba and the like are useful role models for their

legions of male and female supporters? Are these masculine and feminine identities adequate for use in the Caribbean?" he asked.

Teelucksingh pointed out that in 1995 the cinema celebrated 100 years of existence. He asked to what extent had the silver screen matured, arguing that movies such as *Basic Instinct*, *Pulp Fiction*, *Natural Born Killers*, *Shogun* and *Rambo* were promoted through the local media as "blockbusters".

"To make matters worse," he said, the recently produced indigenous cinematic releases, such as *Innocent Adultery* and *Men of Gray*, closely resembled the American model of immoral and violent films.

He said that such movies glorified sexual immorality and the promotion of the undesirable gun culture.

Teelucksingh said the Caribbean man was portrayed in numerous media commercials as having only certain qualities and is looked on as a fun-loving, alcohol-consuming party animal, muscular and possibly brainless.

"Indeed, the advertisements give us the impression that his well-muscled body and sexual prowess are because of smoking du Maurier or Benson and Hedges," he said.

He pointed out that the type of Caribbean man not portrayed was one who was intelligent, competent, reliable and honourable. "We in the Caribbean are concentrating too much on creating the superficial macho man who fails to positively contribute to society," he said.

Teelucksingh noted, though, that there was no stopping the mass media from becoming even more powerful.

He said the twenty-first century was fast approaching and there was a need to redivvy or create our Caribbean masculinity and femininity. The solution, he argued, lay in a reformation and revolution of media

methods based on decency, morality and integrity and being true to our cultural and historical legacy.

There were also addresses by Hilary Beckles, professor of History at UWI, Cave Hill, who spoke on "Black Masculinity in Caribbean Slavery"; Dr Paula Morgan on "Under Women's Eyes: Literary Constructs of Afro-Caribbean Masculinity"; Prof. Ken Ramchand on "Hello Marcus: Hello Rose"; Dr Linden Lewis of Bucknell University, USA, on "Caribbean Masculinity at the Fin de Siecle (at the end of the century); and a visual representation of masculinity by Steve Ouditt and Chris Cozier, Trinidadian artists.



THE CONSTRUCTION of Caribbean Masculinity: Towards a Research Agenda

Sunday Express, 14th January, 1996, Page 4.

School system is

alienated to boys

der symposium unmasks Carib 'macho man'

A MALE economist shocked his predominantly female audience when he announced at a recent gender symposium that he was a post feminist.

A number of shocked women exclaimed "what!" after his announcement.

However, Dr. Mark Figueroa calmly repeated his confession.

He then added: "I am from the old school... I am not in the new wave."

"I have had an acute gender concern for 40 years, and I have been in rebellion."

"I used to consider myself a feminist, but now I consider myself a post-feminist."

Dr. Mark Figueroa, a Jamaican economist, was speaking at a recently-completed symposium on "The Construction of Caribbean Masculinity: Toward A Research Agenda", at the St. Augustine campus of the University of the West Indies.

Figueroa, a lecturer at the Mona Campus of UWI, speaking on the topic "Male Privileging and Male Academic Performance in Jamaica", observed: "There are many differences between Caribbean gender relations, and international gender rela-

tions. "But it is important that people in the Caribbean look at gender research from a Caribbean perspective."

Figueroa stressed: "Being male does not place one in a privileged position in the Caribbean; but maleness is a privilege."

He pointed out the number of females who were represented in a number of faculties at the university, with the highest number being nursing with 90 per cent.

However, he noted, that despite the high percentage of female graduates at the university, it did not stimulate gender consciousness amongst the males, except when the females started encroaching on "their territory" in the Social Sciences.

"There is now a concern that women are taking over from the men in the field of social sciences."

"Yet, women need to be better qualified than men in order to get the same jobs as them."

"Look at the level of professional appointments at UWI... only seven percent of the women are professors," he observed.

"Even in Arts, where women form the highest number of graduates, men account for 42 per cent,



DR. MARK FIGUEROA

and women 17 per cent of professors.

"After 20 years, only 80 per cent of women are professors."

"This shows that the idea of men's marginalisation needs to be rejected," Figueroa stated.

He noted that in the Caribbean, the old saying of "tie the heifer and lose the bulls" still stands.

"Girls are to be kept indoors, but boys are allowed to roam the streets."

"The skills girls acquire at home, are that they need to sit down and keep their mouths shut."

"But boys," Figueroa added, "show an extreme reliance on rote learning."

"They are not socialised, and they are punished more than girls."

"That is why teachers in the Caribbean move to the strap more for boys."

"The school system is alienated to boys," he concluded.

Why girls go with older men

CARIBBEAN girls have been blamed as the major reason why their male counterparts have been failing in school.

According to UWI Mona Campus lecturer, Dr. Odette Parry: "Females are perceived as villains, and males as victims in the Caribbean education system."

"This is because schoolgirls, today, do not want relations with boys because they have no money."

"Boys are therefore under the impression that schooling is failing."

Parry was speaking at UWI, St. Augustine's Centre for Gender and Development Studies symposium.

"The Caribbean Masculinity: Toward a Research Agenda" on the topic "Schooling is Failing: Why Some Caribbean Boys Fail in School".

She noted that in the Caribbean, many girls are condemned by their teachers for having sexual relations with older men.

However, the reality of the situation, is that many of the girls need the men to help their families financially.

"Girls contribute to boys failing because they held up their sexual failure to them."

"The motives of the girls are then seen as mercenary," Parry observed.

Boys, she ob-

placed under the impression that being masculine and macho do not contribute to good grades.

"Boys, therefore, have to adopt a macho identity."

Traditional subjects such as English and reading are considered girlish, and not "macho or masculine."

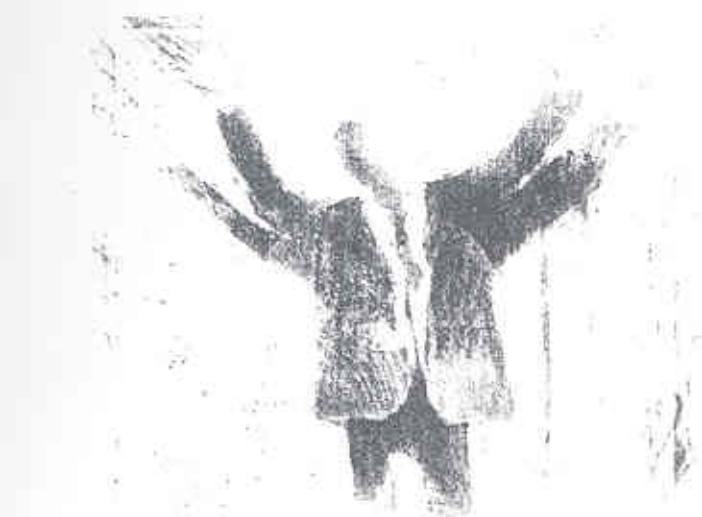
"Boys prefer not to work in school, because it is seen as being girlish."

"It also appears that boys do not have role models."

She stressed: "If we are going to construct masculinity opposite homosexuality then that is not going to help the boys at all."

"Females should not be blamed for boys failing," Parry ended.

"One got the impression though, that somehow an enquiry into Indian masculinity was not a valid exercise, as if Indian men are not masculine."



The three images on these pages, a series by Christopher Cozier, are called *Police, Priest and Politician*. Cozier was one of the presenters at the symposium, *The Construction of Caribbean Masculinity: Towards a Research Agenda*. These images were part of his presentation.

Even if a woman insults, or questions his masculinity, a man is concerned with whether this was observed by other men, not the woman's actual perception; masculinity in other words, is defined by men, and their interaction with women is used as a kind of measuring stick of masculinity. This is an important point which contributes to our understanding of how gender gets worked out socially, but again, we must be careful that it does not lead us to conceptual "binarisms" which everyone so wanted to avoid.

The male gaze is part of the public assertion and validation of masculinity. Occurring in spaces and situations in which the society's gender norms are expressed. However as noted before, there is a

gap between this and how individuals actually perceive themselves as male or female. There are perhaps also situations and spaces in which gender and norms are challenged. In our context that could be carnival or chutney fetes. Moreover, in situations where women publicly admonish men, the argument that they (the women) are challenging gender norms is probably equally plausible.

Dr Linden Lewis, assistant professor and co-director of the Race and Gender Resource Center at Bucknell University in the USA, made a similar point about the "boys' line" being a gendered space where masculinity is negotiated and defined among men. This shed some positive light on the "old boys' line," positive

because it hints at the possibility of a male critique of masculinity in that space. It demonstrates the dynamism of gender.

But I am beginning to think that men and women are most "gendered" in their interaction with each other. Simply put, you are more a man when you are with a woman and you are more a woman when you are with a man; and it is precisely in this context that masculinity is expressed and tested. In other words the crucial point is gender relations. Men and women are probably more alike when they are separated than when they are together!

There were two very informative and interesting papers on gender and education which attempted to explain the increasingly poor performance of

boys in school and the preponderance of young women in the university system. Dr Odette Parry, an ISER research fellow, presented one of two papers based on actual field research. Her data reveal that girls are actually being blamed for boys' failure (by among others, female teachers) and that girls are discriminated against in attempts to have some kind of gender balance in the education system.

Dr Mark Figueroa, a lecturer in the Department of Economics at the Mona campus, examined differences in the discipline and privilege between boys and girls. The more rigid form of discipline experienced by girls has paid off in terms of performance. The unabated freedom which is granted to boys does not serve them well in school. On the other hand, boys are punished more severely than girls who although performing better, do so in a repetitive, boring system which encourages conformity. Figueroa pointed out that this differential performance occurs from the time children enter school. The real imbalance in education said Figueroa, is the scarcity of women in faculty positions throughout the University of the West Indies, especially given the fact that they represent the vast majority of graduates (70% in Jamaica).

Professor Hilary Beckles' paper was also quite informative and stimulating. He looked at masculinity in Caribbean slavery. Among the points raised were the ideological

construction of gender by the white elite which perceived the black man as childlike and dependent. The contradiction to this, of course, is the fact that Caribbean slavery was not only marked by violence against the slaves, but also by violent slave insurrections. Another important point raised by Professor Beckles was the exploitation of women in Maroon communities, where it was likely they experienced the same injustices of the plantations.

Two final points: first, this was not a symposium on Caribbean masculinity. Rather, it was a symposium on Afro-Caribbean masculinity. It is perfectly legitimate to have such an event to examine Afro-Caribbean masculinity, but its name should reflect that. To use the word "Caribbean" when the enquiry was exclusively about the African experience was unacceptable; particularly in the demographic context of Trinidad where we should be more sensitive to issues of representation.

Several other questions could have been asked. For example, is there any difference in male criminality between Indians and Africans? Someone recently commented that there is a racial division of labour in local crime - Indians control the car theft business and Africans, breaking and entering. Something to think about. Other questions come to mind: is there any difference in the experience of domestic violence, particularly in the incidence of

wife murders and in cases where entire families are killed? Are gender relations different in the Indian community? Do inter-racial marriages affect masculinity and femininity in both communities? Father Clyde Harvey raised this point at the end.

One got the impression though, that somehow an enquiry into Indian masculinity was not a valid exercise, as if Indian men are not masculine. Well, they are not, are they feminine? Emasculated?

Finally, the discussion did not consider class. For most of the symposium the focus was on young Afro-Caribbean, urban working class men. Dr Lewis examined the effects of structural adjustment and the globalisation of capital on blue collar and white collar workers, and this was the only attempt at comparison. There was an attempt, for example, to identify class distinctions in male violence.

The symposium on Caribbean masculinity would have to be graded a success. It was well attended, it was well attended by both men and women, discussions were enlightening and thought-provoking and most importantly, has contributed to the theorising and understanding of gender relations in the Caribbean. As with any first experience, there were problems, some of which I am sure will be redressed. And the next conference on the subject will certainly be a welcome one.

— Sharott Carver
contributing writer

ACKNOWLEDGEMENTS

The Centre for Gender and Development Studies would like to thank the following :

Royal Netherlands Embassy

Neal and Massy Holdings Limited

The University of the West Indies Research and Publications Committee

Trinidad and Tobago Television

The University of the West Indies Open Lectures Committee

Happi Products Limited

First Citizen Bank

National Petroleum Marketing

National Flour Mills

The Association for the Re-orientation and Transformation of Masculinity (ARTOM)

Institute of International Relations

Faculty of Agriculture

The Institute of Social and Economic Research

Milner Hall

UWI Administration - Fax Clerks, Bursary Officials
Sharmaine Elbourne

Neville Joseph

THE CENTRE FOR GENDER AND DEVELOPMENT STUDIES
THE UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE, TRINIDAD AND TOBAGO.

SYMPOSIUM REPORT

The Construction of Caribbean Masculinity:
Towards A Research Agenda

11-13, January 1996

Held at
Seminar Room - Institute of International Relations
The University of the West Indies,
St. Augustine.
Trinidad and Tobago



*STATEMENT OF INCOME AND EXPENDITURE OF THE
FINANCIAL CONTRIBUTION BY THE ROYAL
NETHERLANDS EMBASSY TO THE HOSTING OF THE
SYMPOSIUM*

The Construction of
Caribbean Masculinity:
Towards a Research Agenda



January 11th - 13th 1996

STATEMENT OF INCOME AND EXPENDITURE

THE CONSTRUCTION OF CARIBBEAN MASCULINITY : TOWARDS A RESEARCH AGENDA

For Period January 1st - February 29th, 1996

INCOME

Contribution of US \$6,000.00 @5.9268
from the Embassy of the Kingdom
of the Netherlands.

\$35,560.80

EXPENDITURE

Per Diem Allowances

Hillary Beckles	3 Days	\$1799.97
Mark Figueroa	4 Days	2046.87
Patricia Mohammed	3 Days	1799.97
Eric Johnson	3 Days	1799.97
Michael Kaufman	4 Days	2046.87
Michael Kimmel	4 Days	2046.87
Linden Lewis	4 Days	2046.87
Rafael Ramirez	3 Days	1446.88
The Normandie		2471.66
East/west Travel	Pre-Reservation of Rooms	10599.40
Rafael Ramirez	(Airfare re: Resource Personnel)	1877.17
Michael Kimmel	(Reimb. for Airfare - US \$310.95)	3221.45
Michael Kaufman	(Reimb. for Airfare - US \$535.00)	4260.69
	(Reimb. for Airfare - Can \$961.05)	

\$37,464.64

TOTAL

THE UNIVERSITY OF THE WEST INDIES
Centre for Gender and Development Studies
(St. Augustine)

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)
CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM ON : THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS
A RESEARCH AGENDA, 11th - 13th January, 1996

DR. HILARY BECKLES

Received from the Centre for Gender and Development Studies, the
sum of 1799.97 as per diem for 3 days as a conference
facilitator at the symposium on "The Construction of Caribbean
Masculinity: Towards a Research Agenda."

Signed _____

Date _____



UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)

CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM

"THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS A RESEARCH
AGENDA"

JANUARY 11-13, 1996

MARK FIGUEROA

Received from the Centre for Gender & Development Studies, the
sum of 2,046.87 for per diem payments for 4 nights
at US\$100.00

Total: 2,046.87

Signed Mark Figueroa

Date 11.1.96

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CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM ON : THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS
A RESEARCH AGENDA, 11th - 13th January, 1996

DR. PATRICIA MOHAMMED

Received from the Centre for Gender and Development Studies, the
sum of 1799.97 as per diem for 3 days as a conference
facilitator at the symposium on "The Construction of Caribbean
Masculinity: Towards a Research Agenda."

Signed Patricia Mohammed

Date 12. 1. 96.



THE UNIVERSITY OF THE WEST INDIES
Centre for Gender and Development Studies
(St. Augustine)

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)
CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM ON : THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS
A RESEARCH AGENDA, 11th - 13th January, 1996

DR. ULRIC JOHNSON

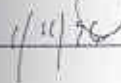
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Date



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(ST. AUGUSTINE CAMPUS)
CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM ON : THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS
RESEARCH AGENDA, 11th - 13th January, 1996

DR. MICHAEL KAUFMAN

Received from the Centre for Gender and Development Studies, the

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facilitator at the symposium on "The Construction of Caribbean
Masculinity: Towards a Research Agenda."

Signed

Date


Jan. 11 / 96



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Centre for Gender and Development Studies
(St. Augustine)

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)
CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM ON : THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS
A RESEARCH AGENDA, 11th - 13th January, 1996

DR. MICHAEL KIMMEL

Received from the Centre for Gender and Development Studies, the
sum of 2046⁸⁷ as per diem for 4 days as a conference
facilitator at the symposium on "The Construction of Caribbean
Masculinity: Towards a Research Agenda."

