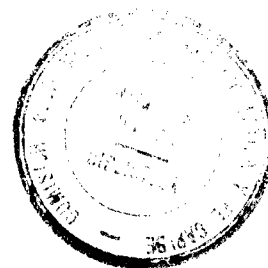
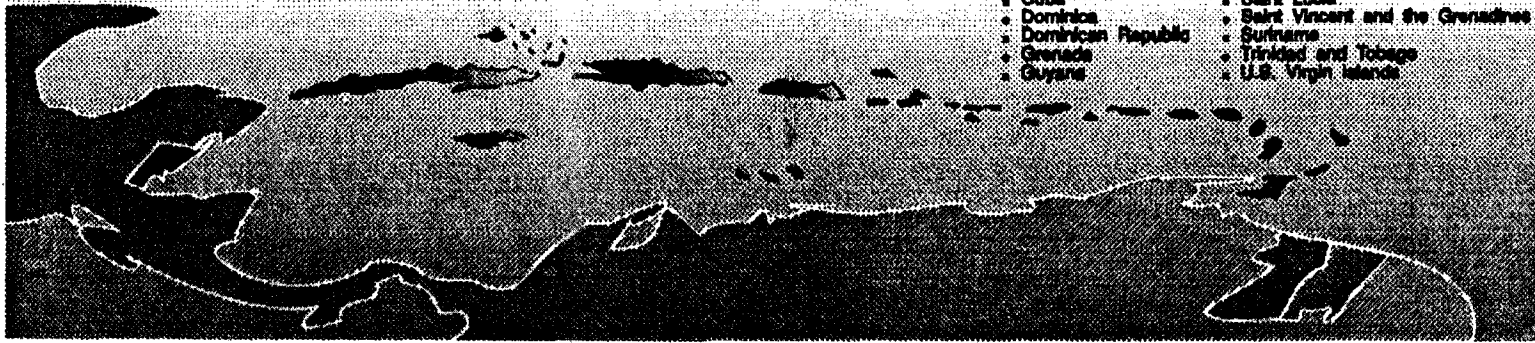




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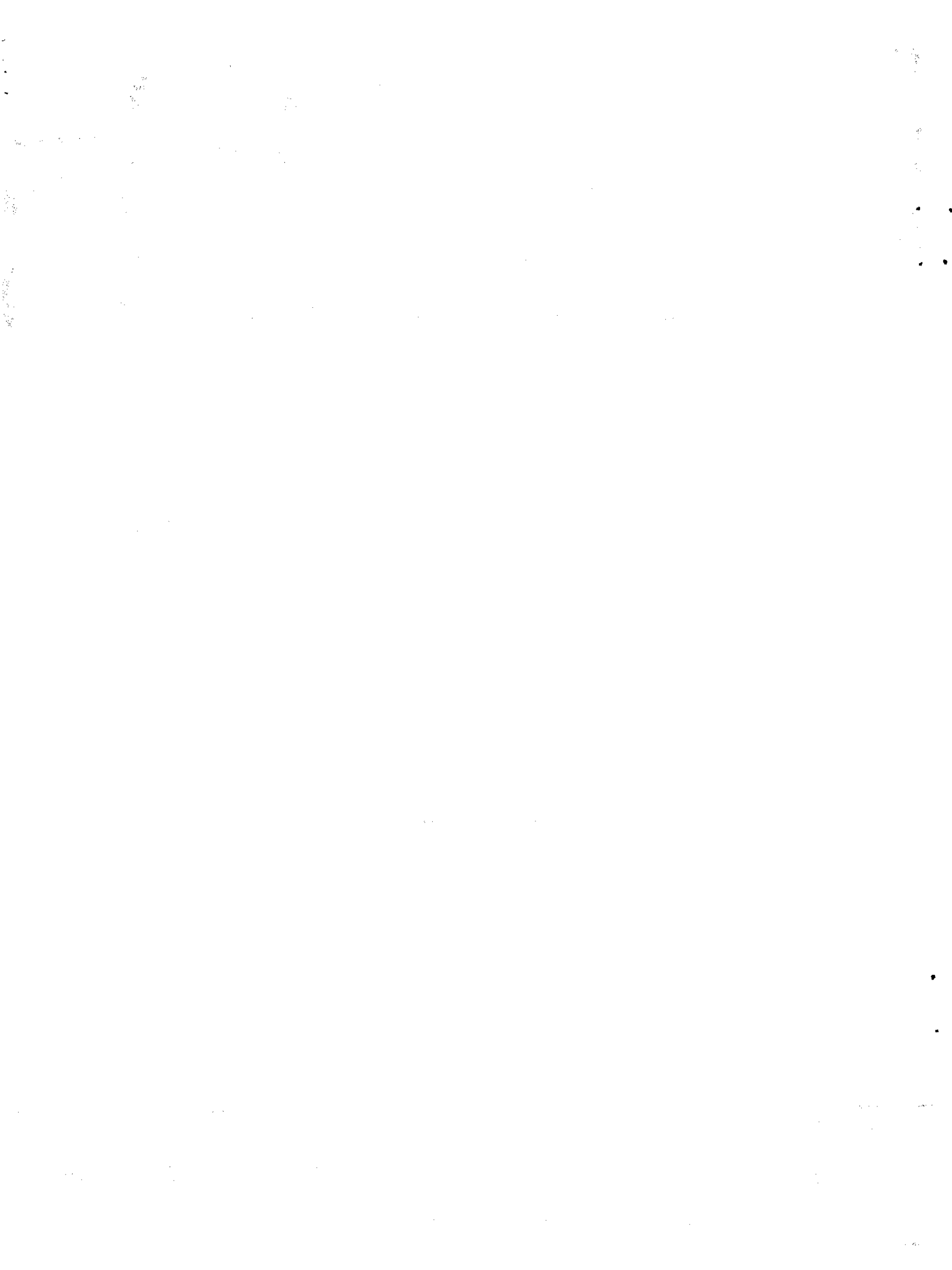
Ad Hoc Expert Group Meeting on  
 Men and Women in Changing  
 Caribbean Social Structures  
 Port of Spain, Trinidad and Tobago  
 22-23 March 1993

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**REPORT OF THE AD HOC EXPERT GROUP MEETING  
 ON MEN AND WOMEN IN CHANGING CARIBBEAN SOCIAL STRUCTURES**



**UNITED NATIONS**  
**ECONOMIC COMMISSION FOR LATIN AMERICA AND THE CARIBBEAN**  
 Subregional Headquarters for the Caribbean  
**CARIBBEAN DEVELOPMENT AND COOPERATION COMMITTEE**



REPORT OF THE AD HOC EXPERT GROUP MEETING  
ON MEN AND WOMEN IN CHANGING CARIBBEAN SOCIAL STRUCTURES

Organization of the meeting

1. The Economic Commission for Latin America and the Caribbean (ECLAC) convened an Ad Hoc Expert Group Meeting on Men and Women in Changing Caribbean Social Structures, at the ECLAC Subregional Headquarters in Port-of-Spain, Trinidad and Tobago, 22-23 March 1993.

