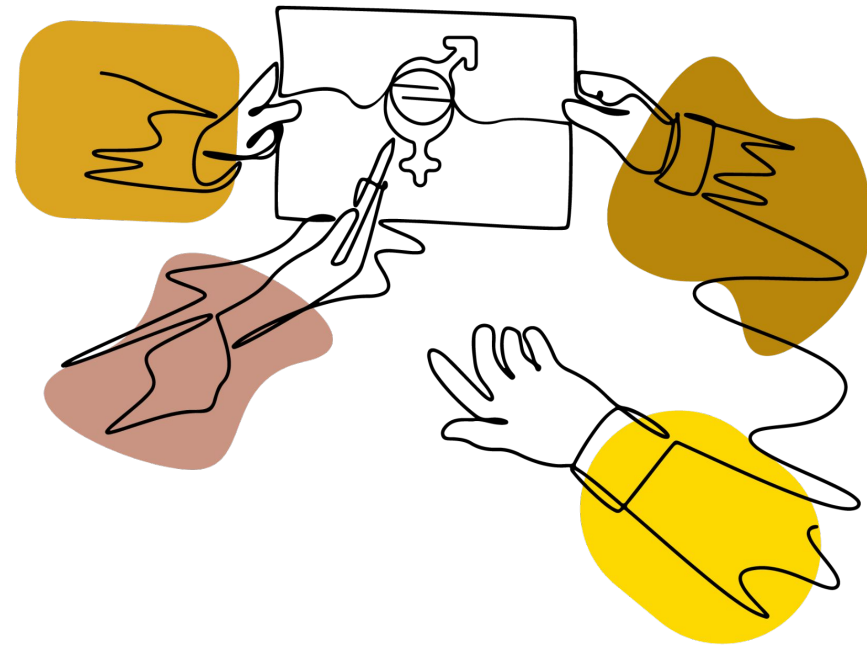




## Policy roundtable: Examining issues from an intersectional gender lens

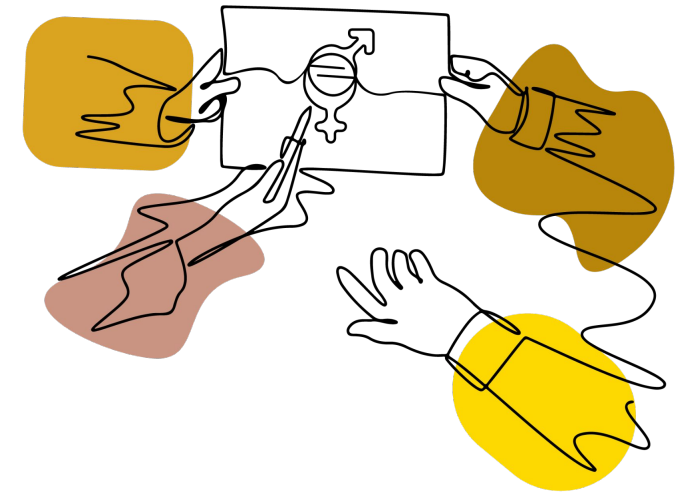




## Moderator: Dr. Rosina Wiltshire

### Panellists:

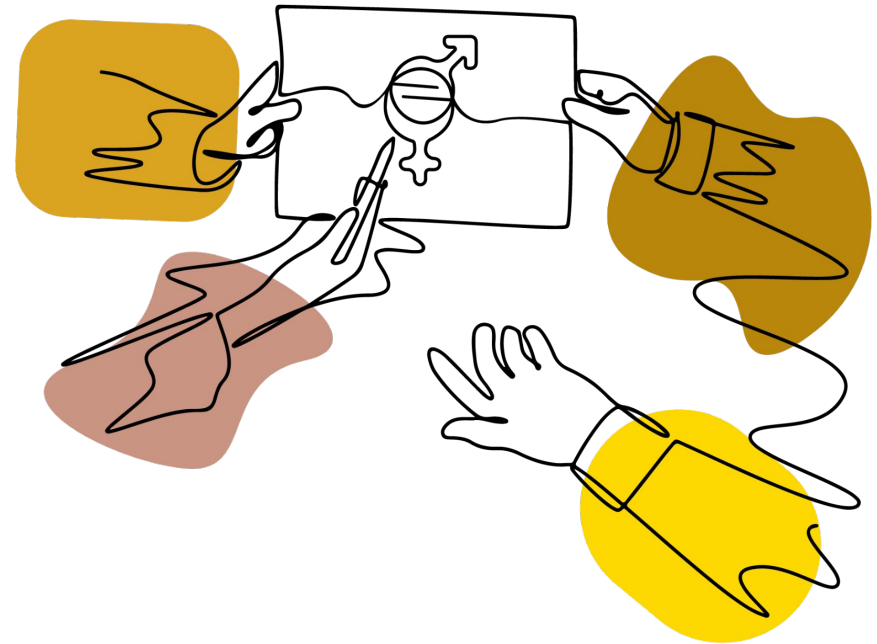
- **Dara Healy**, Founder, Ida Marie Guerra Indigenous Creative Arts Network (ICAN)
- **Renee Atwell**, Attorney-at-Law and Executive Director of Girls of Impact T&T
- **Amílcar Sanatan**, gender and youth development specialist





## Renee Atwell

Executive Director, Girls of Impact T&T



# Education Through an Intersectional Gender Lens

- Education plays a key role in empowering individuals and breaking cycles of poverty, especially in the Caribbean.
  - *In the Caribbean, which is home to 11 million young people between the ages of 15 to 29, investing in education is not just good for youth, it is good for the nations. It can help countries build more resilient, productive and peaceful societies (Burunciuc, World Bank Group, 2021).*
- When assessing education, particularly in the Caribbean, an intersectional lens should be adopted as various identities can create unique barriers to education. For example:
  - Poverty and Gender
  - Race/ Ethnicity and Gender
  - Disability and Gender

# Education Through an Intersectional Gender Lens

## *How These Barriers Manifest in Education*

### [1] Enrollment

- Intersectional barriers may prevent certain groups from even starting school.

### [2] Retention

- These barriers can often lead to higher dropout rates among marginalized groups.

### [3] Achievement

- Even if a student from a marginalized group accesses education, they may struggle to achieve due to inadequate resources, etc.

# Education Through an Intersectional Gender Lens

- There are notable gender disparities in access, quality, and outcomes of education in the Caribbean region.
- **Access:** There has been progress in educational access for boys and girls at the primary and secondary levels. However, disparities exist at the tertiary level where women surpasses men enrollment.
- **Quality:** Girls tend to outperform boys in key academic areas, contributing to their higher representation in tertiary education.