Signed

Date



11 January 1996



THE UNIVERSITY OF THE WEST INDIES
Centre for Gender and Development Studies
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UNIVERSITY OF THE WEST INDIES
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CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM ON : THE CONSTRUCTION OF CARIBBEAN MASCULINITY:TOWARDS
A RESEARCH AGENDA, 11th - 13th January, 1996

DR.LINDEN LEWIS

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Masculinity: Towards a Research Agenda."

Signed Linden Lewis

Date 11/1/96



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(ST. AUGUSTINE CAMPUS)

CENTRE FOR GENDER & DEVELOPMENT STUDIES

SYMPOSIUM ON : THE CONSTRUCTION OF CARIBBEAN MASCULINITY: TOWARDS
RESEARCH AGENDA, 11th - 13th January, 1996

DR. RAFAEL RAMIREZ

Received from the Centre for Gender and Development Studies, the
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Masculinity: Towards a Research Agenda."

Signed

Rafael C. Ramirez

Date

January 12, 1996



THE UNIVERSITY OF THE WEST INDIES No. 164246

TRINIDAD, W.I.
REPUBLIC BANK LIMITED
U.W.I. ST. AUGUSTINE, TRINIDAD

10/01/96 THE NORMANDIE \$2,471.66

PY1 OF DEPOSIT FOR 7 ROOMS RESERVED FOR
PARTICIPANTS OF MASCULINITY SYMPOSIUM - ISER

THE UNIVERSITY OF THE WEST INDIES

TRINIDAD & T
REPUBLIC BANK LIMITED
U.W.I. ST. AUGUSTINE, TRINIDAD

DATE	PAY TO THE ORDER OF	AMOUNT	REF No.
10 JAN 1996	THE NORMANDIE	\$2,471.66	11307

TWO THOUSAND FOUR HUNDRED & SEVENTY ONE DOLLARS & SIXTY SIX CENTS

FOR AND ON BEHALF OF THE UNIVERSITY OF THE WEST INDIES
EXPENDITURE ACCOUNT

Dym Bann

164246 0000160400 160284611001

THE UNIVERSITY OF THE WEST INDIES
Centre for Gender and Development Studies
(St. Augustine)

MEMORANDUM

TO: Mr. Ramcharan
Accountant (Projects)
UWI Bursary, St. Augustine

FROM: Dr. Rhoda Reddock
Head/Senior Lecturer

DATE: January 9, 1996

SUBJECT: The Attached Invoice form East West Travel

Due to a misunderstanding in communications two of the persons listed on this order - Michael Kaufman and Michael Kimmel purchased their own airline tickets (non-refundable), while at the same time pre-paid tickets were ordered by the Centre and despatched.

I have since spoken with the relevant staff at BWIA (Ms De Freitas) and at East-West Travel and it has been agreed that the costs of the two tickets will be refunded. We will therefore not be paying for the tickets of these two persons.

Rhoda Reddock.

Dr. Rhoda Reddock.



UNIVERSITY OF THE WEST INDIES
ST. AUGUSTINE
LOCAL PURCHASE ORDER

ORIGINAL OF

TO East West Travel Services
St. Augustine, St. A.

ORDER

No 114924

DATED 96/01/03

PLEASE SUPPLY THE GOODS/SERVICES LISTED CENTRE FOR GENDER
BELOW AT THE PRICES SPECIFIED AND AGREED ON TO DEVELOPMENT
DEPARTMENT ON OR BEFORE 19 STUDIES



DESCRIPTION OF GOODS	QUANTITY	RATE	AMOUNT
① LINDEN LEWIS - USA			4,360.50
② OJETTE PARRY - JAMAICA			2,776.15
③ MICHAEL KIMMEL - USA			2,813.40
④ ULRIC JOHNSON - USA			3,829.20
⑤ MICHAEL KAUFMAN CAN.			4,292.40

TOTAL

\$5,238.25

HEAD 76 SUBHEAD 903 002

Phoebe Pollock

HEAD OF DEPARTMENT
THE UNIVERSITY OF THE WEST INDIES

96/01/03
BURSAR BURSAR

NOTE TO SUPPLIER
PAYMENT WILL ONLY BE MADE ON THIS
COPY. IT MUST BE SENT TO THE
BURSAR'S OFFICE
TOGETHER WITH YOUR INVOICE.

SUPPLIER'S SIGNATURE

& INVOICE NO.

EAST WEST TRAVEL SERVICES LTD.

Cor. Circular Road & Eastern Main Road, St. Augustine, Trinidad & Tobago, West Indies.

Tel: (809) 663-1440/663-4888 Fax: (809) 663-9409

3463

JANUARY 02 19 96

The Bursar

University of the West Indies

St. Augustine.

PAYMENT DUE BEFORE / /

PARTICULARS

AMOUNT

J. LINDEN LEWIS (10-14 JAN. '96)

Harrisburg/Chicago/Miami/POS/Miami/Chicago/Harrisburg

At 15%

Other Taxes

TT\$4,692.00

703.80

155.70

J. ODEME PARRY (10-16 JAN. '96)

Kingston/POS/Barbados/Kingston

At 15%

Other Taxes

2304.00

345.60

100.00

J. ULRIC JOHNSON (06-14 JAN. '96)

Boston/Miami/Port of Spain/Miami/Boston

At 15%

Other Taxes

3210.00

481.50

137.70

J. MICHAEL KAUFMAN (11-15 JAN. '96)

Toronto/Port of Spain/Toronto

At 15%

Canadian taxes

3505.00

525.75

243.65

J. MICHAEL KIMMEL (11-14 JAN. '96)

New York/Port of Spain/New York

At 15%

Other Taxes

2358.00

353.70

101.70

Order No. 114924

01/01/96

PAID PAYMENT EVERY 10 DAYS.

RENTY REQUIRED TO CO-OPER.

FOR PAYMENT ON INVOICES NOT

4 DAYS AFTER TICKETS ISSUED.

E MANAGEMENT

TT\$19,218.10

Manager

PAYMENT DUE WITHIN 10 DAYS

CREDIT CHARGED AT THE RATE OF 1 1/3% PER MONTH ON OVERDUE BALANCE

Kindly let us have Bill No. and Passenger Name when settling.

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)

CENTRE FOR GENDER & DEVELOPMENT STUDIES

*The Consturction of Caribbean Masculinity: Towards a Research
Agenda

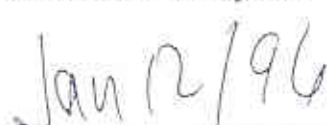
January 11-13, 1996

Received from the Centre for Gender and Development Studies, the
sum of CAN\$961.05 which represents the refund of cost of travel
from Canada to Trinidad for the above-mentioned symposium.

Signed


Michael Kaufman

Date


January 12, 1996

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)

CENTRE FOR GENDER & DEVELOPMENT STUDIES

"The Consturction of Caribbean Masculinity: Towards a Research
Agenda

January 11-13, 1996

Received from the Centre for Gender and Development Studies, the
sum of US\$310.95 which represents the refund of cost of travel
from Puerto Rico to Trinidad for the above-mentioned symposium.

Signed



Rafael Ramirez

Date

January 12, 1996

UNIVERSITY OF THE WEST INDIES
(ST. AUGUSTINE CAMPUS)

CENTRE FOR GENDER & DEVELOPMENT STUDIES

"The Consturction of Caribbean Masculinity: Towards a Research
Agenda

January 11-13, 1996

Received from the Centre for Gender and Development Studies, the
sum of US\$535.00 which represents the refund of cost of travel
from the USA to Trinidad for the above-mentioned symposium.

Signed



Michael Kimmel

Date

January 12, 1996

157347

12th January, 1996

Date

On demand pay to DR. RAFAEL RAMIREZ***

or Order

the sum of EXACTLY US\$

US \$ 310.95***

For and on behalf of Republic Bank Limited

NOT EXCEEDING

S. Ramirez
Authorised Signature

Authorised Signature

To:
BARCLAYS BANK PLC
75 Wall Street
New York, NY 10265
USA

⑈157347⑈ ⑆026002574⑆ 050⑈0203⑈5⑈

REPUBLIC BANK

101, ST AUGUSTINE, TRINIDAD, W.I. Branch

1-257
350

157346

12th January, 1996

Date

On demand pay to DR. MICHAEL KIMMEL***

or Order

the sum of EXACTLY US\$

US \$ 535.00***

For and on behalf of Republic Bank Limited

NOT EXCEEDING

S. Kimmel
Authorised Signature

Authorised Signature

To:
BARCLAYS BANK PLC
75 Wall Street
New York, NY 10265
USA

⑈157346⑈ ⑆026002574⑆ 050⑈0203⑈5⑈

REPUBLIC BANK

101, ST AUGUSTINE, TRINIDAD, W.I. Branch

RBTD 019523

January 12th, 1996 Date

DR. MICHAEL KIMMEL***

EXACTLY US\$

CAN\$ 961.05***

For and on behalf of Republic Bank Limited

S. Kimmel
Authorised Signature

Authorised Signature

TORONTO DOMINION BANK
International Centre, Toronto
55 King Street West and Bay Street
Toronto M5K1A2 CANADA

00019523⑈ ⑆00732⑈004⑈

CARIBBEAN EPIDEMIOLOGY CENTRE
NATIONAL AIDS PROGRAMME
CENTRE FOR GENDER AND DEVELOPMENT STUDIES

*GENDER AND COUNSELLING IN
SEXUAL AND REPRODUCTIVE HEALTH*

WORKSHOP REPORT

*NOVEMBER, 27-29 1996
held at the
Kayak Room, The Kapok Hotel
St. Clair
Trinidad and Tobago*

CONTENTS:

	Pg.
1. Background to the Workshop	1
2. Institutional Framework	1
3. Pre-Workshop Activities: Selection and Survey of Participants	2
4. Opening Ceremony	5
5. Keynote Address	7
6. Methodology of Workshop	8
 Day One	
7. Session One: Introduction and Expectation Analysis	9
8. Session Two: Presentation of pre-workshop participant survey	9
9. Session Three: Understanding Sex and Gender	12
10. Session Four: Gender and STD/HIV/AIDS Counselling: An Interactive Exercise	13
11. Session Five: Understanding Sexuality: An Introduction	14
12. Session Six: Where are We? A Review of Personal and Group Learning	15
 Day Two	
13. Session Seven: Sharing Good News	15
14. Session Eight: Gender and Power in Relationships	15
15. Session Nine: Gender and STD/HIV/AIDS Counselling- Role Play Exercises	16
16. Session Ten: Techniques of Gender Analysis and Gender Sensitivity	16
17. Session Eleven: Where do we go from here: Identification of Training Needs	17
18. Evaluation Information	18
Appendices	
Appendix 1: List of Participants	
Appendix 2: Keynote Address	
Appendix 3: Pre-Workshop Questionnaire	
Appendix 4: Evaluation Form	
Appendix 5: Workshop Programme	

Background to The Workshop

Counselling and counsellors have become an increasingly crucial component in maintaining the mental and physical well-being of HIV/STD patients. The process of changing entrenched sexual behavioural patterns and the need for patients to understand the nature, constraints and possibilities of their condition, all serve to make the job of counseling increasingly more demanding. The workshop on *Gender and Counselling in Sexual and Reproductive Health* was therefore, conceived as a means of addressing the new and growing expectations which are required of counsellors in the area of reproductive and sexual health.

However, confronting sexuality and sexual behavioural patterns implies that professionals and educators alike must simultaneously confront the ways in which sexuality comes to be defined within a social and cultural context, and the ways in which this construction interacts with notions of our culturally and socially specific gender identities. The theme of the workshop was chosen in order to provide practitioners with an environment in which they could come to terms with the complexity of issues such as sexuality, sexual acts, their meanings and their interaction with the construct of gender. The overall goal of the workshop was to provide participants with an understanding of what is meant by gender and its relevance to the area of reproductive health counselling. The specific objectives were therefore outlined as follows:

Explore issues of sexuality and sexual meaning in Trinidad and Tobago from a gender perspective.

Examine and critique the current counselling practices and strategies used by HIV/AIDS/STD counsellors.

Identify short and long term needs for gender training for counsellors in the health and education areas.

Provide counsellors/educators with practical guidelines for evaluating and ensuring a gender sensitive approach to education/counselling.

Institutional Framework

The Workshop which ran for 27-29 Nov, 1996, was a collaborative effort of *The Caribbean Epidemiology Centre (CAREC)*; *The Centre for Gender and Development Studies UWI, St. Augustine*; and, *The National Aids Programme of Trinidad and Tobago*. The operational mandate of these organisations is as follows:

CAREC which came into existence in 1974 out of an agreement between the *Pan American Health Organisation* and the Governments of the Commonwealth Caribbean, functions as a specialised technical resource base, providing assistance and advice to participating governments in the area of epidemiology, laboratory technology and related public health disciplines. The Special Programme on Sexually Transmitted Diseases (SPSTD) drives *CAREC*'s regional response to the HIV/AIDS epidemic. Under a project launched in 1996, the *German Agency for Technical Cooperation (GTZ)* provides support to the work of the *SPSTD/CAREC* in four focus countries, one of which is Trinidad and Tobago. The aim of the *CAREC/GTZ* project is to enhance the capacity of *CAREC* member countries to cope with medical and social challenges posed by the HIV/AIDS epidemics. Funds for the workshop were provided by the *CAREC-GTZ* project.

The *National Aids Programme (NAP)*, was launched in 1983 with a mandate to address the need for AIDS Prevention and Control in Trinidad and Tobago. The *NAP* collaborates with a number of governmental and non-governmental organisations in areas such as the sourcing of funds for local and regional organisations, the development of policy and monitoring of projects; the dissemination of information and the training of individuals in the health and non-health areas of AIDS prevention and control.

The *Centre for Gender and Development Studies* which was established in September 1993, is committed to the generation of research data on women and/or gender related issues in the Caribbean; among its many concerns, has been concern for teaching, as well as, outreach programmes and projects which aim at the empowerment of women and the transformation of gender relations in the Caribbean. As part of its *modus operandi* the Centre supplements its own staff capacity with a wide range of resource personnel and expertise in order to fulfill its mandate. Therefore, the services of psychologist, Ms. Waveney Richards, were employed for the successful execution of the workshop.

Pre-Workshop Activity

Selection and Survey of Participants

Participants were selected on invitation by *CAREC*, from a wide cross-section of related fields involved in the general area of HIV/AIDS and STDs counselling. Invitations were extended to counsellors involved in the areas of health, education, sexual violence, population and family planning sectors, at both governmental and non-governmental levels (See Appendix 1: List of Participants). The selection criteria for the workshop were as follows:

- 1) Participants were to be individuals who were actively involved in providing education and counselling services in sexual health and related issues;
- 2) Participants were required to commit to attending all sessions over the two-day period;
- 3) Participants were required to be in a position to disseminate or apply knowledge and skills gained during the workshop;

Prior to the workshop participants were also asked to complete a questionnaire covering various dimensions of the topics to be discussed and provide a list of issues which they saw as being relevant to the Workshop's theme (See Appendix 3: Pre-Workshop Questionnaire).

The following summary results are based on 33 completed questionnaires returned:

A. Profile of Respondents

I.	Age:	Range (group)	22 to 58 years
		Range (Females)	26 to 58 years
		(Males)	22 to 54 years

Mean age of female participants:	46.5 years
Mean age of male participants	36.4 years

II.	Sex distribution	28 females; 5 males.
-----	-------------------------	----------------------

III. Work experience

Present position

Administrative/ Management
Clinical
Counselling/Interviewing

IV. Length of time in present position:

- Range: less than 1 year to 27 years.
- Mean: 6.8 years

V. Present duties (could be more than one)

[32]	Education	[14]	Outreach
[31]	Counselling	[26]	Referral

VI. Other duties performed

- contact tracing, contact interviewing and investigation

- home visiting
- programme management
- clinical work (nursing, diagnosing, treating)
- condom distribution

Present counselling responsibilities

	N	%
STD	17	51
HIV pretest	13	39
HIV post-test	10	30
AIDS (Persons with AIDS)	14	42
AIDS (Persons affected by AIDS)	14	42
Family planning	15	45
Other:		

- drug abuse, addiction, psychiatric,
- domestic violence, family issues, marriage
- risk assessment, HIV education
- self awareness

B. Profile of clients served

I. Age distribution

< 15 years	15-19	20-25	26-35	36-45	>45
7	12	19	19	9	7

II. Sex

27/31 counsel both male and female clients
two counsel only male clients.