2. The purpose of the meeting was:

(a) To discuss the status of men in the context of changing social structures in Caribbean society;

(b) To formulate strategies for the incorporation of gender dimensions relevant to the economic and social status of men and women in the Caribbean situation.

Attendance

3. The meeting was attended by participants from Barbados, Belize, Dominica, Grenada, Guyana, Jamaica, Puerto Rico and Trinidad and Tobago.

4. Participants included male and female policy-makers, sectoral experts and researchers, experts from Non-Governmental Organizations (NGOs) working in the fields of family, community, gender violence, trade unionism, culture, corporate life, the law, poverty, youth training and placement.

5. Some male and female members of the ECLAC/Caribbean Development and Cooperation Committee (CDCC) secretariat also attended the meeting.

Opening session

6. Trevor Harker, Regional Economic Adviser, ECLAC Subregional Headquarters for the Caribbean welcomed participants to the meeting. In his opening remarks he noted that this meeting, dedicated to men and women in changing Caribbean structures, represented a new twist to the work done by ECLAC in matters of gender so far. These had sometimes created controversy in the past, since they raised fundamental questions about the roles and the status traditionally ascribed to both males and females.

7. He stated that the comparative analysis of gender issues, starting with the feminist movement, had brought new information

and methodologies to light. The perception of the increasing marginalization of men was the result of this process of re-examination and the review of new information. The observation was made that men manifested many of the same symptoms as a class suffering from downward social mobility and that the ideology of patriarchy was being challenged. The responses included aggression, the use of which was inappropriate to the situation, often leading to confusion, a sense of failure, withdrawal, a lack of self-esteem, and perhaps escapism. He contended that this trauma would lead either to conformity to the new norms, social deviance, or innovation.

8. Mr Harker saw the challenge to male preeminence in the work place as being due to the opening of opportunity to women in all fields and the fact that in rational modern society, leadership positions are attained by those suitable to the task. It was also due to the changing nature of work itself, which placed a new emphasis on mental agility, manual dexterity and discipline, rather than on physical strength and aggression. He suggested that male role models more appropriate to the times might be needed.

9. In considering the varied responses and questions, which the issue of marginalization elicited, he suggested that a positive response in terms of determining action might be achieved through a process of discussion, exploration and evaluation. The timeliness of the meeting was noted, since it provided an opportunity for the examination of gender issues from a different perspective, and would hopefully assist in coming to terms with, for a short time at least, the complex issue of gender relations.

10. The Social Affairs Officer of ECLAC, responsible for the Women in Development (WID) work programme element, acting as Chairperson, gave an overview of the issues to be addressed by the meeting.

11. Putting the discussions in the context of changing Caribbean social structures, she referred to the levels of change affecting gender relations, which she identified as being global, national and at the family unit level. The family unit was referred to as the "smallest democracy at the heart of society", and the level with the greatest effect on the individual. She made reference to the upcoming 1994 International Year of the Family in this context.

12. Changes in social structure were influenced by changing production patterns. Economies were also becoming more dependent while integrative movements increased in strength and number. While social structures changed in response to these changes, the Chairperson proposed that the family structure was also changing. Also, the more independent the units of the society became (states, economies, individuals), the more there was a need to be able to relate to each other.

13. In dealing with the process of transformation of the situation of women, particularly in the last decade, she questioned the participation of men in the process, and the reasons for non-participation if that were the case, which she proposed might include their failure to relate the process of transformation to themselves.

14. A closer examination of the generalities and existing perceptions was urged. The perception that girls do better at school than boys, was cited as an example. Such an examination should inform perspectives, and should verify the truth of such perceptions, and determine the sectors which are in fact affected.

15. The Chairperson raised questions with respect to the reasons for the concern about the marginalization of men, and the ways in which such marginalization is manifested in the Caribbean context. The Chairperson also noted that the increasing concern about men should focus not only on their participation in changing society, but also on their performance. Self-marginalization by men is often caused by hurt and pain as a result of shifting power elements of patriarchy, which governs social and personal relations grounded in inequality. If male self-marginalization appears as a growing phenomenon in the review of changing social structures in Caribbean society, then this question should be addressed.

16. It was noted that the term "gender relations" encompassed all age groups of both sexes and combinations of the age groups.

17. From the principle of equality and development the disempowerment of men should be a concern for everyone just as the subordination of women has been a concern. Its threat on society at large raises obstacles to sustained development, as other inequalities do.

18. Changing social structures present a new Caribbean society on which experiences of both the construction of the long and the recent past have put their stamps. Experience and participation have been different for different social groups. Enslavement was not the same for slaves and masters. The women's movement was not the same for men and women. In this light the Chairperson urged participants to critically investigate statements - such as for example "men are irresponsible", "the crisis of men is the fault of the feminist movement", etc, - which tend to become commonplace, accepted and repeated publicly, without the support of an analysis. She cautioned, noting the danger this entails for influencing societal perceptions and policy measures which could negatively affect the process of social change and development.

19. Each participant was invited to contribute his or her viewpoint on the subject of the meeting.

Presentations by participants

20. Errol Miller, author of the book "Men at Risk", in the introduction to his presentation, stated that personal and research experiences have led him to understand that Caribbean women pay a great psychological price for success, and that the interaction of factors such as gender, class and race, traditionally examined in isolation of each other, had the most powerful effects on individual and society. He proposed that Caribbean society was at the very frontier of social change in the world, which was supported by his examination of gender and society. He noted the significance of theory over data in order to understand the situations being researched and found that understanding gender is central to understanding reality.

21. Based on a review of the past and present secondary school systems in Trinidad and Tobago, Rhona Henry-Flores concluded in her presentation that the question of a marginal status of the male and outperformance by females in the school system should be looked at very carefully lest one falls in the trap of jumping to conclusions based on certain data, without analyzing such data against the background of overall factors in the school system. She noted that upon careful study of the data it was found that social background, elements of male stereotyping and teaching methods and directives are important determinants of school-performance. She presented examples in which drop-out rates were 50-50 for boys and girls in junior secondary schools, which catered for relatively deprived sectors of society, and better performance of girls in the Government-assisted secondary schools and senior secondary schools was attributed to male stereotyping. Teaching methods and directives are geared towards the quicker students (girls tend to be quicker, seek assistance easier, study together), benefit girls over boys in the Government-assisted and senior secondary schools, when boys (stereotyped) are expected to function independently. The inability of the boys to cope with the pace of the classes has led to ill performance, disruptive behaviour and drop-outs. Girls, who were free from social pressures of stereotyping, were free to excel and therefore recorded greater rates of success at examinations.