- **Outcomes:** While women achieve higher educational attainment, this does not always translate into better economic opportunities.

**Source: Addressing gender disparities in education and employment: a necessary step for achieving sustainable development in the Caribbean - ECLAC, 2022.**

# Gender-Related Challenges in Education

- **Academic performance disparities:** Boys tend to lag behind girls in academic performance.
- **Subject selection and career aspirations:** Girls are likely to pursue humanities while boys tend to pursue technical fields like engineering. This perpetuates traditional gender roles. Girls are also underrepresented in STEM studies and careers.
- **Access to education:** Girls in rural and low-income communities are often disproportionately affected by access to quality education as they may sometimes have to drop out of school for caregiving or due to teenage pregnancy.

# Education & Advocacy

- **Girls of Impact T&T:** NPO dedicated to building the leadership capacity of young women, instilling in them a sense of civic responsibility through volunteerism and providing them with mentorship for career and entrepreneurial development.
- Programmes and initiatives:
  - Accelerate Her – Career Accelerator
  - Project Flourish – Leadership Development
- Work with underserved communities:
  - Empower Her Rural Programme – Mayaro and Blanchisseuse Projects
  - Partnership – Rent my Tutor STEM Academy
- Other work:
  - Postgraduate Scholarships Webinar
  - Community outreach initiative
  - Collaboration with men’s organizations



# Recommendations

- Governments can launch programmes, or partner with CSOs, that address the needs of young mothers, migrant students, and economically disadvantaged families, ensuring their access to education.
- Scholarships for marginalized groups.
- Disability-friendly schools.
- There must be updated gender-disaggregated data to monitor educational access, retention, and outcomes.
- Community outreach which engages parents and communities to shift cultural norms that undervalue education for certain groups.