III. Sexual orientation of clients

Heterosexual	23
Homosexual	12
Bisexual	11
Not sure	7

Opening Ceremony

The opening ceremony was held at the Kyak Room, Kapok Hotel, St. Clair on Wednesday 27th November, 1996 at 6:00 p.m. This was chaired by Mr. Leslie Fitzpatrick, Information Officer, CAREC. As part of the evening's proceedings, Ms. Pauline Russell-Brown Behavioural Sciences Advisor, CAREC/GTZ, gave the audience a background to the Workshop. In her presentation, Ms. Russell Brown raised several significant issues which she felt needed to be considered in the workshop's proceedings. Among these were:

- The differential roles which men and women play in preventative sexual behaviour;
- The manner in which these roles may affect HIV prevention efforts;
- The impact which gender differences may have on the success of counselling session

Ms. Russell Brown registered her own enthusiasm on the prospect of counsellors being trained in the area of gender awareness and gender sensitivity and thought that this would be an intrinsic component to the successful prevention of AIDS/HIV in Trinidad and Tobago.

Ms. Russell-Brown's presentation was followed by Ms. Muriel Douglas, Coordinator of the *National Aids Programme*, who made brief remarks on behalf of that organisation. Ms. Douglas warned the audience that AIDS is not discriminatory and that the pandemic itself, had implications for socio-economic and political issues. She observed that for the period 1983-May 1996, over 4,000 persons were infected for the virus and that 2,306 cases of AIDS has been identified. She observed that women appeared particularly powerless in the spread of the disease because of their levels of economic, social and sexual vulnerability. She voiced the belief that there was a need for individuals to re-evaluate their customs, traditions, attitudes and their practices in stemming the spread of the disease. And further endorsed the role of counselling in this process.

The evening's proceedings was given an international perspective by Dr. Uli Wagner, Public Health Advisor, *CAREC-GTZ*. Dr. Wagner voiced the belief that the ability to communicate in interpersonal relationships was a necessary in preventing the spread of HIV/AIDS. He noted that disseminating the correct information was insufficient for the prevention and control of HIV/AIDS, and that women's disempowerment from sexual decision-making, combined with their economic dependence served to make them more vulnerable to incidences of HIV/AIDS. He believed that men and women needed to learn to articulate their feelings, and desires, as well as reflect consciously on their own behavioural patterns. In this regard he saw counselling as being particularly significant in empowering individuals to have healthy and responsible lives.

Dr. Wagner's presentation was followed by that of Dr. Camara, Head SPSTD's *CAREC*, who attempted to outline *CAREC*'s role in empowering individuals in their achievement of sexual and reproductive health. Dr. Camara registered his commitment to the training and skills improvement of educators, counsellors and health care providers. He saw the training of AIDS counselors as an on-going activity because of the ever increasing burdens being placed on their shoulders. He justified the need for gender sensitive training in the area of HIV/STD counselling by informing the audience of the fact that one third of the region's diagnosed AIDS cases were women and that women's health education was a crucial dimension to the future health of the region.

Keynote Address: Dr. Valerie Youssef, Lecturer, Department of Liberal Arts, The University of the West Indies, St. Augustine

Dr. Youssef established her presentation as one which was concerned with the ways in which counsellors verbally conveyed data to their clients and the power differentials involved in this interaction. She observed that some of the factors which impacted on this interaction had to do with elements such as race, age, class, gender, education, etc. All of which would affect the vocabulary and language use in the counselling session.

She noted that the power differentials between male counsellors and female patients were greater, than they would be in a male/male scenario, because of the societal order which sets men above women. Out of her own research in the area she outlined some of the following gender differentials which she has observed in the counselling session:

- There was a tendency among women to resent being asked questions about their sexual life by male medical practitioners. They perceived "him" as the one who should provide information rather than solicit.
- Male practitioners tended to be more accepting of male accounting patterns than female patterns.
- Male practitioners tended to give non-committal professional responses, or tended to withhold response entirely, which is often discouraging to female clients who customarily support one another with minimal responses such as "mmms" and "yesses".
- Male clients tended to display difficulty in self-revelation in the counselling session and difficulty in articulating their feelings. She also pointed to some measure of male resentment of any perceived intrusion by female practitioners.

Dr. Youssef closed her presentation with the hope that these observations would assist the counselling process and wished the Workshop all success (See Appendix 2: Keynote Address). The Evening's proceedings were brought to a close by Dr. Rhoda Reddock, Head, Centre for Gender and Development Studies, The University of the West Indies, St. Augustine.

Methodology of the Workshop

A Process Oriented Workshop

It was decided that the delivery of the information in the workshop sessions would be better received if participants were given the opportunity to interact with the data as a means of processing what was heard, as well as their reactions to it.

As a result participants were constantly asked to share what was going well, what they thought and what they learnt/enjoyed. Games and shared listening partnerships were also used to facilitate this learning process.

The workshop sessions were also contracted along two basic guidelines:

1. Each person was entitled to the right to speak and to be listened to by other participants.
2. Information shared by participants was to remain confidential.

Day One: 28/11/96

Session One : Introduction and Expectation Analysis

Facilitator: Waveney Richards

This session was intended to serve as an icebreaker and allow participants to verbalise their expectations of the workshop. Participants were asked to introduce themselves to the group by saying the following:

- i. their name
- ii. two pleasant things which happened to them recently
- iii. one thing about themselves about which they were proud

The participants were then divided into dyads and each person was asked to take turns of three minutes each to talk about her/his expectations for the workshop. Some of the responses which came out of the session were the participants need to:

- gain more knowledge on specific gender issues;
- further understand the dynamics of sexuality in the context of Trinidad and Tobago;
- confront issues of homophobia;
- network with colleagues for support in the provision and delivery of services.

Session Two: Presentation of pre-workshop participant survey

Facilitator: Ms. Pauline Russell-Brown

Ms. Russell- Brown informed the participants that the pre-workshop survey was administered in order to better define and understand their needs and to provide a framework within which to develop the workshop materials. All nominees had therefore been asked to complete and return a questionnaire prior to the workshop (See Appendix 3). Ms. Russell-Brown's findings may be summarised as follows:

A. Description of participant population

Thirty-nine respondents completed survey questionnaires. The majority were female. The five male respondents were generally younger than the female respondents. They ranged in age from 22 to 54 years with a mean of 36.4 years compared to 26 to 58 years (mean of 46.5) for female participants.

The occupation categories of the participants reflected some degree of selection bias. Because of the specific selection criteria the majority of participants were engaged in Administrative/ Management, Clinical, or Counselling/Interviewing functions in their respective agency. Their primary duties included counselling, education, referral and outreach. However, other duties performed include: contact tracing, contact interviewing and investigation; home visiting for education and follow-up purposes; programme management; clinical work (nursing, diagnosing, treating); and condom distribution.

The majority of participants who had counselling responsibilities were engaged in

STD/HIV/AIDS and/or family planning counselling. A small subset of these counsellors provided counselling for drug abuse, psychiatry, domestic violence, and family and marital cases.

B. Clients served

The survey indicated that participants interact with a range of clients. In terms of age, the client population includes individuals who are younger than 15 years and older than 45 years of age. The majority of respondents, however, service a young adult population--clients between 20 and 35 years old. Most counsellors serve both male and female clients. To the best of the respondents' knowledge most of their client pool is heterosexual. A minority reported working with homosexual or bisexual clients.

C. Participants' knowledge

Participants were asked to provide definitions of the terms "gender" and "sexuality". The actual responses (definitions) presented in the summary follows below. Analysis of these definitions indicates that participants have an average understanding of what each of term means. What is clear, however, is that they have a much more accurate understanding (grasp) of the term "sexuality" than they do of the term "gender". This result is not surprising for at least two reasons. First, the relative recency of the concept of gender and second, the many opportunities that would have been available to the participants for training in and exposure to discussions on human sexuality.

Based on their given definitions of gender and sexuality many participants reported having to deal with these issues in their encounters with clients. Only a few participants felt that they were never prepared to handle either issue; the majority felt that often they were prepared to handle gender and sexuality issues when they arose in the client-care provider situation. Those who expressed a lack of preparation to deal with the issues of gender and/or sexuality in such settings felt they could benefit from training and education and from access to more information on the subject areas. The following is a selection of some of the responses submitted by the participants:

1. What is Gender?

- The dynamics of male and female interaction on a social, intimate and spiritual level. The interaction of male and female on a social, physical and spiritual level.
- The sex of an individual (male or female); A person's sex - male/ female; bisexual or homosexual.
- Issues relating to male-female (heterosexual), bisexual, homosexual
- Stereotyping of roles, functions and positions by making a male, female distribution.
- What a person views him or herself to be (male or female). What a person thinks himself to be. Male/female - What sex you are. Whether a person is physically male or female or otherwise.
- Class as it regards to sex; male or female.

- In relation to identify - male or female
- Male and female/male or female issues/ Differences between male and female.
- Classification of species behaviour into male, female, bisexual according to sexual preferences. Social construction of the grouping to which individuals are characterised i.e. masculine or feminine/ Classification of sexes: male gender, female gender.
- Feminine and masculine characteristics, society's expectations of how men and women should behave in a given situation. One's masculinity and femininity.
- Identify disorder concerning one's sexual orientation.
- The body of ideas associated with concepts of the male/female persona.

II. Definition of Sexuality : "What do you understand by the term Sexuality"

- The relationship that an individual has with co-existing influences such as religious belief, socialisation, cultural norms and the ability to have a sexual preference without force or threat.
- Behaviours, physical and personal attributes related to male or female.
- Behaviours as related to sexual behaviours. Sexual attitudes and behaviours of an individual.
- Relates to one's self concept based on sex together with one's personal identity.
- Expression of the whole person. The total personhood of individual male/female.
- The fusion of sex with personal identity. Total expression of who we are as human beings. Encompasses our whole psychological development, values, mental attitudes, physical appearances, beliefs, etc. It involves our sexual identity.
- Having the urge or stimulation for sexual satisfaction.
- Issues relating to the sexes e.g. structure and function of the reproductive organs, behavioural patterns and sexual preference. Behavioural patterns relating to dress, conversation or sexual preference.
- Pertaining to sex (male/female). One's maleness or femaleness - all factors which contribute to this and much more.
- State or quality of being sexual? State of being sexual, Having organs and ability to go through the process of the sex act.
- The self concept demonstrated in the behaviour towards the opposite sex covertly and overtly. The way one sees himself in relation to gender.
- The expression of gender
- Sexual desires and instincts and their influence on behaviour/sexual desire
- Sexual lifestyle.

Session Three : Understanding Sex and Gender

Facilitator: Dr. Rhoda Reddock

This session attempted to give the participants a theoretical understanding of sex and gender. The group was challenged to question why men and women are treated differently and she pointed that this has largely been a result of the different values attached to what they do as a result of sexual differences. Dr. Reddock noted that attempts to explain the origins of sex differences have largely been through 1) biological explanations or 2) social learning explanations. She further explained some of the approaches which fell under these broad categories in the following manner:

Essentialism: This approach she observed held the premise that individuals have an intrinsic and more natural normative component which makes them who and what they are and serves to differentiate them from other things. It was felt for example that there were some behaviours which were essentially male and others which were essentially female. She further added that in the area of sexuality, heterosexuality was considered normative or natural and primarily a function of procreation.

Social Constructionism: Dr. Reddock explained that the constructionist approach was one which developed in opposition to essentialism in its rejection of naturalistic explanations of gender differences. This approach argued instead that sexual behaviour was a result of social factors and not biologically determined. She observed that one of the foremost strengths of the constructionist approach was its accommodation of the possibility of change based on social learning.

Biosocial Approaches: Biosocial approaches acknowledge that individual's internalisation of their gender identities has both a social and biological dimension. This approach acknowledges the difficulty in extrapolating the biological from the social, and argues that gender emerges from the ways people - women and men experience their biology in a social context.

In the discussion which occurred during the presentation, the participants questioned the limitations of these theoretical approaches with the recognition that none of them appeared capable of accounting for categories which did not ascribe to the normative positions of male and female. A lively interaction therefore ensued with a quick overview of non-western societies which made allowances within their social structures for third categories of gender and sexual preferences.

Dr. Reddock also noted that understanding the construction of gender and sexuality in our local context was interlocked with our cultural mythologies and the taboo and power structures which they carry. Based on this knowledge the participants were able to identify examples such as the local taboos related to women's menstrual cycles, or the freedom which males have to urinate in public etc., as instances reflecting gender differentials in the construction of gender and sexuality in the local context.

The group further assessed the role that men and women play in reproducing gender ideologies. The point was made that women are also part of the gendered structure and as such do participate in perpetuating ideologies which lead to their own subordination. The group also concluded that there was a need to have a transformation in the local understanding of masculinity if change is to occur.

Session Four: Gender and STD/HIV/AIDS Counselling: An Interactive Exercise
Facilitator: Waveney Richards

The goal established for this segment was to help participants recognise the impact of gender on counselling - for both the counsellors and the clients.

This session was designed to draw and build upon the participants counselling expertise and experience. The goals and objectives of counseling, as well as the attributes and attitudes of the counsellor which makes for a successful counselling session were outlined as follows:

- Good listening skills
- Non-judgmental attitude
- The need to give information
- The need to help clients accept their status
- The ability to help clients change their risk and sexual behaviour
- The ability to achieve partner notification

The participants were then asked to break into shared listening partnership of threes and asked to come with their worst case scenario of counselling with STD/HIV/AIDS. Five individuals were then asked to share their scenarios and, with the help of the group, analysed the role which gender played in each scenario. One counsellor identified the difficulty which she had in counselling female teenagers who were sexually active, with a biased attitude towards the possibilities of pregnancy and infection. Another counsellor focused on the anger which she inevitably felt when dealing with situations involving the infection of female clients as a result of bisexual spouses/partners.

The following chart was used to discuss some of the gender issues which arise in counselling. For example the first category (Ffc) reflects the way in which the attitudes of a female counsellor would be affected by internalised sexism and sexual stereotypes and the ways in which this in turn would affect counselling sessions with other women.

COUNSELLOR	CLIENTS	
	FEMALE	MALE
FEMALE (F)	Ffc Internalised Sexism	Fmc Sexism
MALE (M)	Mfc Sexism	Mmc Male-Male Issues

Ms. Richards reminded the counsellors that their clients were not faceless and uni-dimensional beings, but individuals who brought all of their gender ideologies to the counselling sessions.

At the end of this segment, participants were asked to state what they found useful. Participants agreed that the session showed the subtlety and complexity of gender and the ways in which it impacted on the counselling sessions and its eventual outcome.

Session Five: Understanding Sexuality: An Introduction

Facilitator: Dr. Rhoda Reddock

This session provided a forum for several topical issues to be raised. The procreative and recreative dimensions of sexuality were examined and the group discussed the ways in which women's sexuality were shaped to fit primarily procreative responsibilities while men's sexuality was associated with recreative activity. A member of the group made an important observation by noting that one of the most effective ways of controlling women's sexuality has been through the control of their minds.

This led to a discussion on the role of religion and other social taboos which had controlling influences on women's sexuality. It was seen that a patriarchal interpretation of sexuality was present in many of the world's religions and that this was perpetuated through generational transfers. Some of the common norms and sanctions which were placed on female sexuality were seen to be:

- Female monogamy, usually through marriage while facilitating male polygamy
- Limited physical mobility, sanction against women's movement and mechanisms of spousal control
- Sex segregation, especially after puberty
- Continuous supervision e.g. chaperoning
- A high value on virginity in women and mechanisms to ensure this.

These sanctions were examined for their cultural manifestations globally (e.g. chastity belts, clitoreodectomy) and again within the local context.

Four components to sexuality were identified. These were:

- Physical Sexual Behaviour
- Sexual Feelings or Desires
- Sexual Orientation
- Sexual Identity

These categories were defined and explored as a means of giving the participants a broader understanding of how these factors affected them as counsellors and their clients.

Session Six: Where Are We? A Review of Personal and Group Learning

Facilitator: Ms. Waveney Richards

The first day of the workshop concluded with a session which attempted to ascertain the groups levels of interaction with the day's activities. In this wrap up a session a variety of sentiments and opinions were voiced. Among the comments were participants who voiced concern over the amount of information given to them in such a short space of time; while others noted that they never realised that there were so many unidentified factors influencing their counseling session. The participants also indicated their appreciation of the fact that the planners attempted to draw on their own knowledge base, as part of the learning process.

Day Two: 29/11/96

Session Seven: Sharing Good News

Facilitator: Mr. Selwyn Ragoonanan

The second of the day of the workshop, began with each participant being asked to share one positive element in their life. Mr. Ragoonanan further requested the participants to break into smaller groups of twos, and discuss with their partners what they perceived to be representations of masculinity in their personality (if female), and aspects of femininity (if male). On average women identified aggression and willingness to fight as reflective of their masculine trait, while the men identified their ability to cry or care for children as dimensions of their feminine side.