22. Cynthia Ellis added the element of great ethnic variance in Belize where cultural realities had to be dealt with in the social structure of a population which operated in two contexts: the Caribbean and Latin America, and since it did not really belong to one or the other, needed to create its own niche. She contended that the subject of the meeting required intervention into other people's lives and ways of thinking and so self-definition in terms of relations with the opposite sex and perspectives were required in order to be able to be accountable to the relevant persons. In her experience, with the creation of a network of rural women in Belize she had found, for example with the Maya community, that men came to meetings concerning women because they had an interest in

the movements and developments of their women. She advised that in the process of change, change agents needed to define and/or redefine themselves.

23. Mr Devon Crossley, speaking as a father involved in an organization of fathers in low income rural communities in Jamaica, made reference to the findings of a study on the contribution of the Caribbean man to the family. As more women were going out to work, men were increasingly required to participate in the running of the household, a task to which they were often not accustomed. He contended that men should adapt to the social changes taking place.

24. The Honourable Margaret Neckles pointed to two serious developments in Grenada: 1) increased feeling of insecurity, impotence and bankruptcy among men; and 2) readiness of men to relinquish their traditional positions to women. She informed the meeting that 80 per cent of permanent secretaries in the Government of Grenada were female and cited numerous positions in policy and decision-making which were held by women. As a result of an increasing number of women holding top positions, the levels of performance and contributions of men are being assessed more critically. Because of this the above-mentioned developments have become visible.

25. Professor Raphael Ramirez stated that his concern was mainly focused on power in its various forms in the context of change in Puerto-Rican society. In examining the concept of *machismo* in society, he had studied the structure and construction of masculinity in Puerto Rico. He informed the meeting that this research led to a very critical analysis with regard to the concept of *machismo*. This analysis confirmed a very clear connection between power and sexuality. He noted that there were competitive aspects of masculinity, which related to competition with both women and other men. He said that symbols were important in this approach. The meeting was important for sounding relevant research interests and tools in this area.

26. Mr Leslie Bowrin summarized the activities and objectives of the Youth Training and Employment Partnership Programme (YTEPP). His personal experience had allowed him to observe an increase in male marginalization in the urban area of Port of Spain, Trinidad and Tobago. He viewed this trend as being the result of a combination of two factors - occupational changes and the transformation of role definition. He contended that the second factor was given added influence due to the greater awareness of women of the societal roles and their more active approach to the issues. He reviewed the results of a study undertaken by that organization which had its focus on the 15 to 25 age group with a view to making these youths employable. He informed the meeting that after successful training of males and females, there was

greater absorption of males on the labour market. Remarkable about the findings is the fact that the placement of males is also larger in the service sector, which was traditionally female dominated.

27. Ms Phyllis Augustus proposed sport as an effective vehicle for sensitizing boys and girls to their relationships with each other, since it allowed for the participation of both sexes, regardless of age and physical condition. She contended that sport is perhaps the only useful, practical vehicle for facilitating gender equity but that its value as a tool of development with equity is yet to be fully realized. However, in referring to the Commonwealth report on sport and women, she shared the concern that female participation rates are much lower than male in all countries of the Commonwealth.

28. Ms Annette Wiltshire, in her comments on the view that the majority of social problems could be attributed to the decline of the family, acknowledged that in that context there is a rising concern about the status of men. As more women had joined the labour force and often among all ethnic groups they no longer accepted their traditional female roles as male dominance in jobs was being eroded. She noted that as women drew upon internal sources of power, men exhibited outward manifestations of power - for example, use of alcohol, drugs, the image of car, dress, or the nature of firearms in their possession. She contended that beneath such outward manifestations, the male self-image was really quite fragile, while Caribbean society tended to revere the male whether in his presence or in his absence. She mentioned several factors which contributed to the erosion of the traditional status of the male such as the increased assertiveness of females in their quest for equality, the philosophy of educational institutions, a dearth of acceptable male models and persistent unemployment.

29. Ms Stephanie Pile spoke about the factors identified in the Faculty of Engineering at the UWI as impingent on the question of the status of men in the context of social structural change. These were mainly (1) the conflict of power and (2) the cultural problem. She noted that the academic male staff, outnumbering the academic female staff by far, already located power on a particular side. Moreover, career development in this area mainly occurred with the assistance of internal networks in the field. By the traditional nature of the discipline, such networks consisted exclusively of men. Female academic staff members were young, occupy junior positions, were very small in numbers, but also needed to develop careers and had practically no access to members of such networks or "boys clubs". On the other hand, individual patronage supporting mobility were further hampered by cultural differences. Many senior academic staff were non West-Indians and often transient. Ms Pile informed the meeting that the marginalized then were the female academic staff rather than the



male and the male non-academic staff. The latter mainly because no authority for decision-making is entrusted in them in their own areas of expertise.

30. Ms Gemma Tang-Nain noted that there were three broad periods in Caribbean social structure; slavery, the post-emancipation period up to the 1930s, and the modern period beginning in the 1940s and taking greater shape since political independence. During slavery the vast majority of men and women had the same social status ie., that of slaves. In the post-emancipation period, a combination of colonial policy, religious dogma, and manipulation of employment and education, effected a significant change in the social status of men and women. Women were paid less than men and replaced by men as the preferred work force. However, since then women had made advances in social and legal terms and in education as a result of expanded access since independence. She pointed out that currently women were less marginalized than before, leading to the perception of marginalization of men by comparison. Increasing unemployment, however, had disadvantaged women more than men. She challenged Miller's observation in his book "Men at Risk" that uneducated men had a distinct advantage over uneducated women in gaining employment and were also better paid. She stressed that women were still the lowest paid in the labour force and experienced the highest rates of unemployment. In her view "while women are less marginalized, men are more marginalized" is an untrue statement.

31. That perspective was strengthened in the presentation of Gaiety Pargass of the Ministry of Consumer Affairs of Trinidad and Tobago. Ms Pargass observed that men were not being marginalized, rather women were now less marginalized than previously. She focused on the law and the administration of the law in marginalizing women. The laws created prevented women, for example, from owning property and getting custody of their children. Women had a further disability under the laws governing rape. Few Caribbean countries had reformed such laws. Gender violence against women was quite prevalent. Women were conditioned to under-playing their skills in the socialization process. As a result they were marginalized in almost every society. Very few men were victims of such gender violence. Conversely there were no laws to promote equality of women and the absence of such laws would cause gender violence against women to continue. Men on the other hand could not be marginalized in that way since the laws did not discriminate against them. She ended her presentation with a question, as to whether laws against sexual harassment contradicted Miller's view that men would only allow themselves to be marginalized to a particular extent and no further.