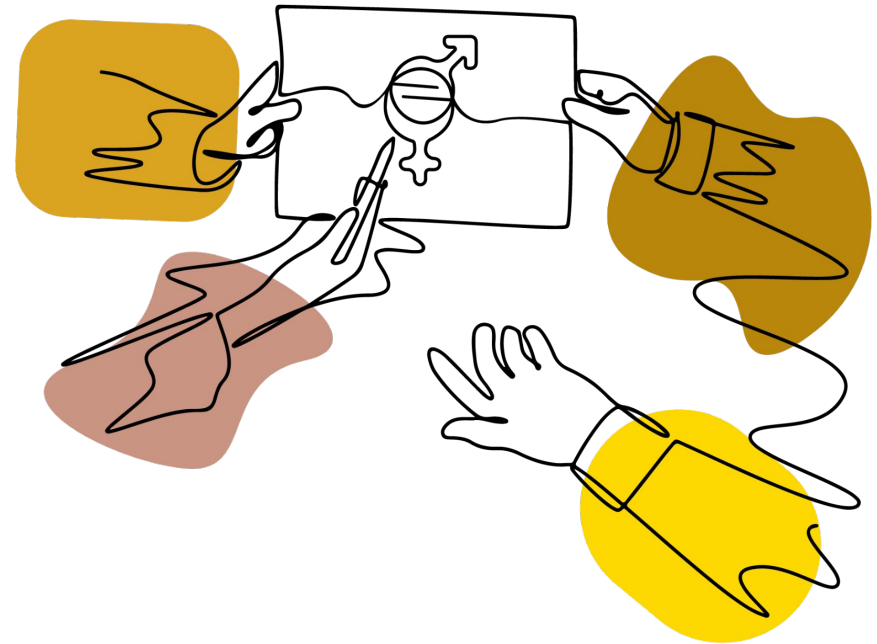
# Recommendations

- Policies need to address both the underperformance of boys and the economic barriers faced by educated women. This includes targeted interventions to improve boys engagement in early education and programs linking women's educational achievements to meaningful employment opportunities.
- Targeted initiatives can promote girls participation in STEM fields.
- Address systemic gender biases in curricula and teacher training.



## Amílcar Sanatan

Gender and Youth Development  
Specialist



# Problem space

- Harmful gender beliefs about health-seeking practices
- Limited institutional response to men's health across the life course
- Mental illness and social isolation
- Retreat from social sector (education, care work, etc.)
- Normalisation of violence
- Non-communicable diseases
- Risky sexual practices and beliefs

<b>0-9 years</b>	<ul style="list-style-type: none"> <li>• Neonatal conditions</li> <li>• Lower respiratory infections</li> <li>• Congenital anomalies</li> <li>• Diarrheal diseases</li> <li>• Road injuries</li> </ul>
<b>10-19 years</b>	<ul style="list-style-type: none"> <li>• Road injury</li> <li>• Interpersonal violence</li> <li>• Drowning</li> <li>• Self-harm</li> <li>• Exposure to mechanical forces</li> </ul>
<b>20-24 years</b>	<ul style="list-style-type: none"> <li>• Interpersonal violence</li> <li>• Road injury</li> <li>• Self-harm</li> <li>• Drowning</li> <li>• Exposure to mechanical forces</li> </ul>
<b>25-34 years</b>	<ul style="list-style-type: none"> <li>• Interpersonal violence</li> <li>• Road injury</li> <li>• HIV/AIDS</li> <li>• Self-harm</li> <li>• Ischemic heart disease</li> </ul>
<b>35-54 years</b>	<ul style="list-style-type: none"> <li>• Ischemic heart disease</li> <li>• Road injury</li> <li>• HIV/AIDS</li> <li>• Stroke</li> <li>• Interpersonal violence</li> </ul>
<b>55-64 years</b>	<ul style="list-style-type: none"> <li>• Ischemic heart disease</li> <li>• Stroke</li> <li>• Cirrhosis of the liver</li> <li>• Road injury</li> <li>• Diabetes mellitus</li> </ul>
<b>65-74 years</b>	<ul style="list-style-type: none"> <li>• Ischemic heart disease</li> <li>• Stroke</li> <li>• Prostate cancer</li> <li>• Trachea, bronchus, lung cancers</li> <li>• Chronic obstructive pulmonary disease</li> </ul>
<b>75+ years</b>	<ul style="list-style-type: none"> <li>• Ischemic heart disease</li> <li>• Stroke</li> <li>• Prostate cancer</li> <li>• Lower respiratory infections</li> <li>• Alzheimer disease and other dementias</li> </ul>