Session Eight: Gender and Power in Relationships

Facilitator: Mr. Selwyn Ragoonanan

Mr. Ragoonanan's presentation attempted to capture the indicators of power within interpersonal relationships and the way in which these indicators were presently in a state of flux as a result of the transitions constantly taking place in gender construction. He identified the role of male economic and sexual dominance as factors which historically afforded men the ability to exploit women's sexuality, while simultaneously enhancing their own masculinity. He observed however, that with the increasing economic independence of women, men were increasingly finding themselves in situations where they felt disempowered and marginalised. He argued that men as a result would often seek new means of asserting power, and that this often reflected itself in domestic abuse, rape and other forms of violence. He concluded by noting that new levels of dialogue were needed between men and women, to bring them into a better understanding of the changes taking place and as well as to facilitate greater levels of negotiation on issues of sexuality and reproductive health.

Session Nine : Gender and STD/HIV/AIDS Counselling-Role Play Exercises.
Facilitator : Waveney Richards

The goal for this session was to have participants role play different gender combination counselling situations, followed by an analysis so that they could:

- Identify the effect of gender on counselling.
- Identify some of their own gender issues.
- Begin to see how they could reduce the negative impact of gender bias on their counselling outcome.

Two role plays were conducted, one of which depicted the difficulty which the one of the female counsellors had in dealing with sexually promiscuous teenagers. Participants enacted the scenario first, followed by Ms. Richards who played the counsellor role in the same situation. Participants were then asked to critique the two performances, pointing out the differences in counselling approaches and the influence of gender on the delivery.

Participants found this to be a useful means of assessing themselves and confronting their own insecurities. They noted that there was a tendency for the female counsellor to adopt a maternal role in the counselling session and as a result become very critical of the client's behaviour.

Further in a debriefing session among the facilitators Ms. Richards recommended that this session revealed the need for in-depth training in theory and practice of counselling generally, and then specifically in the area of STD/AIDS/HIV.

Session Ten: Techniques of Gender Analysis and Gender Sensitivity
Facilitator: Michelle Rowley

The principle objective of this session was to sensitise the participants to the fact that gender as a concept was located at a multiplicity of levels and that gender identities were constantly being fashioned and shaped through a plethora of social forces. Ms. Rowley built on the power component of Mr. Ragoonanan's presentation and established that there was a measure of inequity inherent in the gender hierarchy operating in our society. She further concluded that it was due to this inequity that there was a need for understanding and perceiving the socio-cultural, political, economic and legal factors underlying discrimination based on sex; whether it be against men or women.

Ms. Rowley then encouraged the participants to employ varying lens of visibility, among these she identified:

conceptual visibility subjective visibility statistical visibility domestic visibility
socio-economic/political visibility

Rowley noted that in each of these dimensions women and men experienced varying levels of vulnerabilities and capacities. Ms. Rowley attempted to point the participants to the fact that the permutations and complexities of gender which confronted them on a daily basis was a result of conflating forces which served to reinforce women's submission to male oppression in certain regards, and the reverse in others.

Rowley concluded by informing the counsellors that gender systems of power differentials which lead to unwise sexual practices and behaviours could not be disrupted by individual, isolated efforts and that there was need for networking and peer-support for the practitioner and client, if there was to be any change to risk practices and behaviour.

Session Eleven: Where do we go from here: Identification of Training Needs.
Facilitators: Ms Pauline Russell-Brown and Ms. Muriel Douglas

The final session of the workshop (Day 2) was devoted to identifying future needs and suggesting action(s) to be taken by workshop organizers to institutionalize the concepts of gender and sexuality and to ensure their operationalization in counselling and education settings. The recommendations can be classified in the following way:

Training

- Follow-up training for the workshop participants should be a priority.
- Increase the number of counsellors with understanding of gender and sexuality issues through in-service training for counsellors and educators in all sectors.
- Target special groups for gender and sexuality training: district health workers, staff of the population programme, recruits to the regiment and coast guard, teachers, counsellors (all levels).
- Recruit and train young male counsellors
- Advocate for gender and sexuality issues to be included in the training curricula of professionals expected to carry out counselling/education activities in sexual and reproductive health.

The following strategies were recommended for maximizing training and education resources and to ensuring that all counsellors are provided with the relevant training:

- Focus training at the county-level
- Use more adult-centered approaches to learning. New and interactive approaches appropriate for adult learners.
- Consider plans for special support for counsellors not based in the city.
- Identify and utilize existing resources for gender-sensitive training and support
- Design strategies for enabling collaboration between sectors in planning

and implementing training activities

In terms of the content of follow up training, it is recommended that:

- CAREC review its existing training and education materials to ensure they address/include the gender perspective.

II. Networking

- To facilitate interaction and networking for participants after the workshop, organizers should compile and distribute the list of participants. In addition, add participants to the CAREC mailing list for materials and other resources to facilitate networking.

III. Information dissemination

- Public dissemination of materials/information and discussion of gender and related issues as a means of creating the environment for positive gender relations.
- Prepare and disseminate educational materials that address issues of gender in the context of AIDS and sexuality

IV. Policy Issues

- In light of concerns about privacy and confidentiality, especially related to HIV and AIDS, participants recommend that present policies regarding disclosure of information about HIV status be reviewed. Revised policies should take into account the issue of shared confidentiality.

Evaluation Information

All participants were given evaluation forms by the beginning of the second day of the workshop and were asked to return the completed forms before they left at the end of the workshop. However, all forms were not returned and the evaluation was therefore assessed with a return of twenty-five questionnaires (See Appendix 4: Evaluation Questionnaire).

The form listed the four specific objectives of the workshop and participants were asked to rate from (1) - (5) how well each goal was accomplished, (5) being the highest rating. Participants were also asked to rate the workshop content, the presentation and facilitation materials, and the administrative and logistical arrangements. Open-ended questions about

(a) further interventions and training that participants would find helpful and (b) other comments were included.

RESULTS

A. OBJECTIVES

1. **Explore issues of sexuality and sexual meaning in Trinidad and Tobago from a gender perspective.**

Of twenty five responses, the majority, twenty-three or 92% rated this objective as having been met almost completely (4); three or 4% gave a (3) and (5) rating. Therefore, 96% rated this objective as having been met. Four of the six comments thought more time was needed, one expressed a desire for presentations to be greater in depth, and one stated *"A good introduction to gender issues. I have never thought of these issues in relationship to the counselling outcome."*

2. **Examine and critique the counselling practices and strategies used by HIV/AIDS/STD counsellors.**

Of 25 responses, twelve or 48% rated this as having been accomplished almost completely (4), nine or 32% rated it three (3), 12% rated it (2), and one or 4% rated it (5). Therefore, thirteen or 52% thought this objective to be accomplished. The two participants who commented stated that there was not enough time and the second thought it *"informative with specific emphasis on practices."*

3. **Identify short and long term needs for gender training for counsellors in the health and education sectors.**

Of 25 responses, thirteen (54%), thought this was almost completely accomplished (4), eight or 33% rated it (3), while three or 12% rated it (5). Therefore sixteen or 66% thought this objective was accomplished.

4. **Provide counsellors/educators with practical guidelines for evaluating and ensuring a gender sensitive approach to education/counselling.**

Of 25 responses, seventeen or 71% rated this (4), four or 17% rated it (5), while three or 13% rated it (3). Twenty-one or 88% rated this objective as having been met.

B. HOW DID YOU RATE THE WORKSHOP CONTENT?

Of 24 responses, there were eleven (4)'s, and eleven (5)'s, which can be interpreted to mean that 92% rated the content as very good. Two participants made comments, these were as follows:

- *"The workshop was well-researched and so now I have a better understanding of what gender is"*

- *"Significantly missing was discussion on communication between the sexes"*

C. HOW DID YOU RATE THE PRESENTATIONS AND FACILITATION MATERIALS?

Of 25 responses, fourteen gave a rating of (4), ten a rating of (5), and one a rating of (3). Therefore, 96% rated the presentation and facilitation as very good.

D. HOW WERE THE ADMINISTRATIVE AND LOGISTICAL ARRANGMENTS?

Of 24 responses, eleven gave rating of (5), nine rated as (4), and four rated as (3). Thus, 84% thought the arrangements were done very well. Three participants gave comments:

- "The workshop site was ideal."
- "It was good that the feature speaker made her presentation the night before the first day of the workshop."
- "Invitation and the questionnaires were sent out too late (one response)."

E. WHAT FURTHER INTERVENTIONS/TRAINING WOULD YOU FIND HELPFUL?

There was almost unanimous agreement that further training is essential. The following is a list of specific requests:

- a) In-depth work on sexism.
- b) All counsellors and health educators need much more training.
- c) Separate workshop on gender issues first, then combine this with gender and counselling.
- d) School counsellors need training.
- e) All health workers at all levels; e.g. health visitors, social workers, m.d.'s need this workshop.
- f) Younger counsellors need to be trained.
- g) Training needs to take place in smaller groups.
- h) Each objective needed to have had its own workshop.

F. ANY OTHER COMMENTS

The overwhelming comments were about the workshop being too short for the amount of material covered. Many participants felt stretched to the limit by the length of each day and that each objective needed a lot more time to be covered in depth. "Too ambitious for the time frame" summarises the majority's sentiments. One participant thought there needed to have been more interaction between the participants and another stated a need to build networking between health education workers in STD/HIV/AIDS.

Based on the ratings and comments, I think it is a fair assessment to conclude that the workshop was quite successful. Objectives 2 and 3 however, received the lowest ratings.

Objective 2: Examine and critique the counselling practices and strategies used by STD/HIV/AIDS counsellors, had 52% rating it good (4) or very good (5), and 32% as reasonable (3). The presenter did not in fact get to do in-depth work here for the following reasons:

- 1) The very wide, ambitious scope of the workshop;
- 2) the varying levels of expertise/information that the participants had, which led to not being able to get through basic information quickly.

Objective 3: Identify short term and long term needs for gender training for counsellors in the health and education sectors.

Primarily, we attempted to meet this objective through the evaluation forms which were to be completed at the end of the workshop. The presenters had very little time, as some of the participants had to leave early. This however was supplemented by the use of the plenary session facilitated by Ms. Douglas and Ms. Russell-Brown.

APPENDICES

Appendix 1: List of Participants and Resource Persons

Participants

GENDER & COUNSELLING WORKSHOP

28th & 29th November, 1996

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Resource Persons

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Gender in Counselling: A Linguistic Perspective

Address :
for
CAREC/GTZ/CGDS Workshop on
Gender and Counselling in Sexual and Reproductive Health

Wednesday November 27th 1996
Kayak Room, Kapok Hotel.

Good evening, ladies and gentleman. It is a real pleasure for me to be speaking to you.

My concern tonight, and my professional concern as a sociolinguist, is not what needs to be said in the arena of counselling in HIV/AIDS and STD intervention but how to say it, not the information that needs to be put across, but the way to present it so that it will be received. Over the last twenty years the discipline of sociolinguistics, and specifically conversational analysis, has changed the face of a relatively remote and obscure field.

Theoretical linguists write theoretical grammars out of their heads for their own languages and others they have studied; their work does not concern the real world too much; but when they start to describe conversation everything changes: our shrinking and threatened world holds as a premium successful communication and recognizes that to give information is not necessarily to communicate that information, that lives are being lost daily because individuals fail to communicate what they set out to say. Suddenly it has been discovered that conversation too has rules and that different sub-groups in society use those rules differently.

At different levels in a society, according to factors like age difference, professional and educational difference, and yes, according to gender, our modes of conversation and our vocabulary are sufficiently different as to engender gross miscommunication at worst, and mild offence at best, when neither was intended. For this reason, doctors as well as psychologists, lawyers as well as counsellors, have been seeking counsel themselves from conversational analysts, to find out how to communicate their knowledge effectively.

Surprising as it may seem, it has been established, specifically through the non-success of media campaigns on AIDS among seemingly highly-motivated homosexual men that knowledge itself does not produce behavioral change, and that the most powerful motivator in health behaviour is peer-support and pressure. The intellectual elite often feel that if they educate this group or that group, their behaviours, their responses will automatically change. Not so.

We can shift across to peer support, yes. That neatly shifts the onus for support onto patients themselves but it is painfully clear that living with the life

Gender in Counselling: A Linguistic Perspective

threat that HIV positive diagnosis represents, for example, is a challenge sufficiently new and daunting as to demand professional counsel every step of the way as well.

Much as counselling seeks to change sexual practices and behaviour at all cost, there has been little research into actual counselling sessions, which might tell us what works and what doesn't in the delicate arena of discussing safer sex. Some work has been done, however, and a small part of it here in this country. It has established how safer sexual practices are actually discussed and what methods of communication are taken up or rejected in real interview situations.

The study in question was sufficient to indicate that, even with regard to communication format, there might be different norms locally from those that pertain abroad so we need to look at these more closely.

Two communication formats are said to dominate counselling sessions. Interview Formats and Information Delivery; the first asks questions and draws out patient knowledge and attitude, the second simply supplies information. An Interview Format has been found to be more successful than Information Delivery since it involves the patient in the encounter.

But it was found in the local data that some women specifically rejected being asked questions, specifically told the counsellor that it was his place to supply information not ask for it. Their view of the medical practitioner was that he was to give information not ask for it. Our data were not large enough to be conclusive but at least this indicates a trend that counsellors themselves might look at more closely.

Clearly patient expectations of the professional's role may vary from society to society, and what might work objectively has to be measured against what is accepted in any given scenario; we have distinct systems which define what is appropriate according to the speech community in which we live. The time has gone when we assumed that because we speak the same language we share the same culture and so we cannot be content with the findings of foreign studies but need to measure them against our own standards.

We are only now, worldwide, beginning to look for different responses according to gender of patient, and to consider that the gender of the counsellor might be an important factor, not in and of itself, but because different communication modes have been identified for men as distinct from women, and because there are perspective differences and power differences between genders which need further examination. In all this we are not seeking single sex counselling in every case but rather the understandings of each others positions which would allow for more meaningful interaction.

Two years ago, speaking at a Workshop for Health Personnel on Communication Issues in HIV-Test Counselling, I described the field of sexual and

Gender in Counselling: A Linguistic Perspective

health counselling as a 'minefield' for potential misunderstanding and communication breakdown. I justified my concern by drawing attention to the power differences that characterize institutional interaction.

Health professionals are empowered by their position in society, their medical expertise and their role as reviewer of the patient's health condition; we look up to doctors, regard them with awe, do not necessarily expect to understand what they say, but put our life in their hands anyway. Patients are disempowered - they need help, they need treatment, they may not even have the means to pay for it. They are obliged to respond to questions and to justify behaviours within areas of their lives that normally they would not discuss because of strong societal taboos.

This is particularly the case for matters of sexual practice and health: we do not discuss our sex lives, most particularly with strangers. Although it has been found that 'when you enter a physician's office you .. extend the right to ask questions about you, ..and your reason for coming' (Fraser & Nolan, 1981) it has also been found that physicians 'are assigned a great deal of expertise in their own speciality areas, but often no 'expertise in dealing with personal problems.' In the area in which we are dealing tonight the speciality area is also the area of personal problems. How much expertise then can we assign to this alien stranger encroaching on our most personal domains?

Women questioned say that they prefer to discuss 'personal matters' with other women because they can relate to their own gender and feel more comfortable within it. They are accustomed to sharing in this area with other women but not at all with men. There is a politeness norm which reserves our right not to be imposed upon and another which allows us to seek to preserve a very positive self-image. Honesty often goes by the board as we support one another and ourselves. Will my friends here tonight really tell me if this address went well or will they preserve my self-image for me?

Politeness norms guard our privacy in interesting ways. The subject matter of interviews on sexual practices involves a revelation of private matters that breaches the right not to be imposed upon by its very nature; it is understandable that a woman would want to lose face if at all with one who might at least share her perspective. We need then to ensure sharing of perspective differences between males and females.

It has been found that male medical practitioners are more accepting of male rather than female accounting practices. What are these? As we explain our symptoms or concerns to doctor or counsellor we very frequently find ourselves explaining how we recognized our symptoms, why we thought we should seek help, in effect justifying our positions as we subject them to professional review. In an American study, it was shown that, within such justifying behaviour, women are vindicated much less than men. 50% of medical accounts offered by women are rejected by male doctors while only 10% of male accounts are so rejected. The

Gender in Counselling: A Linguistic Perspective

apparent cause of male acceptance of male accounts is the solidarity existing in male to male encounters, the camaraderie of equals, which wins out over the professional power differential.

Any way we look at it, and we can look at it in much more everyday terms, the power differential is greater between male counsellor and female patient than male counsellor and male patient because there is a societal order which sets men above women.

In sexual practices themselves, society expects far more of women than of men with regard to moral standards. While it is macho in many societies for the man to have several sexual partners, the woman has no such right for she is child-bearer and rearer with full responsibility for those young lives she bears. In discussions of sexual practice, judgement will move in when a woman admits to having more than one sexual partner. If this judgement is not controlled, a non-productive hostility may enter into counselling sessions and damage any hope of meaningful interaction.