32. Dr Joycelin Massiah noted that society at large was indulging in a bashing philosophy. Society bashed women who left their children unattended, bashed the education system and bashed the economy for not providing more jobs. Present day women did not

accept the role of the past. She believed that the discussion should better focus upon positive perspectives such as the evolution of strategies to effect social change. The willingness of both sexes to engage in constructive dialogue was a positive development. She noted that world society was in a transitional phase or state of flux. This transition allowed space for the women's movement to effect constructive changes in production structures, law, family life, even political structures, since in the Caribbean, people generally were disenchanted with the whole system of governance. Changes in power blocks were seen in the dissolution of the Soviet Union and were also evident in changes in street culture with particular reference to the behaviour of young people. This also entailed changing institutions. Within that context she stressed the importance of socialization and research in discovering the identity of the socializers, the messages they send out and the consequential impact upon social behaviour.

33. Increasing numbers of men were confronting changing male/female relationships and treating them seriously. This was a positive development. Men were taking a greater interest in family responsibility. There was therefore no need to panic. What was needed was comprehensive and accurate research as to the causative factors involved in changing roles of the sexes. One such factor was the education system and the content of educational texts. She identified certain burning needs to be filled namely:

(a) The need for consciousness raising among men in order to adopt strategies for raising self esteem;

(b) The need for both males and females to engage in a new search for our reality and our Caribbean culture.

34. Mr Martin Anthony noted that man had failed to fulfil his biblical callings. He informed the meeting that there was a concern in Dominica in relation to the crisis of men. The male was seen as an endangered species and there was even a quest for the establishment of a men's bureau. Male marginalization was more openly seen as a result of efforts on the part of women to uplift themselves. He observed that in the field of education in Dominica there was a preponderance of women teachers and he wondered what impact that had upon male students. Girls outperformed boys at Common Entrance and that was reflected in admission rates at the University of the West Indies. More women qualified for civil and private sector service. The most recent labour force survey in Dominica showed that women out-numbered males as legislators in top positions in the Civil service and in the clerical and service sectors. Male marginalization affected the family. In that context therefore there was need for moral support of male family members. In Dominica in 1990, the labour force showed high unemployment rates of men of marriageable age, lessening the number of eligible men available. He made a number of suggestions for overcoming male marginalization. Society should endeavour to

discover the reasons for male under-achievement. Women increasingly should view themselves as co-partners in any relationship. There was a need for male solidarity in order to examine the plight of men in society. Men needed to assert themselves without dominating.

35. Ms Jeannette Morris noted that gender and class were very important in analyzing the issue of male marginalization. Her conclusion was that working class males were the most affected and that black males had a special problem in school. The boys at greatest risk were those in the senior comprehensive school system. Less places for girls were provided at the higher level, with the result that more able girls entered the Senior Comprehensive level and outperformed the boys. School values were more tuned to the socialization process of girls. School was not perceived as a priority by boys at that level since their choices were wider, for example, liming at the corner, partying etc., while girls were obliged to remain at home and study. "Posses", gangs, and violence were international realities linked to class. She told the meeting that female teachers were not at the top of the educational hierarchy. Seventy per cent of principals were male and young boys still perceived males as the people in authority.

36. Ms Margaret Gill was of the view that the issue was not marginalization, the word being used, but competition and negotiation. The role of men and women in changing production and social structures centered around the fortunes of the working class. The perceived marginalization of men was strictly within the context of the upliftment of women. She expounded to the meeting her belief that the Caribbean region was not on the margin of global activity but rather was central to international issues and activities. In the final analysis women sought to achieve power to effect their own growth, development and that of their families. The present liberal economic system accorded privileges through the market and the ownership of capital. The patriarchal philosophy alienated men and women from one another. Finally, she observed that there was a general disregard for the majesty of spirit and the whole concept of love. She wondered how women were organizing to confront such threats, what were the options men had and how could men and women help one another. She suggested that men should concern themselves with their rights and responsibilities for assisting the development process, jointly with women.

37. Ms Asha Kambon told the meeting that male response to marginalization was aggression. There were more men than women in Trinidad and Tobago. Migration was partially responsible for that ratio as many nurses, teachers and domestics, predominantly females, migrated, leaving the men behind. The current social structure therefore had changed radically from the past. She questioned the nature of the process needed, to effect proper functioning of the society at large. There was a feeling of

powerlessness in the society. There was no place for the black male. In some part, the bankruptcy of our development model was to blame. Men were moving into illegal activities to allow them to perform and women into the informal sector as a result of this economic bankruptcy. The youth had lost hope in the present system and development model. The south was being marginalized and squeezed out of the centre of power.

38. Dr Fitzroy Joseph continued the dialogue by addressing the question of male marginalization within the circumstances, causes and background stimuli in the Caribbean that gave rise to the perception of the marginalization of men. He believed that the traditional perception of the role of men was slow to fade away but yet in reality the man was often left out of important events in the lives of his partner and children. Recent research on children in extremely difficult circumstances in Trinidad and Tobago showed that it was mostly the males who became street children, delinquents, vagrants and adolescent criminals. It was mainly the male children too who suffered the most physical and emotional abuse. It was only in the realm of sexual abuse that the female children were ascendent. He shared his view that the "new" woman embraced her "new" advantages and opportunities, reflecting her education and personal ambition, giving rise to male insecurity, since many were unable to accept the new role thrust upon them.

39. The Family Planning Association of Trinidad and Tobago had unwittingly perpetuated this male insecurity by targeting females. The emphasis in family planning clinics was on early diagnosis of female cancer of the breast or cervix. No one talked of cancer of the prostate. Family planning education was directed to hospitals and clinics frequented by women. Men who were reared in the traditional mould found it difficult to dialogue with their partners to whom they were more accustomed to giving orders. Men frequently lost patience, used violence on their partners, which led them into difficulty with the law. As far as sexually transmitted diseases were concerned men had consistently been more at risk than women.

40. He believed that the new education for the male must help to reduce the messages from the society which still supported the elusive *machismo* in the face of this "new" woman of the post 1970s.

41. Ms Stephanie Pile of the Faculty of Engineering, UWI noted that males dominated in engineering. Of total 1992 undergraduate registration of 283, 231 were male. This pattern was consistent by territory. Control of decision-making of the faculty was at the academic, male level. She wondered what the career path of women in that faculty would be in that predominantly male world.

42. Professor Elsa Leo-Rhynie stressed the call for research in the vital area of men and women in changing social structures. She noted that quantitative data predominates and could be very

deceptive as it often distorts reality. For example, completion rates at UWI showed that women out-performed men. However, student leaders were still all males. Women were still teachers and nurses, among the lowest paid occupations. Research should be directed at the causative factors behind male *machismo*. Such research should be rigorous and detailed, noting the need to recognize all the changes that were taking place in society and why. She commented on the rise of "dons" of all sorts in Jamaica, a counter culture vested with power because of the money it generated and what it could buy. She invited the meeting to note the images projected in the media, and recommended the need to resist placing blame on women. We needed to craft our education system to take cognizance of the present realities. She ended her presentation by noting the disregard for the majesty of the spirit as enunciated by Margaret Gill, and believed that recapturing spiritual values was of paramount importance in changing the social environment at both the micro and macro levels.

43. Ms Sonja Harris proposed that gender be used as an analytical tool and as a factor in balanced social and economic planning.

44. She saw the acceleration in the growth of the underclass as a result of the process of structural adjustment, and perceived that the growth of this underclass signalled the growing marginalization of both sexes.

45. She identified the following three factors as contributing to underclass creation:

(a) Changing socialization patterns

Different values and roles were respectively transmitted and placed on male and female children in the home. In terms of, for example, the economic value of males, mixed messages were given in the family to both male and female.

(b) Opportunity and mobility

As regards for example, education, occupation and income, there was need for education to be more relevant to the job market. Figures did not say much, or not enough. What does it say when you know how many women there are in prison, or how many women have been reached by a programme? Young men take certain risks as far as occupation is concerned. They may opt to work temporarily as a DJ rather than to go to school.

(c) Organizations and associations as catalysts

Organizations can draw attention to social needs. Underclass men have not demonstrated the recognition of the roles of these groupings in highlighting their needs, while underclass women have. Ms Harris noted that also where both men and women were

marginalized, a new kind of relation between men and women can only be built together.

### Summary of discussions

46. The meeting agreed to discuss varying views on definitions of the concept of marginalization. The following reflects some highlights of that discussion.

#### **Marginalization as it relates to power**

47. While it was felt that marginalization was in some way related to the absence, presence, and nature of power, some were of the view that power and powerlessness are inherent in the societal structure. It was, however, pointed out that this connection varies with both condition and position; condition referring to material and physical state and position relating to the relationships existing with other factors in the society.

48. The continued discussion referred to various aspects of power, such as the ability to influence and to manage one's own life and the perception held by others of one's position and societal condition.

49. Certain bases of power were seen to be still residing with men. Power included to be assertive, to be in control, to be strong, the usual attributes to being a man.

#### **Marginalization as it relates to position in society**

50. Marginalization was seen by some as a process, in which an individual or entity, formerly retaining a central position, was displaced from this position.

51. Professor Miller was of the view that the structural bases of human society were at the root of conceptualizing position in society. The relationship between groups determined the position of each in the wider society. He proposed five dimensions to this position:

- (a) Power, as the ability to have one's will done;
- (b) Resources, as material means to have one's will done;
- (c) Status, as perceived through a prominence of views and the esteem applied to those views;
- (d) Belief, as that which justifies and legitimizes;
- (e) Culture as that which roots one in society.

The configurations existing determined the relative position in society. Even though there is no absolute basis for justifying inequalities in societies, a structure required that absolutes be introduced. The absolutes were constantly challenged, so that the societal structure was not static.

52. Some participants questioned the validity of this statement. They noted that in society there were structures in place, which kept women in a marginal position.

53. Professor Miller advanced the perception that women seemed to have greater opportunity.

54. Margaret Neckles added her perception of marginalization as referring to the process of edging out of one's culture, of one's weight in decisions.

55. Professor Ramirez recalled the fact that marginalization was a process which applied to men, both in relation to other men and in relation to women.

56. Others felt that consideration of the interaction of race, class and gender was necessary to define those being marginalized, and that analysis purely on the basis of gender was a dangerous exercise for the Caribbean.

57. Professor Miller suggested three levels in the context of which marginalization should be discussed: the global level of international relations, the macro level of society, and the micro level of the family. Changes at the global level caused changes at the macro and micro-levels.

58. He further stated that those in the margins were traditionally treated as pawns and that neither the margin nor the centre was a preferred place, since both could hold power. Women, he felt, were overcoming marginality, while men were losing some of their momentum in the movement to the centre, and were feeling the effects. Marginalization, he felt, could best be looked at as a movement in a certain direction.

#### **Male marginalization**

59. The meeting discussed several facets of the perceived process of marginalization of the male in the Caribbean, forming a social category increasingly at risk. One such facet identified, referred to frequent disregard for and neglect of male views and experiences. This was seen as one of the facets in the process of (self-) marginalization of men.

60. It was also felt that generally males and females were incapable of manifesting their views to one another, which may lead towards self-marginalization.

61. Both female and male experts stated that, in fact, male and female knew very little about each other. Lack of knowledge of each other's mutual experiences may lead to mental and physical neglect or marginalization. Annette Wiltshire's analysis of an experiment with young people supported the statement.

62. Some experts noted that the decline in the personal competence of men led towards marginalization by those who expect and value such competence.

63. Professor Ramirez gave an example of a societal structure which engendered the displacement of males from the education system. This, he explained, was a result of the feminization of the school system through the predominantly female teaching force, and the predominantly female enrolment. Traditional male behaviour held no place in the education system, and as a result, marginalization of males took place in that setting.

64. Professor Ramirez contended that the requirements of being a male in ways as imposed by society needed to be defended constantly to prevent marginalization in the male world. Those requirements include aggression, maintenance of control and of power.

65. Several experts noted that in addition, lack of male role models may lead to non-conforming behaviour and as a result to marginalization.

66. It was also observed that changing social structures impacted on the position of men. The changing position of men in society created greater demands on the male and it became increasingly difficult for men to retain their traditional position.

67. The meeting explored other factors in the process of male marginalization. Among these, reference was made to young males, marginalized by opting out of the main vehicle for social mobility and education. The danger existed that these young men would develop their own social systems which ran counter to the greater society, and therefore impacted negatively on women. Male youth were therefore perceived to be at risk. In some cases, young men demonstrated a lack of direction, self-knowledge, integrity and moral courage.

68. On the other hand, it was also recognized that society did not have a noble vision of young people, and did not have it to offer to them either.

#### **Changing structures**

69. The meeting reviewed changing social and economic structures in the global context and examined some macro and micro connections relevant to the Caribbean.



70. In this context Trevor Harker, Regional Economic Adviser, told the meeting that the changing nature of work had resulted in both social and economic fallout. He discussed the notion that we were entering the so-called Third Industrial Revolution, the information revolution, characterized by robotics, computers etc. Mental agility was replacing physical strength as a prerequisite for successful insertion into the present reality of work. Knowledge would confer power, more so at the current time than in the past.

71. He discussed the changing nature of power ensuing from the changing role of knowledge, noting that such knowledge would be diffused among the various echelons of the labour force, and it would be necessary for that knowledge to reach the shop floor. As knowledge became diffused, so would power be diffused.

72. Structures of power, he noted, were being diffused and were therefore changing. The power of the State was being challenged. That led naturally to the issue of the sharing of power, and the foundation of a social partnership among the State, non-governmental organizations and the private sector, as the State was finding itself in need of allies within the development scenario of fundamental structural change.

73. At the same time that the State was being challenged internally, it was also being challenged externally through the development of new global norms. Competition for export markets within a scenario of increased demand for the output of the information age, threatened Caribbean production structures, since we needed global markets, and in turn we had to concede the principle of reciprocity. Such developments were proceeding at the macro level.