Within sexual practice it is important for us to remember that the woman is, to some extent at the mercy of her partner. A counsellor may ask her to change behaviours over which she has less than full control and yet she may simultaneously bear the brunt of professional disapproval for not having her own way.

In terms of communicative strategies too, there are differences between men and women which can cause confusion.

To return to our interview format, interviews demand our using minimal responses, those small mms, nods and yesses which confirm that we are following and supporting the person who is speaking. A few of you are giving me encouraging nods even as I speak. It helps! It has been found, however, that the male tendency is to give non-committal professional responses at best and to often withhold them altogether, meeting confidence-sharing with stony silence. It is said that a minimal response conveys agreement rather than just attention for the man; nevertheless his withholding of it is most discouraging to women, who customarily support each other with these devices as they talk and seek the same support themselves, particularly when revealing delicate truths. This difference in communication format, small though it may appear, can cause serious disruption.

All these are small matters that we need to take into account when considering gender relationships in counselling. It is not that any counsellor seeks to offend but simply that the gender differences we have mentioned create strain in a relationship which can ill afford it. Some relate to social positions and roles while others relate to communicative preferences. The counsellor, aware of these pitfalls, may be able to circumvent them.

Gender in Counselling: A Linguistic Perspective

Surprisingly little is known about male counselling needs; they are more under-researched than women. Out of the backlash of a recognition in the 70's that we had been moving with a set of male norms for interaction thus far, women's interaction modes were investigated in their own right to the exclusion of men. Certain observations have been made, however, which affect the counselling scenario.

Men are socialized from young to hide their emotions and their conversations have been found to revolve around their careers, politics and sports; when they discuss sexual matters it is to display their prowess rather than to divulge or share any intimacy. They are notoriously reticent when it comes to discussing intimate matters. This contrasts with women, who, from childhood, discuss their problems and personal matters with one another.

Men display difficulty in self-revelation in counselling sessions and difficulty in articulating their feelings; further, they resent intrusion in these areas more than women; they guard their right not to be imposed on more closely. If we consider that, with all this, theirs is still the right of initiative in sexual matters, it becomes critical to provide means of drawing males out in a non-threatening and productive way.

I would imagine that a major part of the workshop over the next two days would want to address the how of achieving this for both genders, the differences that individual counsellors have encountered and their experiences in dealing with them. For my part, I would be glad to analyze the communicative formats of specific interaction with a view to shedding more light in this underresearched field. I wish you every success.

V. Youssef
11/27/96

PARTICIPANT QUESTIONNAIRE

1. Position/Job Title _____
2. Organization _____
3. Department/Section _____
4. Length of time in present position: ☐ Months ☐ Years
5. Please describe the duties you perform on a daily basis. [INCLUDE ALL THAT APPLY]

☐ Education
☐ Counselling
☐ Other (specify) _____

☐ Outreach
☐ Referral
6. Do you have any/any other counselling experience? ☐ Yes ☐ No
 Please describe _____

7. What is the nature of your present counselling responsibilities? On average, how many clients do you see each week?

☐ STD
☐ HIV pre-test
☐ HIV post-test
☐ AIDS (Persons with AIDS)
☐ AIDS (Persons affected by AIDS)
☐ Pregnancy/family planning
☐ Other (specify) _____

Number of clients seen/week

☐

☐

☐

☐

☐

☐
8. What is the age group of the majority of your clients? [CIRCLE ALL THAT APPLY]

< 15 years
15-19
20-25
26-35
36-45
> 45
9. Do you counsel males or females? [CHECK ONE]

☐ Males
 ☐ Females
 ☐ Both
10. Are your clients heterosexual, homosexual or bisexual? [CHECK ALL THAT APPLY]

☐ Heterosexual
 ☐ Homosexual
 ☐ Bisexual
 ☐ Not sure

Comments NOT AT ALL FULLY
1 2 3 4 5

Comments NOT AT ALL FULLY
1 2 3 4 5

Comments NOT AT ALL FULLY
1 2 3 4 5

B. How did you rate the workshop content?
Comments POOR VERY GOOD
1 2 3 4 5

C. How did you rate the presentation and facilitation material?
Comments POOR VERY GOOD
1 2 3 4 5

D. How were the administrative, and logistical arrangements?
Comments POOR VERY GOOD
1 2 3 4 5

E. What further interventions/training would you find helpful ?

F. Any Other Comments

CAREC/GTZ/CGDS
Gender and Counselling in Sexual and Reproductive Health
Kapok Hotel, Trinidad
27-29 November, 1996
Workshop Evaluation

GOALS:

To contextualise gender within the environment of reproductive health counselling/education and provide guidelines for ensuring that gender issues are addressed in STD/HIV/AIDS education and counselling

OBJECTIVES:

1. Explore issues of sexuality and sexual meaning in Trinidad and Tobago from a gender perspective;
2. Examine and critique the counselling practices and strategies used by HIV/AIDS/STD counsellors;
3. Identify short term and long term needs for gender training for counsellors in the health and education sectors;
4. Provide counsellors/educators with practical guidelines for evaluating and ensuring a gender sensitive approach to education/counselling.

A. OBJECTIVES

How far did the workshop meet the stated objectives?

- | | | | | | | |
|----|----------|------------|---|---|-------|---|
| 1. | Comments | NOT AT ALL | | | FULLY | |
| | | 1 | 2 | 3 | 4 | 5 |

11. What you understand by the term "Gender"?

12. Is gender an issue that you confront in your counselling/education situations?

☐ Yes

☐ No

☐ Not sure

13. IF "YES": How does gender manifest itself in your working situation? Please give specific examples and as much detail as necessary/possible.

14. How do you usually deal with gender issues when they arise?

15. Do you always, sometimes or never feel prepared to handle gender issues when they arise?

☐ Always

☐ Sometimes

☐ Never

16. How adequately prepared are you to deal with the gender-related issues that arise in counselling?

☐ Very well prepared

☐ Fairly well prepared

☐ Unprepared

17. What do you need to enable you to deal with gender issues in the counselling situation?

18. What you understand by the term "Sexuality"?

19. Is sexuality an issue that you confront in your counselling/education situations?
- ☐ Yes ☐ No ☐ Not sure
20. IF "YES": How do sexuality issues manifest in your working situation? Please give specific examples and as much detail as necessary/possible.
- _____
- _____
21. How do you usually deal with sexuality issues when they arise?
- _____
- _____
22. Do you always, sometimes or never feel prepared to handle sexuality-related issues when they arise?
- ☐ Always ☐ Sometimes ☐ Never
23. How adequately prepared are you to deal with sexuality-related issues that arise in counselling?
- ☐ Very well prepared ☐ Fairly well prepared ☐ Unprepared
24. What do you need to enable you to adequately deal with sexuality issues in the counselling situation?
- _____
- _____

Please give us your: Age ☐ Years
Sex/Gender ☐ Male ☐ Female

THANK YOU FOR YOUR COOPERATION

Please return the completed questionnaire by fax (622-2792) or mail to:

Pauline Russell-Brown
Caribbean Epidemiology Centre
16-18 Jamaica Blvd
P.O. Box 164, Port of Spain

Caribbean Epidemiology Centre
Centre for Gender and Development Studies
National AIDS Programme

Gender and Counselling In Sexual and Reproductive Health
27-29 November, 1996

27 November 1996

16:30 - 20:00 Opening Ceremony

28 November 1996

08:00 - 09:00 Registration

09:00 - 10:00 Introduction and Expectations Analysis
Waveney Richards

10:00 - 10:30 Presentation of pre-workshop participant survey
Pauline Russell-Brown

10:30 - 10:45 BREAK

10:45 - 12:30 Understanding Sex and Gender
Rhoda Reddock

12:30 - 13:30 LUNCH

13:30 - 15:30 Gender and STD/HIV/AIDS Counselling: An Interactive
Exercise
Waveney Richards

15:30 - 15:45 BREAK

15:45 - 16:45 Understanding Sexuality: An Introduction
Rhoda Reddock

16:45 - 17:30 WAW - A Review of Personal and Group Learning

29 November 1996

- | | |
|---------------|--|
| 09:00 - 09:30 | Sharing Good News |
| 09:30 - 10:30 | Gender and Power in Relationships
Selwin Ragoonanan |
| 10:30 - 10:45 | BREAK |
| 10:45 - 12:45 | Gender and STD/HIV/AIDS Counselling - Role Play
Exercises
Waveney Richards |
| 12:45 - 13:45 | LUNCH |
| 13:45 - 15:00 | Techniques of Gender Analysis and Gender Sensitivity in
Counselling
Michelle Rowley |
| 15:00 - 15:15 | BREAK |
| 15:15 - 16:15 | Where do we go from here: Identification of training
needs
P. Russell-Brown/Muriel Douglas |
| 16:15 - 17:00 | Evaluation and Closing Exercises |

Island Sustainability, Livelihood and Equity Programme

Workshop Report



13-17th January, 1997

*Held at
Seminar Room - Institute of International Relations
The University of the West Indies
St. Augustine
Trinidad and Tobago*

Island Sustainability, Livelihood and Equity Programme

Workshop Report

Gender and Island Sustainability, Livelihood and Equity

13-17th January, 1997

*Held at
Seminar Room - Institute of International Relations
The University of the West Indies
St. Augustine
Trinidad and Tobago*

*Prepared by
The Centre for Gender and Development Studies
The University of the West Indies
St. Augustine
Trinidad and Tobago*

TABLE OF CONTENTS

		<i>Pg.</i>
1.	<i>Background to the Workshop</i>	1
2.	<i>Official Opening</i>	2
	 <i>- PUBLIC SESSIONS</i>	
3.	<i>Summary of Country Presentations</i>	3
	<i>Canada</i>	3
	<i>Indonesia</i>	6
	<i>The Philippines</i>	7
	<i>The Caribbean</i>	7
4.	<i>Panel Discussion: ISLE: Gender Considerations and Community Responses</i>	8
5.	<i>Plenary Discussion</i>	10
6.	<i>Field Site Visits</i>	11
	6.1- <i>The Caroni Swamp</i>	11
	6.2- <i>The Nariva Swamp</i>	11
7.	<i>Closed Sessions</i>	13
	7.1- <i>Gender Based Assessment of Nariva Field Trip</i>	14
	7.2- <i>Critique of the Tongke Tongke Case Study</i>	15
	7.3- <i>Engendering of the Core Curriculum</i>	16
	7.4- <i>Critique of Island Food Systems Outline</i>	17
8.	<i>The Way Forward: Assignment of Tasks/Goals and Objectives</i>	17
9.	<i>Closing Ceremony</i>	18
10.	<i>Appendices</i>	19
	i - <i>Programme</i>	20
	ii - <i>Intervention to Island Food System Curriculum</i>	25
	iii - <i>Expanded Lists of Issues for Tongke Tongke and Nariva Case Study</i>	28
	iv - <i>Draft Proposal Second Gender and ISLE Workshop</i>	29
	v - <i>Pictorial Review of Workshop</i>	31
	vi - <i>Newspaper Clippings</i>	35
	vii - <i>List of Participants</i>	39

1. Background to the Workshop:

The international discourse on sustainability has principally been built on conceptually exploring the term; its contradictions, usefulness; and, limitations. The discourse is rendered more difficult when steps are made to conceptualise the relevance of the term not in an abstract sense, but in relation to small island states, which are inherently disparate and have fragile eco-systems. This task places very specific demands on academic institutions which wish to confront theory with the challenge of operational utility in research, training and curricula delivery.

The ISLE Programme therefore, is a timely intervention which attempts to provide an interdisciplinary and participatory approach to sustainable development, at the levels of research and action. The acronym, which stands for Island Sustainability Livelihood and Equity, is an integrated approach concerned with the sustainable development of islands in the developing world. The Programme which began in September, 1994 is administered by a partner framework of seven universities. These universities are Hasanuddin University (Indonesia), University of the Philippines in the Visayas (The Philippines), The University of the West Indies (Caribbean), Nova Scotia Agricultural College (Canada), Technical University of Nova Scotia (Canada), University of Prince Edward Island (Canada) and Dalhousie University (Canada) which acts as the lead institution. In addition to its formal administrative structure, the ISLE programme also endeavours to work closely with NGO's, community organisations and government agencies.

The Workshop held at The University of the West Indies, was the ISLE fourth's workshop session, and the first workshop attempting to incorporate gender concerns into this frame. ISLE maintains that the achievement of a participatory approach to both theory, methodology and practice, should position notions of equity, and in particular gender equity as a major component of its processes; hence the reason for this Workshop. The following objectives of the Workshop were established as part of a larger process of developing post graduate curricula based on an inter-disciplinary approach to Sustainability, Livelihood and Equity in various topics of study:

- 1) To report on and discuss the development of curriculum modules and case study material being carried out in other project activities to ensure a gender focus and to inform curriculum development.
- 2) To build a shared set of concepts around gender and island livelihoods in relation to issues of equity, sustainability and governance.
- 3) To evaluate and compile an annotated bibliography pertaining to the ISLE framework.
- 4) To initiate the development of a collection of comparative essays on gender and island livelihoods in an ISLE framework.
- 5) To initiate discussions about the construction of an internationally relevant course on gender and island livelihoods focusing on issues of equity sustainability and governance.

2. *Official Opening*

The Official Opening of the Workshop was held on Monday 13th January, 1997 at the Institute of International Relations Seminar Room. The audience comprised a varied cross-section of NGO representatives; university academic and non-academic staff; ministerial staff and members of the student body. The Opening Ceremony was chaired by Prof. Peter Bacon, Head of the Department of Zoology. Greetings and Welcome to the Campus were brought on behalf on The University of the West Indies, by Dr. C.R Mc David, Dean of the Faculty of Agriculture and Natural Sciences. Dr. Mc David apologised for the unavoidable absence of the Campus Principal, Prof. Bourne, and wished the proceedings every success. A brief background to the ISLE Project was given by Dr. Marian Binkley, Professor in the Department of Sociology and Social Anthropology, and School for Resource and Environmental Studies, Dalhousie University. Prof. Thomas-Hope, the Professor of Environmental Studies, UWI, provided the audience with a brief background to the involvement of the University of the West Indies in the ISLE Programme.

Keynote Address: Environmental Management in Trinidad and Tobago: A Step Towards Achieving Sustainability - Mr. Patrice Le Blanc, Managing Director/Chief Executive Officer Environmental Management Authority (A Summary)

Mr. Le Blanc observed that nationally and internationally, the environment would inevitably figure as a key element in our unfolding understanding of sustainable development. He noted that there is therefore a need to think about integrating environmental, economic and equity issues for the successful achievement of sustainability. His presentation listed some of the core values and guiding principles which he saw necessary for a sustainable and responsive environmental management regime. He also outlined Trinidad and Tobago's attempt to institute such an environmental regime.

Among the core values and guiding principles identified by Mr. Le Blanc were the need for:

- * A legal mandate which is committed to environmental protection and clear guidelines which prescribe institutional responsibility and obligations;
- * all sectors of society to share responsibility for eliminating environmentally damaging activities and foster change in production and consumption patterns;
- * transparent and participatory structures which enable access to information, traceable records of decisions and public involvement and inputs;
- * professionalism, objectivity and credibility which are compatible with the principles of good practice in science, public consultation and programme administration and management.

Mr. Le Blanc noted that the *Environmental Management Authority (EMA)*, which was established on June 5, 1996, was one of Trinidad and Tobago's primary means of realising these

goals. Consequently, he saw the *EMA's* role as one which would facilitate the establishment of a national policy, an action plan and legislation on the environment. He also saw the Organisation as having a role in developing greater levels of sensitivity and support for the environment by the public and institutional stakeholders in Trinidad and Tobago.

As a result Mr. Le Blanc told the audience that the *EMA*, in conjunction with stakeholders, was in the process of establishing a National Environment Plan; a National Environmental Action Plan; and a National Environmental Management Plan. In addition to this, he informed those present that the *EMA* was concerned and actively pursuing the strengthening of environmental legislation. The *EMA* he said recognised the significance of institutional strengthening and was therefore attempting collaborative efforts with 28 other government agencies. Mr. Le Blanc observed that the *EMA's* collaborative efforts also extended to international co-operation for the implementation of relevant international Conventions, Treaties, Protocols and Agreements.

The presentation was a useful exercise in public awareness as it served to clarify the role and objectives of the *EMA* in Trinidad and Tobago. The Opening Ceremony was then brought to a close by Dr. Rhoda Reddock, Head/Senior Lecturer at the Centre for Gender and Development Studies who delivered the Closing Remarks.

PUBLIC SESSIONS

3. Country Presentations (Summaries)

Monday 13th January, 1997

Session 1

Gender and the ISLE Framework: Comparative Perspectives (Canada and Indonesia)

Chair: Dr. Margarita de la Cruz , University of the Philippines in the Visayas

Canada

The Canadian paper was a team presentation, delivered by Dr. Pauline Gardiner Barber, Dr. Jane Parpart, Dr. Timothy Shaw and Dr. Marian Binkley.

Dr. Pauline Gardiner-Barber

Dr. Gardiner-Barber indicated that she wished to raise issues as opposed to deliver a concept paper in any concrete sense of the term. She established in her presentation that she was not speaking on behalf of Canada or things Canadian but that her voice and positionality was one which required her to centralise issues such as identity; the politics of difference, global structuring of economic, racial and gender inequities. These were examined in the context of the team's individual areas of research, and in relation to their relevance to the ISLE framework.

Dr. Barber outlined her own comparative research (Canada and The Philippines), as an attempt to answer anthropological questions about gendered work and livelihoods in the context of economic disadvantage and gender/class identity which develop as a result of these livelihoods. She believed that this was important if one wished to understand people's responses to development and sustainability.

In the Cape Breton and Philippines households interviewed, Dr. Barber found that gender identities were articulated in terms of ideologies which allocated supremacy to men's activity, while understating women's work. In Cape Breton, Dr. Barber examined fish plant workers who organised themselves into a union to challenge a corporate agenda which was attempting to depersonalise plant labour practices. She also observed that female workers more readily identified themselves in class terms, as opposed to gender identification. Dr. Barber noted that her research was significant in that it pointed out the importance of local culture and values to regional strategies of development as well as personal strategies of survival.

In The Philippines, Barber found that the local ideology also valued male bread winning activities more highly than women's work despite the fact that women worked harder and longer. She also found a highly gendered differentiation in migration where Philippine women, regardless of age or class were desirous of migration. She linked this gendered migration to the local colonial past, as well as the impact of global finance markets. Theoretically, she observed that in looking at sustainability it was possible to look at feminist theory as an all pervasive and permeating element which operated between the global context to the local and vice versa.

Dr. Marian Binkley

Dr. Binkley outlined her research as a comparative inquiry into the coping mechanisms of women who were married to off-shore as opposed to in-shore fishermen. She explained that in 1993, the Canadian government, as part of their resources management programme, curtailed fishing activity to the point where 14 000 fishers were directly unemployed; 6000 affected by downsizing and approximately 30 000 curtailed their fishing activity. This she signalled was a major economic disaster, for both men, and women in maritime communities which resulted from Canada's governance and control of the fisheries. In relation to the ISLE agenda therefore, she observed that "livelihood" could not merely be seen in terms of economics, but should also include issues such as; who does what; how tasks are divided up and assigned; who reaps the benefit; how does work affect the household, social activities, and the community.

She also examined a more subtle element of gendered fishery activity. In this regard she went beyond the traditional analysis of female activity in the fish plants or out at sea, to examine the role of the women who were left at home while their husbands were away trawling; these roles she argued were equally as gendered and as much a part of the fishery, as were the tasks assigned to the women who actually function on the trawlers with their husbands.

Subsequent to the economic slump she informed the audience that a female pressure group called *FISHNET* had been formed. The intent of the group was to place pressure on federal and provincial government to have a measure of equity integrated in the allocation of resources and re-training for helpers following the massive retrenchment which occurred in the industry. Wives, she explained who functioned as helpers on their husband's boat did not qualify for compensatory allocations, as they were seen to be incorporated into their husbands earning capacity and not as an independent producer. On the macro scale she also found that a seemingly isolated decision on resource management had reverberating impacts on the gendered division of labour; the gendered ideology operating in local cultures; as well as, the interpersonal relationships existing at the household level.

Dr. Jane Parpart

Dr. Parpart's presentation focused on gender theory and development practice and planning. She noted that her thinking in this area intersected with the ISLE agenda in the area of community based resource management and participatory approaches to development. Her critique of the participatory approach to development practices was based on the failure of many of these projects to transform the power structure which functions in local communities. She also discussed the need to examine local power structures and the imbalance which existed between the "experts" from the outside and the local reality. She argued that this analysis needed to be informed by an understanding of the historical, material and discursive structures of power. Dr. Parpart further reasoned that in the conceptualisation and operationalisation process, an adequate range of analytical tools had not been brought to bear on the influence of power in the development process.

She believed therefore, that approaches to participatory development had been building on a very weak and undeveloped understanding of power and that there was need for a more sophisticated understanding of power inclusive of its gendered dimension. In addition to this she observed that there was a need to translate this intellectual work into practical terms which individuals on the ground could be able to understand and use.

She also voiced concerns about the resurgence of results based management. She observed that as policy planners were giving power to the community through participatory processes, they in turn appeared to be taking it away through the use of complicated indicators and project cycles which re-introduced a sense of alienation of the people from development. Her Foucauldian insight therefore, led her to believe that any approach to participatory development which was devoid of an understanding of power would inevitably lead to the state resuming control on the planning process.

Dr. Tim Shaw

Dr. Shaw focused on what he saw as two endangered concepts in the ISLE framework; these were gender and governance. He noted that a mix of feminism and political economy must be incorporated into the ISLE debate. He suggested that the concepts of feminisation and "flexibilisation" be introduced to the debate as a means to analysing the place of islands in the global economy, given the changes in communication technologies, and industrialisation. He noted that part of the global restructuring has been a re-introduction of notions of human development and human security. Concepts such as gender and island security he remarked were therefore very important to the ISLE framework. He closed by commending the introduction of governance to the ISLE framework at the Hasanuddin workshop, as it allowed the deliberations to examine how marginal or central, island-states are in the changing global, political economy.

Indonesia

The Indonesian presentation was made by Dr. Hasyah Haneng from the Hasanuddin University. Dr. Haneng noted that gender was a relatively new term in the Indonesian context, and that the term was first introduced in the Five Year Plan in 1993. However, she informed the audience that prior to this women were first recognised as a socially and economically disadvantaged group in 1978, at which point, a separate chapter on women and development was formulated in the Development Plan and a Junior Minister for women's affairs assigned. She therefore believed that the Indonesian approach to gender and development has been a very top-down approach because of the dominance of national government.

She observed that the Plan's objectives were formulated out of a decidedly WID and WAD perspective. After twenty years she noted that Indonesian women are still faced with significant problems, as reflected by the gender disparity between women and men in areas such as education, health and employment; these she said were more pronounced in rural areas. Dr. Haneng believed that there was some measure of compatibility between the ideology, goals and objectives of the Indonesian development plan for the advancement and participation of women and the ISLE framework. She indicated that there was a need to have an explicit gender bias in research, as well as, the use of gender as an analytical tool in examining social problems, technology, and the impact of such on beneficiaries. In conclusion she called for the building of a trained critical mass at the Hasanuddin University to realise the goals and objectives of the ISLE framework.

Open Floor Discussion

A variety of issues were raised in the open floor discussion, among these were:

- * The rights of indigenous and marginalised groups in the development process;
- * strategies for improving legislation and institutional support for women who are victims of domestic violence;
- * the need to re-examine social and historical constructs of power and in so doing locate alternative paths to development which can be translated into practical developmental planning and policy;
- * the capacity of the ISLE framework to incorporate issues of global political economy;

Session 2-The Philippines and The Caribbean

Gender and the ISLE Framework: Comparative Perspectives

Chair: Dr. Hasyah Haneng, Hasanuddin University

The Philippines

The Philippines paper was presented by Dr. Rosario Asong of the University of the Philippines in the Visayas. Dr. Asong's presentation examined some of the factors which have led to the marginalisation of Philippine women from fishing and upland communities. In her overview of the Philippine context, Dr. Asong informed those present, that the Philippines gender sensitive agrarian reform policies did recognise women's rights to land, and that increasing avenues of credit were being made available to women. She also indicated that the Government of the Philippines had established a Gender Responsive Development Plan which envisioned an equitable and sustainable developmental path which would be empowering for Philippine women.

Her paper examined the sexual division of labour which operated in one of Philippines' fishing villages and she observed that although fishing was still an essentially male task, women were often engaged in such by themselves or as assistants to their husbands or male kin. Dr. Asong also examined the impact of the Philippines' cultural practices in forging gendered social relations. She observed that upon the birth of a Samoki woman, she is given household and farming implements as these are intended to set the girl's path into household and farming activities. In addition, she outlined Philippine's cultural mythology in relation to women's relationship with nature. In this regard she observed, that menstruating women for example, were not supposed to plant rice; nor were they allowed to look upon fruiting trees if pregnant, for fear of hampering the fruiting process. Samoki women are also seen as the traditional keeper of the rice-fields and are therefore seen as givers of life.

The Caribbean

The paper presented by the University of the West-Indies was delivered by Ms. Michelle Rowley of the Centre for Gender and Development Studies, UWI, St. Augustine. Ms. Rowley's paper questioned the relationship between the gendered self and the physical environment and attempted to examine the ways in which gender identities are in part constructed through human interaction with the environment. She noted that there was a need to question the inter-relation between self identification and environmental use. She based her questioning on an ecological history of the Caribbean which she believed reflected a trajectory between patriarchy, colonialism, the sexual division of labour and what was considered to be acceptable gendered use of the environment. The paper was not a definitive one, but one which attempted to raise some of the issues which she believed should be incorporated into the ISLE examination of gender and island sustainability in the context of the Caribbean. These questions were framed according to the varied groupings which occur as a result of the ethnic, racial and cultural diversity of the region, which in themselves impact upon the measure of gender differences found in the region.

Among the issues raised by Ms. Rowley were:

- The need to comprehend Caribbean mythologies on the environment;
- The role of indigenous knowledge on issues such as herbal medicine and the levels of gender differentiation associated with this;
- The differing roles played by women in environmental management according to ethnic and class factors (e.g. farming patterns, family land systems);
- The role which traditional activities with respect to the environment, may have in (dis)empowering women (e.g. access to resources).

She noted that the urgency of environmental degradation in the Caribbean compelled accuracy in planning and policy. She believed however, that finding solutions could not be done outside of a working relationship with those communities which were experiencing problems and that there should be greater investment in community structures if they were going to be capable of functioning in a participatory approach to development.

Open Floor Discussion

The presentations stimulated a number of issues; among these were:

- The gendered impact of technology in environmental use
- The relevance of historicity to understanding sustainability and the dynamics and environmental management
- Nuancing a gender approach to environmental management which transcends WID approaches
- The need for indigenous use of natural stock (e.g. lignoculture technology), in recycling and natural cycling processes
- The intersection between women's unpaid work and environmental management

Tuesday 14th January, 1997

Day 2: Session 3

Panel Discussion: Island Sustainability, Livelihood and Equity: Gender Considerations and Community Responses.

Chair: Dr. Rhoda Reddock, The University of the West Indies

The discussants for this session were drawn from the following local organisations and institutions:

The Field Naturalist Club -
The Engineering Institute, UWI-
Caribbean Forests Conservation Association-
Pointe-a-Pierre Wild Fowl Trust-

Ms. Yasmin Comeau
Mr. Winston Rajpaulsingh
Ms. Sylvia Kacal
Ms. Karlyn Shephard

The panel discussion was intended to open up the Workshop's discourse to the general public and ground the theorising in the immediate reality of the environmental groups and organisations functioning in the society. It therefore served to bring a diversity of positions and perspectives to bear on the theme under discussion.

Ms. Yasmin Comeau

The first presentation was made by **Ms. Yasmin Comeau**. Ms. Comeau was the first female President of the **Field Naturalist Society**, one of the oldest environmental groups in Trinidad and Tobago (106 yrs.). Ms. Comeau noted that when asked to place a gender focus on the Club's activities, she found that the Club had been primarily, a male preserve. She found that she was hard-pressed to locate any record of women's active involvement in the Club, apart from the serving of tea on the Special Members Evening in the early history of the Club. She found that in 1930 a woman was elected to the post of Secretary and resigned ten minutes after due to the fact that she was unable to attend weekly meetings. She observed however, that the individual who nominated that lady for the post also nominated her some sixty years later to the post of President.

Ms. Comeau's presentation revealed the structural disadvantage faced by women's involvement in the Club. She remarked that although there is now a sizeable number of women in the Club they are often hesitant to come forward to assume management positions. She also found that there was limited participation by women in the Club's monthly lecture outreach component, again as a result of hesitance. She recounted an instance where one woman was invited to give a lecture on environmental management in the home (e.g. organic compost, recycling) and was forced to decline the invitation due to the fact that her husband did not permit her to come. She believed that there was a need to understand some of the factors which were serving as a deterrent to women's active involvement in the Club.

Mr. Winston Rajpaulsingh

Mr. Rajpaulsingh represented The Engineering Institute, which is the outreach component of the Faculty of Engineering. Mr. Rajpaulsingh presented the mandate of his organisation within the context in the UWI and volunteered the services of his department in the realisation of the objectives of the ISLE. He admitted to his limited knowledge of gender issues but enjoined his willingness to learn and assist in the Programme's proceedings.

Ms. Karlyn Shephard

Ms. Shephard presented in her capacity as the Vice-President of the Pointe-a-Pierre Wild Fowl Trust. The Trust is a wet-land organisation, which uses natural resources for the protection of ducks, in a petroleum producing environment. Ms. Shephard admitted that some of the battles faced by the Trust were incensed by the fact that both she and the President were women and as such it was assumed that they knew nothing about rice farming and wet lands. Knowledge as a privileged male preserve was often voiced in questions such as, why they were not involved in the people element of resources management as opposed to active involvement with environmental management, or why they did not retire from public life and assume maternal

responsibility. She believed that there was a need to incorporate more practical training into curriculum development and that the notion of equity should involve the issue of ownership and inspire a sense of responsibility for the environment.

Ms. Sylvia Kacal

Ms. Kacal is member of the *Caribbean Forest Conservation Association (CFCA)*, with responsibility for collaborative programmes. Following on Ms. Comeau's presentation, Ms. Kacal observed that the formation of the *CFCA* was in part a response to the male and scientific chauvinism of the Field Naturalist Club. However, she noted that the catalytic event for the formation of the *CFCA* was the widespread forest fires of 1987. The projects pursued by the *CFCA* have a focus on community participation, as well as, people oriented conservation and therefore, subscribe to sustainable human development and sustainable environmental development. Ms. Kacal's presentation voiced the belief that conservation was not possible without the will of the people. She observed that the smaller the island the more social content would be necessary in the conservation process. She also warned that her activism has taught her that sustainability has to be built into all levels of the analysis and policy planning. She looked at the cyclical effect of environmental degradation and pointed out that the cost of living at the household level would inevitably increase with continued environmental destruction.

Session 4 : Plenary Discussion

Chair: Dr. Sirju-Charran

The plenary discussion facilitated questions for the discussants on the panel session and then served to bring the major issues of the Public Forum of the Workshop to a close.

The major themes identified in this session were:

- * The need to incorporate urban centres into environmental analyses as opposed to a concentrated focus on rural communities;
- * the role of the environment in fostering home values and family cohesion, as well as the role of the family in daily conservation efforts;
- * the impact of development policies and "development aggression" on the environment and the need for environmental groups to have a working relationship with technocrats;
- * the need for redefining development, in terms which are more applicable to small island states and the environment (e.g. herbal medicine);
- * the need to critically examine global political structures of inequity and the systems of local governance which come out of these global systems;
- * the need to question traditional and patriarchal approaches to knowledge and knowledge construction at the tertiary level;
- * the need for sustained efforts of operationalising sustainability, even in the absence of reduced funds;
- * the need to be cautious of the commodification of the environment under "new" labels such as eco-tourism;
- * the need to take issues out of the context of the university to the local communities and grassroots women

6.0 *Field Site Visits*

6.1 *Day Two: The Caroni Swamp*

The participants were taken on a field trip to the Caroni Swamp and the Nariva Swamp. Both events provided a different lens to the issue of sustainability and livelihood. The Caroni Swamp which is a 40 sq. m. wetland, gave the participants the opportunity to observe the nesting of the Scarlet Ibis (one of the national birds of Trinidad and Tobago), as well as observe the natural habitat and diversity of the eco-system. The Caroni Swamp stands as the best representation of a mangrove ecosystem in Trinidad supporting red, black and button mangroves. It is also home to 157 species of birds among which are Herons, Snowy Iguanas, and Ospreys. It also serves as a feeding ground for young fishes and is populated by Caimans and a variety of local snakes. The Swamp supports a number of diverse economic activities such as eco-tourism, boating, and fishing for oysters.

6.2 *Day Three: The Nariva Swamp*

The Nariva Swamp has been designated for the List of Wetlands of International Importance maintained under the Ramsar Convention. Nariva is one of the largest freshwater wetlands in the Caribbean and has the most varied vegetation of all wetlands in Trinidad and Tobago. It supports a wide variety of wild life, as well as a substantial amount of illegal agricultural activity in the marsh, which has opened up a national debate on the balance to be found between an economic and sustainable use of the Swamp.