74. At the micro-level, the level of the firm, changing production structures would mean the dismantling of the middle management of productive organizations as increasing responsibility would be given to people on the shop floor, since those levels of skills would also require decision-making power. Such a development possessed implications for the psychology of leadership. The authoritarian approach to decision-making would no longer be relevant or effective. In fact, authoritarian ways were crumbling. In the modern organization and corporate life certain structures were no longer functional. New elites were forming, old elites were falling. The managerial ability of women gained recognition. In the context of structural changes the female style of management and leadership had positive assets.

75. The Regional Economic Adviser concluded his intervention by saying that within that new environment, women might well hold the advantage, since there would be a shift from administration to leadership. Such leadership would be by example, since the new kind of worker would be a self-developer, within an environment of phenomenally rapid change.

76. Margaret Neckles of Grenada concurred with the view that the State did indeed need allies, and the search for a social partnership was even at the present time proceeding apace in Grenada.

77. Joycelin Massiah of UNIFEM extrapolated in view of the preceding intervention of Mr Harker, that the structure of the labour force would have to change in response to changing production patterns. Moreover, the education system would have to be transformed fundamentally. In fact this transformation should take place in tandem with the economic realities. Gaietry Pargass supported this view in observing that education should be relevant to the demands of the market. She wondered what new structures would be needed to replace the old ones.

78. In response to these interventions, the Regional Economic Adviser, told the meeting that two categories of action were envisaged:

(a) Changes at the macro-level. That process had already started;

(b) The education system would have to be fundamentally transformed, and efficiency in training and high quality education enhanced.

Such changes would need to take place within a new social framework for new entrants into the market place, accompanied by a new cultural perception.

79. Alicia Mondesire, observed in her reaction to those suggested changes that even gender roles would need to change in the new knowledge-based environment. She saw knowledge and technology operating in tandem promoting growth in services and empowerment of women.

80. Asha Kambon was of the view that young people were already exhibiting a natural affinity for knowledge-based technology, and were opting out of present education systems which did not address their needs, to find their own niches. Young people were accessing information from many different sources. Older people were still functioning in the linear/hierarchical mode.

81. Gemma Tang Nain, feared that in a world of highly-skilled, knowledgeable professionals, there would be an increase in the under-class and unemployment levels since the majority of the labour force would be denied entry into a new category of workers. She expressed concern about the fact that the workforce was already shrinking now. She insisted on her disagreement with Errol Miller's theory on men being at risk.

82. Lenore Dorset suggested that people should be informed that those who dropped out of the labour force through lack of education might be available for something else. Introduction of machines did not mean worker dislocation.

83. Professor Errol Miller shared with the meeting his view that society had to search for creative options. In referring to Harry Braverman's book "Labour and Monopoly Capital; The Degradation of Work in the Twentieth Century", he identified universal elements inside the Caribbean experience and concluded that the Caribbean is not unique or peculiar. Caribbean people should therefore be creative participants in mapping a new future.

84. He observed that the new knowledge-based technology conferred an illusion of freedom, an illusion since the decision-makers at the top controlled more people through remote control. The crucial issue was to examine how knowledge was used. Machines, computers, for example, gave a few people greater and greater control, and decision-makers at the hub would have a wider degree of control. Miller emphasized the importance of crafting organizational and production structures within the entirety of socio/economic variables of which gender was only one.

85. Trevor Harker added to the discussion by noting that in the more successful countries, children did not fail in the education system. Unemployment was low, and production units sought continuously to improve their efficiency. The key was to utilize all of the people. Indeed, within such a scenario, there would be no underclass. Services being a people-intensive sector, might offer a comparative advantage based upon human capability.

86. He added that the services sector encompassed wide-ranging activities. The traditional role of women seemed to prepare them to function best in the area of high quality services.

#### Concerns, strategies and recommendations

87. Prior to moving towards the discussion of strategies, several concerns were expressed.

88. Sonja Harris of the CARICOM Secretariat stressed the importance of valuing the products and services of Caribbean indigenous cultures, and of drawing value from our past technology.

89. She suggested that at the same time positive value should be accorded to changing forms of expression and enjoyment. In this sense creativity should enter the education system. One might, for example, consider bringing the DJ culture into the classroom.

90. Several experts agreed that we should look at the society which the male and female youth are shaping for us and for their

own future. Perhaps not only the family of mother and father should be the model, but rather a wider institution. The media and others may well be the prime socializers.

91. It was generally agreed that whatever the bases on which marginalization of males should be defined, there existed a problem of marginalization of the male youth in society, and that this phenomenon required attention.

92. Concern was expressed that in the process of the construction of new social and economic structures, and modification of old, attention needed to be paid to possible "social fallout" and "economic fallout". In this regard, support structures should be put in place for these persons.

93. The meeting agreed that there are Caribbean concerns which are not female or male concerns but concerns of us, as a people.

94. The following strategies and recommendations were formulated:

(a) Review and assess past development projects/programmes and design new ones where it is necessary to include the male. Such review and assessment should be implemented in consultation with the youth;

(b) Conduct research on male affection, masculinity, the condition and position of the Caribbean male, gender relations and the nurturing of same. Caribbean institutions should take leadership and responsibility for such research relevant to Caribbean economic and social phenomena. A group could be created to pull the process of research;

(c) Form a group to spearhead the process research;

(d) Initiate projects which are designed to redress false expectations of youth with respect to sexual relationships and which promote integrated learning. Design and redesign projects to empower men to draw more on their internal sources of power rather than on the external ones;

(e) Encourage the dismantling of the old system of health care and support the revision of laws and customs, with the objective of fundamentally impacting upon and transforming the education system;

(f) Examine measures to deal with the perceived problem of male marginalization in Caribbean society, and in that context, take a serious look at the impact of sport on the individual and the society: through the holistic application of sport, the thrust of "marginalization" could be minimized;

(g) Bring the highlights of deliberations of this meeting to the attention of the general public in the entire region. Information, reports, papers and other material produced by this meeting should be widely disseminated;

(h) Identify sources of funding to assist the implementation of the required process. One way could be to tap into the Fifth Committee of the United Nations, another to promote the ideas with other agencies.

(i) Alert the media on the concerns identified and encourage other institutions and individuals to address relevant aspects of the problems identified.