The field trip to the Nariva Swamp introduced the human dimension of environmental management by presenting case studies of women's livelihoods which were secured from environmental use in the villages of Plum Mitán and Kernahan. Both Plum Mitán and Kernahan may be considered to be rural communities. Plum Mitán however, may be seen as a lower middle class community, while the inhabitants of Kernahan form an indigent squatting community. Both communities depend heavily on the Swamp for the livelihood through the planting of rice and the fishing of cascadoo. Infrastructural development in both communities are severely limited. The Plum Mitán area has access to infrequent supply of running water and electricity, but the Kernahan area remained bereft of any such facilities.

The Nariva Swamp field trip brought several issues to the forefront. At the theoretical level the nuancing of power and empowerment figured as a significant issue for discussion. Despite the fact that the actual earnings of the women in both communities were limited one could not overlook the intangible, though evident sense of achievement which came from actually organising themselves into a productive grouping. Also to be assessed within the context of empowerment was the role of networking and interaction, which was provided by the women's interaction with one another in their exercise.

In Plum Mitan, the team visited the Community Centre, the project site of a women's small cottage industry. At the site the team were exposed to the income-generating activities of the women, such as the production of sweets and snacks for neighbouring schools. While there, the women

continued with their activities allowing the visitors to observe their work and procedures. Interestingly, when asked about their employment status, the women perceived themselves as unemployed, but readily admitted to the usefulness of the activity in "helping out" (financially) the household.

The more economically depressed area of Kernahan, lay outside of a reserve visited by tourists. The team's visit assisted an attempt by the women to get an initiative off the ground to provide lunch for feed visiting tourists. Their objective here is two fold, firstly they wish to generate an income for the community, as well as, give foreign visitors a fuller understanding of the entire ecosystem at work. Kernahan, as is Plum Mitan, is essentially a rice growing area, with supplementary income being derived from fishing in the swamp. After a lunch of local cuisine provided by the community, the participants were taken on an eco-walk throughout the community. This served to further inform the team's understanding of socio-economic and political dynamics of the village and the ways in which these were affecting the development of the village.

7.0 *Closed Sessions*

Thursday 16th and 17th January, 1997

The closed workshop session commenced with setting the agenda to be followed for the next two days. It was decided that there was a need to situate gender within ISLE's key concepts of **sustainability, livelihood, and equity**. It was also suggested that **governance** be incorporated into the proceedings.

The following activities were therefore outlined for the 16th and 17th January, 1997:

Work-Tasks

- Examine the core relationship between gender and the ISLEG Programme
- Develop a generic course on gender and the ISLEG
- Explore training courses on gender for ISLE participants
- Activity Planning: The Way Forward

Expected Outputs

- Report on Workshop (submit to *The Archipelago*)
- Incorporation of Gender into existing case studies and curricula (Tongke Tongke, Island Food Systems)
- Proposals for follow-up Workshops on Gender and the ISLE
- Draft of Core Course Outline
- Bibliography on gender and the ISLE. This may be placed on the World Wide Web or the ISLE Net
- Series of Concepts Papers on Gender and other relevant terms
- Strategies to facilitate a contribution to courses at the graduate level

Thursday 16th January, 1997

Of these tasks the following were identified to be addressed on 97/01/16:

- Gender based analysis of the field trips to Nariva
- An assessment of the Indonesian case study
- Address the core issues of ISLE with a gender analysis approach.

7.1 Gender Based Assessment of Nariva Field Trip

Concepts Arising

The field trip facilitated a richer understanding of many of the concepts which were to be grappled with in the formulation of curricula on gender and ISLE. As a result, an interesting discussion which shifted between practice and theory ensued.

Empowerment

The observation was made that the women involved in the cottage industry in Plum Mitan appeared very empowered by the activity. This led to the problematizing of the term with the recognition that it was a limited perspective which only saw empowerment in terms of access to income-generating activities as this did not necessarily empower women. Increased access to income generating activities may in fact have the opposite impact of increasing women's burdens with out increasing their domestic or autonomous power.

It was noted that empowerment and the achievement of such has a dimension of historicity and cultural specificity attached to it. Dr. Mohammed explained that many of these women were part of an early migrant society and therefore would have played a significant role in shaping the evolving societies, through a process of negotiation with their men.

It was generally agreed upon that measuring empowerment should incorporate indicators such as how women feel about themselves; their ability to communicate and their general sense of self.

The Sexual Division of Labour

In dealing with empowerment it was suggested that the meaning of work in the women's lives be further investigated. Dr. Reddock noted that in the communities visited, unpaid work or activities which generated an inconsistent income were not perceived as employment. She also linked this perception to the decline in agriculture in the region, since the work done by women and children on the farms is often unpaid, and these groups must also seek alternatives means of income.

Following on this, was the observation that further research be conducted to ascertain the distribution of income at the household level and the extent to which the women's income served to support male farming activity e.g. purchasing of seeds. Dr. Binkley suggested that an analysis of the division of labour be conducted according to gender and age.

Governance and Social Issues

Dr. Shaw drew attention to the need for the allocation of land rights to the inhabitants of the villagers. His visit also spurred an interest in the dynamics of the village hierarchy, as he saw indicators of social ordering (e.g. tractors, architectural differences) within the village (Kernahan).

Dr. Reddock cautioned that if one were to understand the dynamics of village hierarchy (specifically that of Kernahan), then one should also invest in understanding the role of religion

shaping the community's gender relations; ownership and allocation of resources and levels of education.

Areas for Further Research

It was agreed that there was need to build a comprehensive data base on the villages of Plumitan and Kernahan villages. This would incorporate basic demographic data such as age, sex, educational levels etc. However, it was suggested that this be extended to incorporate a deeper level of analysis on issues such as access to and control of productive resources, the role of the women in decision making; health issues/ reproductive health; the role of marriage; out migration and a socio-cultural history of the villages.

2 Critique of Tongke Tongke Case Study

The Tongke Tongke case study was generally perceived as being inadequate in terms of its data collection on women and gender relations within the mangrove community. It was suggested that attempts be made to clarify some of the study's key concepts such as:

- sustainability
- occupation/work
- income levels
- participation of women
- community activity
- social organisations: formal and informal
- women's knowledge of environmental issues
- leadership and leadership position

The case study also showed limited use of feminist and gender sensitive methodology. It was therefore suggested that more qualitative approaches be used among which are participatory approaches; ethnography; and historical data. It was further suggested that this be supplemented with aggregate data collection through the application of a household census and other quantitative approaches. The Indonesian team was also advised to incorporate an political economy/global perspective in the research.

Several areas were identified as being relevant to the expansion of the study (See Appendix III for complete listing). Some of the broad areas which were identified were:

Demographic data and Household Dynamics

The Sexual Division of Labour

Culture, Religion and Socio-political pressures

Conceptual Clarification of key terms

The Indonesian team therefore assumed responsibility for improving the quality of the study based on the discussions which took place.

7.3 Engendering the Core Curriculum: Construction of Core Concepts in ISLE

The construction of the core concepts was discussed in this session. This was followed by two small group sessions, one of which further discussed the concepts in relation to curricula use (Engendering the Core Curriculum), while the other examined and critiqued the draft Island Food System Curriculum Outline.

The small group exploration of the core concepts of the ISLE framework was informed by the lively debate which preceded it. In this debate several positions and definitions on gender and the ISLE's core concepts were articulated by all participants. The synthesis of both the larger debate and that of the small group assisted the development of a schema, which was used as a typology for analysing the core concepts. The outline followed two levels of analysis: schematic; and integration into case studies.

The group demonstrated the use of the model by examining the concept of equity. At the schematic level questions pertaining to conceptualisation were asked such as:

Definition

- * What is meant by equity?
- * Who defines equity?
- * What are the dimensions of equity (resource access: information/land/labour/credit/technology)

Nature of Equity

- * deeply gendered relation of power which impacts on women's rights and entitlement
- * controls access to resources
- * contains notions of gender justice and social justice
- * forms a trajectory with categories of race, class and ethnicity
- * is not equal to ideas of sameness
- * requires transformation of gender relations

Levels of Integration

- * institutional frames of reference (e.g. legal)
- * transformation in productive relations
- * transformation of political and cultural economy

The session concluded with members of the group being assigned responsibility for a more incisive and detailed examination of the different concepts (See p. 17).

Critique of Island Food System Curriculum (Draft)

Group two focused on a gendered critique of the Island Food System Outline (See Appendix II, for a detailed response). The group argued that a course such as this required a multidisciplinary team as well as a comprehensive and detailed approach to the methodology which would be employed.

The group suggested that the term Food Security be used in the document to replace hunger. There were also suggestions pertaining to the re-organisation and re-writing of identified sections, as well as the modification and expansion of the issues to be examined. In this regard suggestions were made to include headings such as:

- * Physical and Natural Environment
- * Demographics and Social Characteristics
- * Systems of Governance
- * Island resources- ownership, use and distribution
- * Ideology, Media and Knowledge Systems
- * Work, Labour and Livelihood
- * Gender Relations and the Sex/Gender System

Further suggestions were made to replace terms, and make the gender component of the document more incisive and explicit (See Appendix Two for a detailed outline of critique).

8.0 The Way Forward: Assignments of Tasks/Goals and Objectives

The final working session outlined the specific responsibilities assigned to the members of the group in relation to the outputs which the team wished to achieve. The following work tasks were therefore established:

Final Report

- * Ms. Michelle Rowley

Concept Papers for Engendering Core Curriculum (Summary)

- | | | | |
|---|----------------|---|---|
| * | Gender | - | Dr. Patricia Mohammed |
| * | Equity | - | Dr. Jane Parpart |
| * | Sustainability | - | Dr. Rhoda Reddock |
| * | Livelihood | - | Dr. Pauline Gardiner Barber |
| * | Governance | - | Dr. Rhodora Bucoy/Dr. Tim Shaw/ Dr. Grace Sirju-Charran |

Critique of Island Food System Curriculum

- * Dr. Marian Binkley

Compilation of Annotated Bibliography and Database on Gender and ISLE

* Dr. Rosdianni Rachim

There was also some discussion on expanding this task to incorporate the use of the World Wide Web, to facilitate international access.

Follow-up Proposal for 2nd Workshop on Gender and ISLE

* Dr. Rosario Asong and Dr. Marian Binkley

Project Proposal for Case-Study on Nariva

* Dr. Marian Binkley/ Prof. Peter Bacon/ Ms. Michelle Rowley

Engendering Tongke Tongke Case Study

* Dr. Hasyah Haneng

9.0 Closing Ceremony

The week's proceedings came to a close with a simple ceremony chaired by Prof. Bacon, who thanked all the participants for their efforts and deliberations and hoped that many of the goals would be realised. Members of the team individually thanked the Centre for Gender and Development Studies, St. Augustine for their hospitality and hard work in hosting a successful and productive workshop.

Dr. Rosario Asong, gender representative to the ISLE Steering Committee, committed herself to spear-heading the incorporation of gender at the level of the ISLE Steering Committee. There was a general call by many for further meetings and the building of bridges between regions. In conclusion Dr. Reddock voiced her thanks to the participants and commented on the fact that this workshop had facilitated the presence of young graduate students in the form of Ms. Angela Alleyne and Ms. Michelle Rowley, and she encouraged the ISLE team to continue to make this a part of their *modus operandi*.

The Workshop came to a close with an exchange of gifts among the regions present.

Prepared and Submitted by
Ms. Michelle Rowley

APPENDICES

Appendix I :- Programme of Events

The University of the West Indies
Centre for Gender and Development Studies
and
The Island Sustainability Livelihood and Equity Programme

GENDER AND ISLAND SUSTAINABILITY, LIVELIHOOD AND EQUITY: A WORKSHOP

P R O G R A M M E

Seminar Room
Institute of International Relations
The University of The West Indies, St. Augustine
JANUARY 13-17, 1997



Day 1

8.00 - 9.00

Registration of Participants

9.15 - 10.30 a.m. **Official Opening**

- | | | |
|----|--|--|
| 1. | Welcome and Introduction to the Workshop | Chairperson - Prof. Peter Bacon
Head, Dept. of Zoology,
UWI, St. Augustine |
| 2. | Greetings and Welcome to the Campus | Dr. C.R. Mc David
Dean, Faculty of Agriculture and
Natural Sciences,
UWI, St. Augustine |
| 3. | Brief Background to the ISLE Project | Dr. Marian Binkley
Dept. of Sociology & Social
Anthropology,
Dalhousie University |
| 4. | Brief Background to the ISLE Project
at the University of the West Indies | Prof. Elizabeth Thomas-Hope
Chair, Environment Management
UWICED, Mona, Jamaica |
| 5. | Opening Address | Mr. P. Le Blanc
Director, Environmental
Management Authority
Trinidad and Tobago |
| 6. | Closing Remarks | Dr. Rhoda Reddock
Head, Centre for Gender
and Development Studies
UWI, St. Augustine |
| 7. | Vote of Thanks | Chairperson - Prof. Peter Bacon |

Refreshments

10.30 - 11.00

11.00 - 1.00

Session One - Chair: Prof. M. de la Cruz

11.00 - 12.00

Gender and the ISLE Framework: Comparative Perspectives
Panel Presentation of two Concept Papers (Indonesia and Canada)
examining this topic from regional perspectives.

12.00 - 1.00

Open Floor Discussion

1.00 - 2.00

LUNCH (Senior Common Room)

2.00 - 3.30

Session Two - Chair: Dr. Hasyah Haneng

Gender and the ISLE Framework: Comparative Perspectives II
Presentation of two Concept Papers (**The Philippines and the Caribbean**), examining this topic from a regional perspective.

3.30 - 3.45

BREAK

3.45 - 4.30

Open Floor Discussion

6.30 - 8.30

WELCOME RECEPTION

Undercroft, New Natural Sciences Building

Hosted by the Environmental Management Authority

Tuesday January 14, 1997

Day II

9.00 - 10.30

SESSION THREE - Chair: Dr. Rhoda Reddock

Island Sustainability, Livelihood and Equity: Gender Considerations: Community Responses
Panel Discussion by Non-Governmental/Community based Organisations

Discussants:

- Field Naturalist Club - Ms. Yasmin Comeau
- Pointe-a-Pierre Wildfowl Trust - Ms. Karlyn Shephard
- Caribbean Forests Conservation Association - Ms. Sylvia Kacal
- UWI Engineering Institute - Mr. Winston Rajpaulsingh

10.30 - 11.00

BREAK

11.00 - 12.30

SESSION FOUR - Chair: Dr. Grace Sirju-Charran

Plenary: Conceptualizing Gender and the ISLE Framework

12.30 - 1.30

LUNCH (Senior Common Room)

END OF OPEN SESSIONS

1.30 - 2.30

Planning Committee Meeting

4.00 - 6.30

Visit to the Caroni Swamp

Wednesday January 15, 1997

Day III

8.30 - 4.00

SESSION FIVE

Field Trip:

The Nariva Swamp - The field trip will take us to a topical area of ongoing ecological concern. It will include a visit to Plum Mitán village where the participants will be able to interact with a Women's Group who have organised themselves to augment income generated by rice-farming activity. The field trip will then proceed to Kernahan Village for lunch and a guided eco-walk by the villagers.

Thursday January 16, 1997

(Venue: The Normandie Hotel)

Day IV

9.00 - 10.30

SESSION SIX

Gender-based analysis of the Field Trip Experience (Case Study) from a Curriculum point of view.

10.30 - 11.00

BREAK

11.00 - 2.30

SESSION SEVEN

Presentation of Indonesian - Case Study and Critique of Case Study from a Feminist and Gender Perspective

12.30 - 1.30

LUNCH

1.30 - 2.30

SESSION EIGHT

Incorporating Gender into the Core Curriculum
(Small group workshop sessions)

Groups: Island Food Systems
 Coastal Resource Management
 Integrated Resource Management

2.30 - 3.00

BREAK

3.00 - 4.00

SESSION NINE - Workshop Session

Developing Curriculum for a Course on Gender and Island Sustainability, Livelihood, Equity and Governance

Friday January 17, 1997
(Venue - The Normandie Hotel)

Day V

9.00 - 10.30

SESSION TEN - *Workshop continued*

Developing Curriculum for a Course on Gender and Island
Sustainability, Livelihood, Equity and Governance

10.30 - 11.00

BREAK

11.00 - 12.30

SESSION ELEVEN

The Way Forward

Small Group Discussion on Proposals - The Future of Gender in
the ISLE Project

12.30 - 1.30

LUNCH

1.30 - 3.00

SESSION TWELVE

The Way Forward - continued

3.00 - 3.30

BREAK

3.30 - 4.30

CLOSING CEREMONY

Chair: Professor Peter Bacon



Appendix II:- Intervention to Island Food System Draft Curriculum Outline

Comments Concerning the Island Food Systems Document dated October 11, 1996.

At the 13-17 January Gender and Island Sustainability, Livelihood and Equity Workshop the participants reviewed the Island Food Systems document (dated October 11, 1996) paying particular attention to the integration of gender within the document. The following are the comments generated by the exercise and presented in the order in which they appear in the document. We hope that these comments will be helpful to the food systems group.

Comments:

- Concept – Clarify the term “interdisciplinary.” For example, are natural, social and applied sciences included. We suggest the alternate wording “interdisciplinary cross-cutting applied, natural and social sciences, some of whom should have expertise and knowledge in gender issues.” To replace “interdisciplinary.”
- Concept – The second paragraph appears to pertain to methods and not concepts. Pedagogical approaches should be in a separate section “method of instruction.”
- Goals – Starting here and throughout the document “governance” should be added to the list of core concepts along with “sustainability, livelihood and equity.”
- Goals, A. b) “gender sensitive” should be inserted between “international,” and “problem-solving.”
- Goals, A. d) the following should be added as A. e) “to collaborate with food-related extra-university agencies such as NGO’s, co-ops and other community organizations.”
- Course Goals – B. a) and B. c) should be in reverse order. “Equity, livelihood and governance” should be added to the original B. c). As it is now written, we did not understand B. b).
- Course Goals – add as B. d) “to explore the gendered nature of island food systems and its significance to food security.”
- Part A -Introduction – The introduction to the core concepts, the case studies and the teaching technique of problem-based learning need to be separated out and clarified in this section.
- Part A. 2. Revamp the list of information needed into the following headings:
 - Physical and Natural Environment
 - Socio-Cultural, Political and Historical Environment
 - Demography and Social Characteristics
 - Systems of Governance and Political Economy
 - Island Resources – Ownership, Use and Distribution
 - Kinship, Family and Household Systems
 - Ideology, Media and Knowledge Systems
 - Work, Labor and Livelihood
 - Gender Relations and the Sex/Gender System

- Appendix I – Appears to be missing. Additional attachment also needs clarification.
- Appendix II – The class should focus on food security not hunger or disasters. These are only aspects of food security. The treatment of the issues appears to be totally from a natural scientist's approach. Include social, political, and global aspects of the question.
- Appendix II, Objectives – Farming, farmers and farming systems are only one aspect of food systems. Can you use terms which would include all forms of food production, harvesting, processing, marketing, and consuming, including those pertaining to marine resources, as well as all the people involved in these activities. We must pay particular attention to the gendered nature of these activities and the terms used to designate the people involved in these activities (e.g., farmer).
- Appendix II, Resource Packets – The following information should be included when available:
 - land – physical characteristics
 - climate – e.g. rainfall, natural disasters
 - gendered relationships to the environment and nature
 - population composition and institutions
 - demographic characteristics – e.g. age, sex, household size
 - social characteristics – e.g. health, education
 - political/economic system
 - capital/ownership and distribution
 - island in the global economy
 - food production system in the Political Economy context
 - community organization and structure
 - gender relations in the political economy context – e.g. leadership, decision-making, systems of governance
 - issues of class ethnicity and gender
 - ownership, distribution, use and tenure of air/land/coastal/marine/sea resources
 - sexual division of labor in use of these resources
 - laws and legal systems pertaining to island resources
 - income levels and distribution based on gender, geography, class, ethnicity
 - patterns of family/household
 - gender relations in kin and non-kin relations/network
 - marriage and union patterns
 - legal systems and laws pertaining to family and kin matters
 - migration and family relations
 - issues of reproduction
 - religious systems and ideology
 - sources of information/communication in changing ideology/identity as local and foreign (e.g., water sources (wells), religious institutions, satellite TV)
 - cultural/religious notions of femininity/masculinity
 - cultural/religious attitudes to education
 - gender/cultural attitudes to education
 - work as a unit of analysis – individual, family, household, community, ecosystem
 - labor allocations
 - sexual division of labor
 - cultural attitudes to children and their labor
 - gender and credit
 - technology and gender
 - gender interaction – negotiation, resistance, conflict and struggle
- Part A, Scenario – It needs a less top down approach unless it is used as one of a number of scenarios or that the approach presented in the scenario is criticized and discussed in relationship to other approaches. Plant/Environment interactions should include people/plant relations. The discussion

should also include of food security and genedered technology. An illustration of this approach is Sidney Mintz' book Sweetness and Power.

- Further Considerations – It is necessary to include people in all issues --for example, class differences, international trade agreements, and other issues such as drugs and the marginalization of other agricultural crops.

Appendix III:- Expanded List of Issues Derived from Tongke Tongke Case Study and Nariva Field Trip

- demographic considerations : age, sex, household size, compound, migration
- marriage/union
- family and reproduction
- kin and non-kin relations/networks
- gendered expenditure: negotiation, resistance, conflict and struggle
- empowerment

- Work: -unit of analysis - individual, household, family, community, ecosystem
 - labor allocations
 - division of labor based on gender
 - division of labor based on age
 - evaluation
 - distribution of income/other economic resources in household

- income level
- capital ownership/distribution
- gendered nature of credit including access to it
- gendered distribution of productive resources
- gendered technology
 - land tenure and property right
- land distribution and use
- gendered relationship to environment/nature
- cultural/religious notions of femininity/masculinity
- cultural/religious attitude to children and their labor
- gendered/cultural attitude to education
- community organization
- gendered leadership, de facto/de jure in social organization such as religious institution
- sociocultural community history
- ethnicity/class/gender
- decision making and governance
- laws and legal system
- global economy interaction with community and/or local environment
- sources of information-communication in changing ideology/identity both local and foreign sources (e.g. wells, religious institution, state, TV, development agencies)

III. B. Concepts to reviewed in ISLE Gender-related Case Studies:

- development
- empowerment
- gender
- sustainability
- reproduction
- environment
- work
- household tasks
- leadership
- organization

Appendix IV:- Draft Proposal for Second Gender and ISLE Workshop

GENDER AND ISLAND SUSTAINABILITY, LIVELIHOOD AND EQUITY ISSUES-WORKSHOP II

The proposed workshop, the second of a series of Gender and the Isle Workshops, will be three days in duration with one day overlap with the next APW. The workshop has two components:

- 1) a one-day gender-sensitivity training session for all of the APW participants; and
- 2) a two-day session which will follow-up on work initiated at the first workshop -- Gender and Island Sustainability, Livelihood and Equity Issues.

At least three representatives from the four partner institutions will participate. (Add date and place of APW when known.)

The objective of the one-day gender-sensitivity training session, which will be integrated into the APW agenda, is to stimulate gender awareness among APW participants. The objectives of the two-day follow-up session are:

- 1) To construct an internationally-relevant course on gender, environment and development within the ISLE framework;
- 2) To continue discussions and to report on the development of curriculum modules and case study materials for use in gender, development and environment curricula being carried out by other groups;
- 3) To continue building shared sets of concepts around gender, equity and environmental issues among the partners;
- 4) To continue evaluation and compilation of annotated bibliographical sources relevant to gender issues pertaining to the ISLE framework, which will be circulated to all ISLE sub-groups for comments and suggestions; and
- 5) To review and discuss the essays on the theme of gender and the ISLE framework.

In order to prepare for the sensitivity training session, the three group leaders: Jane Parpart, Rosario Asong and Rhoda Reddock or Eudine Barriteau will need to meet to discuss the format and presentation.

Benefits to the ISLE Program

Since gender is a cross-cutting concern which will be integrated into all activities (i.e., curriculum development, case studies, training and workshops) of ISLE, all participants of the four universities need to be gender conscious and gender responsive. This gender workshop will benefit the ISLE program in the following ways.

- 1) The gender sensitivity training session will be the first formal ISLE initiated activity which focuses on enhancing the gender awareness of ISLE participants. This activity will expose faculty of ISLE partner institutions to the needs for and ways of incorporating gender in all ISLE activities.
- 2) The workshop will contribute to the creation of a strong network of gender-biases faculty among partner institutions. Once established this network will provide a basis for collaborative activities extending beyond the ISLE framework.

- 3) The workshop will enhance curriculum development. Shared bibliographical materials, gendered reviews of other programmes and the development of a Gender class in the ISLE perspective will be generated. These materials will enhance the general curricula offerings within ISLE partner institutions and can be used not only in a classroom setting but also for human resource development for faculty and staff of partner institutions.
- 4) Participants in the workshop will further gain a deeper cross-cultural perspective on sustainability, livelihood and equity issues for ISLE which will also enrich their individual contributions to the curricula they are responsible for within their own institutions.

Talk of Trinidad

WITH THE HUMMING BIRD



JOANNE BRIGGS

UWI TALKS GENDER

UWI's Centre for Gender and Development Studies took on the role of host to scores of female representatives who attended a workshop on "Gender and the Island Sustainability, Livelihood and Equity".

The Centre's Director, Dr Rhoda Reddock, expressed delight over St Augustine's involvement in the ISLE Programme.

Gender issues were the main concern of the programme in which universities from Canada, Indonesia, the Philippines and the Caribbean, were involved.

TT's newly established Environmental Management Authority, was a major supporter of the exercise, with Patrice Le Blanc, Managing Director and Chief Executive Officer, delivering the feature address on TT's environmental regime.

Visiting representatives toured some of our prominent nature sites.



DR RHODA REDDOCK, right, Director of the Centre for Gender and Development Studies, St Augustine campus, offers a special welcome to Maria Pandu, of Hassanudin University, Indonesia, and Rhodora Bucoy, of the Philippines, at the opening of the workshop.



RALLYING around their colleague, Dr Pat Mohammed (in wheelchair), of Mona campus, are Professor Bridget Brereton, right, Yasmin Comeau, left and Shahida Hosen.



ST AUGUSTINE academics Dr Grace Sirju-Charran, left and Dr Valerie Youssef, share a light moment after the workshop's opening.



TRINIDADIANs Clotil Walcott, left, trade unionist, and Verna St Rose, right, of the Women's Platform, make sure that Eudine Barribeau, Director of Cave Hill's Centre for Gender and Development Studies, kept happy.

national news

Budgetary constraints hinder EMA's progress

PATRICE LE BLANC, Managing Director/Chief Executive Officer of Trinidad and Tobago's Environmental Management Authority (EMA) has expressed concern over the organisation's slow progress in implementing its programmes.

Although EMA has taken a number of initiatives "to get things moving," he has indicated that it is taking a long time and lot of effort to get professionals and technical staff on board, as well as participating agencies - non-governmental organisations and industry, to move the

programme ahead.

In an interview after he delivered the feature address at yesterday's workshop opening on "Gender and Island Sustainability, Livelihood and Equity," at UWI, St Augustine, the EMA official stated that discussions are still in progress with the 28 Government agencies to finalise administrative arrangements through its Memorandum of Understanding.

In addition, he alluded to budgetary constraints facing the EMA which to date has recruited only seven of the 23 technical staff needed to enforce some

of the laws and subsidiary legislation still being developed.

Government has allocated only 50 percent (TT\$ 4 million) of the recurrent costs sought, while the Authority's request, and the TT Manufacturers' Association, the Chamber of Commerce and the American Chamber of Commerce are all pursuing environmental management issues," he said.

Emphasising that the Authority should be at a higher level with its technical and professional staff, but for budget constraints, Le Blanc added that the

Government's Ministry of Planning and Development has to be informed that the organisation "is unable to function effectively and meet the people's expectations."

The population accordingly, he said will not be able to feel the EMA's enforcement measures before the end of 1997 by which time the policy/fiscal and legal frameworks are completed and a National Environmental Commission established.

Staffing the Authority's legal and enforcement unit is posing serious problems also



GENDER WORKSHOP: PATRICE Le Blanc, right, Managing Director/Chief Executive Officer of the Environmental Management Authority, receives a briefing from workshop chairman Professor Peter Bacon, Head of the Department of Zoology, UWI, at St Augustine, yesterday.

because of a lack of suitable candidates hence the exercise of preparing of a national environmental policy, a national environmental Action Plan and a

national environmental Management Plan, are all being kept back.

In his address to participants representing island state universities including UWI, Le

Blanc stressed the EMA's objectives based on its three values, principles of integrity, utility and sustainability, were similar to the ISL programme.

International workshop on gender studies and curriculum at UWI

THE CENTRE for Gender and Development Studies hosts an international workshop from January 13-17 at the Seminar Room at The Institute of International Relations, UWI St Augustine. The workshop is being held in conjunction with the Island Sustainability, Livelihood and Equity Programme (ISLE).

Funded by the Canadian International Development Agency (CIDA) since its inception in September 1995, ISLE'S primary research focus is the sustainable development of

island states. The programme includes seven different island state universities; Dalhousie University (Lester Pearson Institute), University of the Philippines in the Visayas, Nova Scotia Agricultural College (Canada), University of the West Indies (Caribbean), Hasanudin University (Indonesia), Technical University of Nova Scotia (Canada) and University of Prince Edward Island (Canada).

Papers will be presented by international and regional scholars in the field. Mr. Patrice Le

Blanc, Managing Director of the Environmental Management Authority, is scheduled to be the Keynote Speaker at the opening ceremony on Monday, January 13.

The public is invited to the opening sessions on Monday and Tuesday, however, a registration fee of \$25 is required.

One of the main objectives of the workshop is to report on and discuss the development of curriculum modules and case studies material being carried out in other project activities to

ensure a gender approach and to inform curriculum development. ISLE also aims at creating a shared set of concepts around gender and island livelihoods in relation to issues of equity, sustainability and governance, and evaluating and compiling an annotated bibliography pertaining to the ISLE framework.

The workshop is intended to provide a forum which will enable interested parties to share the work that they or their organisation is involved in so as to enrich the learning process.

Trinidad Express, January, 1997

Gender and Island Sustainability, Livelihood and Equity
13-17 January, 1997

A Workshop Organised by

**THE ISLAND SUSTAINABILITY, LIVELIHOOD AND EQUITY
PROGRAMME**

in conjunction with

THE CENTRE FOR GENDER AND DEVELOPMENT STUDIES
The University of the West Indies
St. Augustine

Participating Universities:

The Dalhousie University (Lester Pearson Institute)	The University of the West Indies (Caribbean)
The University of the Philippines in the Visayas	Hasanuddin University (Indonesia)
Nova Scotia Agricultural College (Canada)	Technical University of Nova Scotia (Canada)
	The University of Prince Edward Island (Canada)

Open Sessions: Monday 13th and Tuesday 14th, 1997

Reg: \$25.00

**Venue: Seminar Room
Institute of International Relations
The University of the West Indies
St. Augustine**

**For Further Information Please Contact
Workshop Coordinator
Ms. Michelle Rowley
Centre for Gender and Development Studies
University of the West Indies
St. Augustine
662-2002 ext. 3549 / 2538**



Appendix VII: List of Participants

Canada

Dr. Pauline Gardiner Barber
Lecturer
Dept. Sociology and Social Anthropology
Dalhousie University

Marian Binkley
Professor
Dept. Sociology and Social Anthropology
Dalhousie University

Dr. Jane Parpart
Professor of History
Women's Studies and
International Development Studies
Dalhousie University

Dr. Tim Shaw
Prof. Political Science and International
Development Studies
Dalhousie University

Indonesia

Dra. Rosdiani Rachim
Documentalist
Hasanuddin University

Dra. Hasyah Haneng, MPA
Hasanuddin University

Maria E. Pandu
Lecturer, Department of Sociology
Faculty of Social and Political Sciences
Hasanuddin University

The Caribbean

Ms. Angela Alleyne
The University of the West Indies
Cave Hill

Prof. Peter Bacon
Head,
Dept. Zoology, UWI

Dr. Eudine Barriteau
Head
Centre for Gender and
Development Studies
The University of the West Indies, Cave Hill

Dr. Barbara Bailey
Acting Regional Co-ordinator
Centre for Gender and Development
Studies
UWI, Mona

Dr. Patricia Mohammed
Head
Centre for Gender and
Development Studies
The University of the West Indies, Mona

Dr. Rhoda Reddock
Head
Centre for Gender and
Development Studies
The University of the West Indies

Ms. Michelle Rowley
Research Assistant
Centre for Gender and Development Studies
The University of the West Indies,
St. Augustine

Prof. E. Thomas-Hope
Chair
Centre for Environment and Development
The University of the West Indies, Mona

The Philippines

Dr. Rosario Asong
Assistant Professor in Humanities
University of the Philippines
in the Visayas

Rhodora Bucoy
Assistant Professor
University of the Philippines, Cebu College

Dr. Grace Sirju-Charran
Lecturer
Dept. Biological Sciences
The University of the West Indies
St. Augustine

Margarita de la Cruz
Assistant Professor
University of the Philippines
Talcoban College, Talcoban City