Annex I

## LIST OF PARTICIPANTS

Mr. Martin Anthony  
Assistant Chief Welfare Officer  
Government of Dominica  
c/o Welfare Division  
Government Headquarters  
Roseau  
Dominica  
Phone: 82401 Ext.248

Ms. Phyllis Augustus  
Permanent Secretary (Ag.)  
Ministry of Sport and Youth Affairs  
Eastern Main Road  
Laventille  
Trinidad and Tobago  
Phone: 627-6875  
Fax: 624-0011

Mr. Leslie Bowrin  
Head  
Research, Evaluation and Documentation  
Youth Training Employment and  
Partnership Programme Ltd. (YTEPP)  
Trinidad Guardian Building  
22-24 St. Vincent Street, 4th Floor  
Port-of-Spain  
Trinidad and Tobago  
Phone: 625-1005  
Fax: 625-0674

Mr. Devon Crossley  
Animator Social Worker  
Fathers Incorporated  
c/o Dr. Barry Chevannes, Sociology  
University of the West Indies  
Mona Campus Department  
Kingston  
Jamaica  
Phone: 927-0668 (home)/977-0315  
Fax: 501-828-383

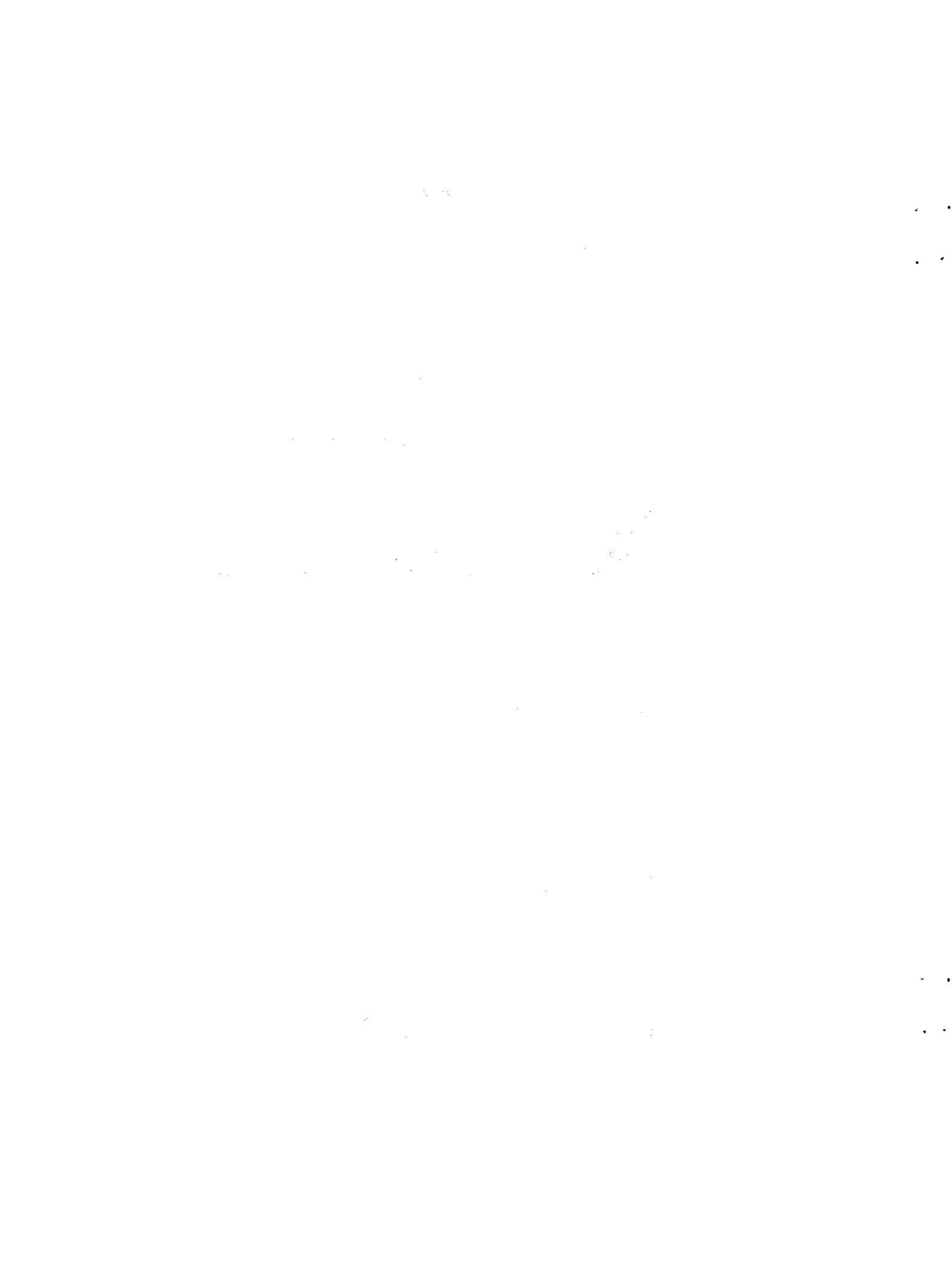
Ms. Lenore Dorset  
Permanent Secretary  
Office of the Prime Minister  
Central Bank Tower  
Port of Spain  
Trinidad and Tobago  
Phone: 623-3697  
Fax: 627-3444

Ms. Cynthia Ellis  
Belize Rural Women's Association  
20 Stann Creek Street  
Belmopan  
Belize  
Phone: 50-8-23646 (home) / 501-8-22664 (work)  
Fax: 501-8-23383

Ms. Margaret Gill  
Research Officer  
Women's Forum (Barbados)  
National Union of Public Workers (Barbados),  
P.O. Box 332  
Dalkeith House  
Dalkeith Road  
St. Michael  
Barbados  
Phone: 426-7774  
Fax: 436-1795

Ms. Sonja Harris  
Senior Programme Officer  
CARICOM Secretariat  
P.O. Box 10827  
Georgetown  
Guyana  
Phone: 592-2-51960  
Fax: 592-2-51964

Ms. Rhona Henry-Flores  
Teacher II  
St. Francois Girls College  
St. Francois Valley Road  
Belmont  
Trinidad and Tobago





Dr. Fitzroy G. Joseph  
2nd Vice President  
Family Planning Association  
of Trinidad and Tobago  
Mt. Hope Faculty of Medicine  
UWI  
Champs Fleurs  
Trinidad and Tobago  
Phone: 645-2640 Ext. 2886/2883

Ms. Asha Kambon  
Coordinator  
Network of Non Governmental Organizations (NGOs)  
of Trinidad and Tobago for the  
Advancement of Women  
9 Fitzblackman Drive  
Port-of-Spain  
Trinidad and Tobago  
Phone: 627-5192  
Fax: 627-5192

Dr. Elsa Leo-Rhynie  
Professor and Regional Coordinator  
University of the West Indies  
Women and Development Studies  
c/o ISER  
UWI  
Mona  
Kingston 7  
Jamaica  
Phone: 927-1913

Dr. Joycelin Massiah  
Regional Adviser  
United Nations Development Fund for Women (UNIFEM)  
Building #2, 2nd Floor  
Chelston Park  
Culloden Road  
St. Michael  
Barbados  
Phone: c/o UNICEF 436-2119  
Fax: c/o UNICEF 436-2812



Professor Errol Miller  
Professor of Teacher Education  
University of the West Indies  
Faculty of Education  
Mona  
Kingston 7  
Jamaica  
Phone: 927-2431  
Fax: 978-4829

Ms. Alicia Mondesire  
Consultant  
1 Hillsdale Crescent  
Petit Valley  
Trinidad and Tobago  
Phone: 632-1743  
Fax: 637-6824

Ms. Jeannette Morris  
Coordinator  
Women and Development Studies  
c/o University of the West Indies  
St. Augustine  
Trinidad and Tobago  
Phone: 662-4279  
Fax: 663-9684

Ms. Ann Cheryl Namsoo  
Evaluation Officer  
Youth Training Employment and  
Partnership Programme Ltd. (YTEPP)  
Trinidad Guardian Building  
22-24 St. Vincent Street, 4th Floor  
Port-of-Spain  
Trinidad and Tobago  
Phone: 625-1005  
Fax: 625-0674

Honourable Margaret Neckles  
President of the Senate  
Houses of Parliament  
St. George's  
Grenada  
Phone: 440-3456

The following table shows the results of the experiment. The first column is the number of trials, the second column is the number of correct responses, and the third column is the percentage of correct responses. The fourth column is the number of trials that were not completed.

Number of trials	Number of correct responses	Percentage of correct responses	Number of trials not completed
10	8	80%	2
20	15	75%	5
30	22	73%	8
40	28	70%	12
50	35	70%	15
60	42	70%	18
70	48	69%	22
80	55	69%	25
90	62	69%	28
100	70	70%	30

As can be seen from the table, the percentage of correct responses remains relatively constant, around 70%, across all trial numbers. The number of trials not completed increases as the number of trials increases, suggesting that the task becomes more difficult as the number of trials increases.

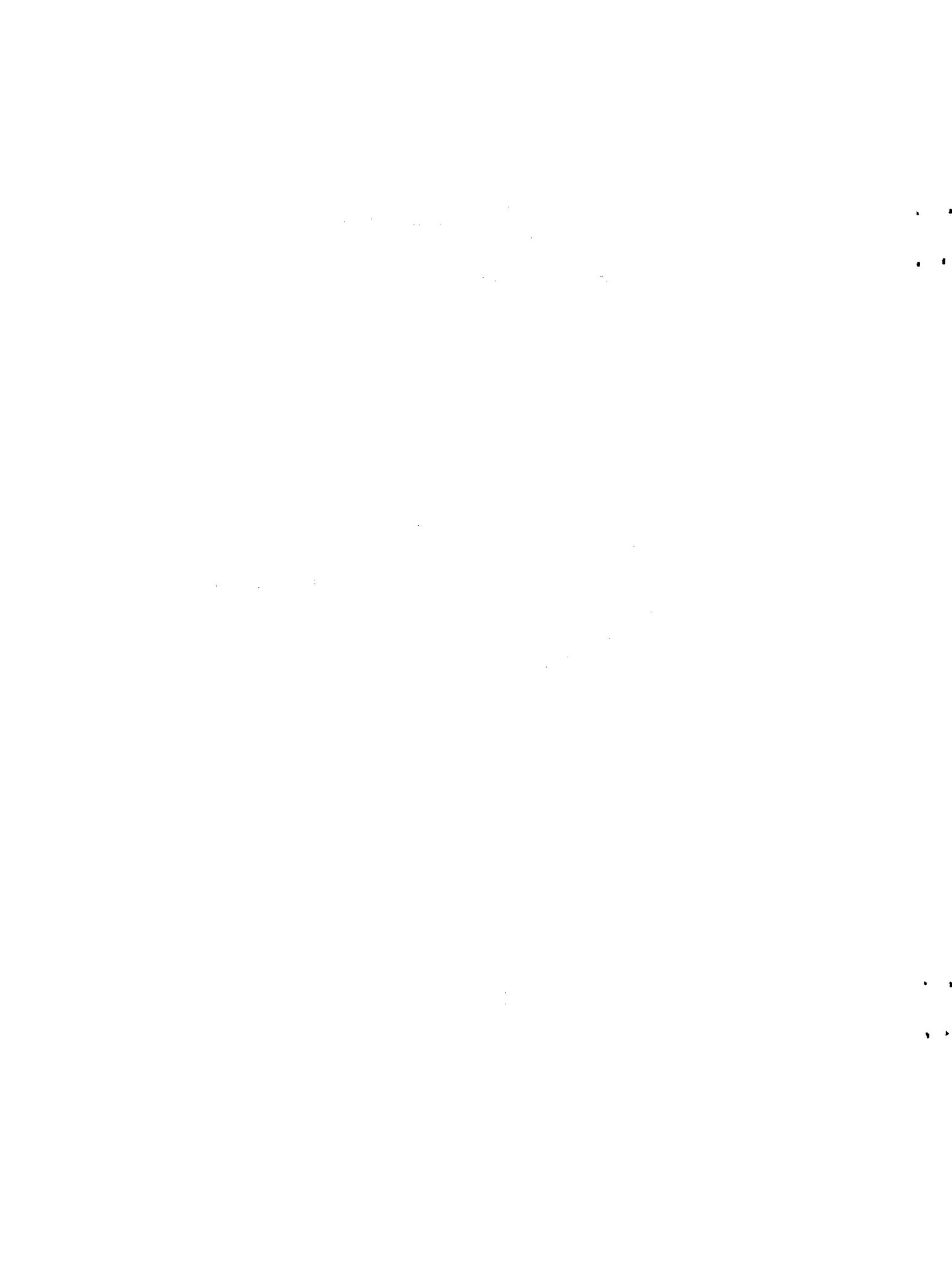
Ms. Gaietry Pargass  
Legal Adviser  
Ministry of Consumer Affairs and Social Services  
1st Floor, Salvatori Building  
Independence Square  
Port-of-Spain  
Trinidad and Tobago  
Phone: 623-8841

Ms. Stephanie Pile  
Administrative Assistant  
University of the West Indies  
St. Augustine  
Trinidad and Tobago  
Phone: 663-2002  
Fax: 662-4414

Professor Rafael L. Ramirez  
Professor of Anthropology  
University of Puerto Rico  
Department of Sociology and Anthropology  
Apartado 23345, University Station  
Rio Piedras  
San Juan  
Puerto Rico 00931-3345  
Phone: 764-0000  
Fax: 763-5599

Ms. Gemma Tang Nain  
Coordinator (Ag.)  
Caribbean Association for Feminist  
Research and Action (CAFRA)  
8 Bates Private Road  
St. Augustine  
Trinidad and Tobago  
Phone: 662-1231/663-8670  
Fax: 663-6482

Ms. Annette Wiltshire  
Education Consultant  
Family Life Education Consultant  
2 Old Paddock Link Road  
Blue Range  
Diego Martin  
Trinidad and Tobago  
Phone: 637-4166



Annex II

Agenda

AD HOC EXPERT GROUP MEETING ON  
MEN AND WOMEN IN CHANGING CARIBBEAN SOCIAL STRUCTURES

Port of Spain, 22-23 March 1993

1. Opening
2. Adoption of the Agenda
3. Introductory Remarks by the Secretariat
4. Presentations by Experts
5. Discussion
6. Strategies and Recommendations
7. Closing