# Self-harm and suicide among men in Trinidad and Tobago

- Patterns related experiences of self-harm are a growing area concern for health practitioners in Trinidad and Tobago. The Crime and Problem Analysis Branch (CAPA) noted that 82% of the people who died by suicide in Trinidad and Tobago between 2011-2021 were male. An excerpt of sex-disaggregated data on suicide in Trinidad and Tobago shows:

YEAR	MALE DEATHS BY SUICIDE	FEMALE DATES BY SUICIDE	TOTAL DEATHS BY SUICIDE
2018	61	14	75
2019	79	13	92
2020	85	19	104
2021	110	18	128

# Public Health Approach to Crime and Violence in the CARICOM

- In April 2023, Heads of Government of the Caribbean Community (CARICOM) met in Port-of-Spain, Trinidad and Tobago on the occasion of the Regional Symposium to Address Crime and Violence as a Public Health Issue. Crime and violence continue to present itself as a development challenge for government. Men, particularly young men, are the largest group of perpetrators and victims of serious offences and homicides in Trinidad and Tobago. An excerpt of sex-disaggregated data on homicide in Trinidad and Tobago shows:



YEAR	MALE VICTIMS OF HOMICIDE
2018	467
2019	475
2020	349
2021	369
2022	548

- In Trinidad and Tobago, 87% of murders are committed by the use of firearms. These trends are in line with regional patterns. Fabre et al. (2023, 38) observe that “young men under 30 years of age are both the most common victims and perpetrators of gun violence”. It further states that 90% of victims of lethal violence in CARICOM member states were men, which is higher than the global rate of 83% (ibid.). Baird et al. (2021) argue that cultural patterns of masculinity are drivers of young men’s involvement in violent crimes and the use of firearms.

- Against the background, the CARICOM Declaration on Crime and Violence as a Public Health Issue (2023) advance the following commitments:
- “Promote public awareness and education campaigns in our communities that challenge harmful beliefs, attitudes and behaviours that contribute to crime and violence”
- “Work with all sectors and institutions to improve the equitable access to services and options for rehabilitation and reintegration into society, psychosocial support and parental education, addressing domestic violence, and integrating mental issues to treat crime and violence”
- “Develop and implement targeted programmes and strategies to address young vulnerable youth at risk of becoming perpetrators and victims of crime”

# Recommendations for policy planners and political decision-makers:

- **Policy/Programme:** Men's care and their role in the care economy
- **Policy/Programme:** Men's Health (social and spatial Design to improve positive health-seeking practices among men and boys)
- **Institutional Arrangements:** Men's Gender Equality Bureau
- **Analysis:** Intersectionality and targeted interventions
- **Political Advocacy:** Designing institutions and spaces for (dominant/privileged) men's convenience? No. Designing institutions and spaces for all women, girls, men and boys dignity, health and well-being.

# Gender Equality as a Political Imperative

- “Genuine independence can only be built on Caribbean peoples’ acceptance of their own validity and equality as human beings. The Caribbean gender issue cannot be divorced from the fact that Caribbean men and women cannot respect and value each other if as a people they do not respect and value themselves.” – Rosina Wiltshire-Brodber (1988, 147)

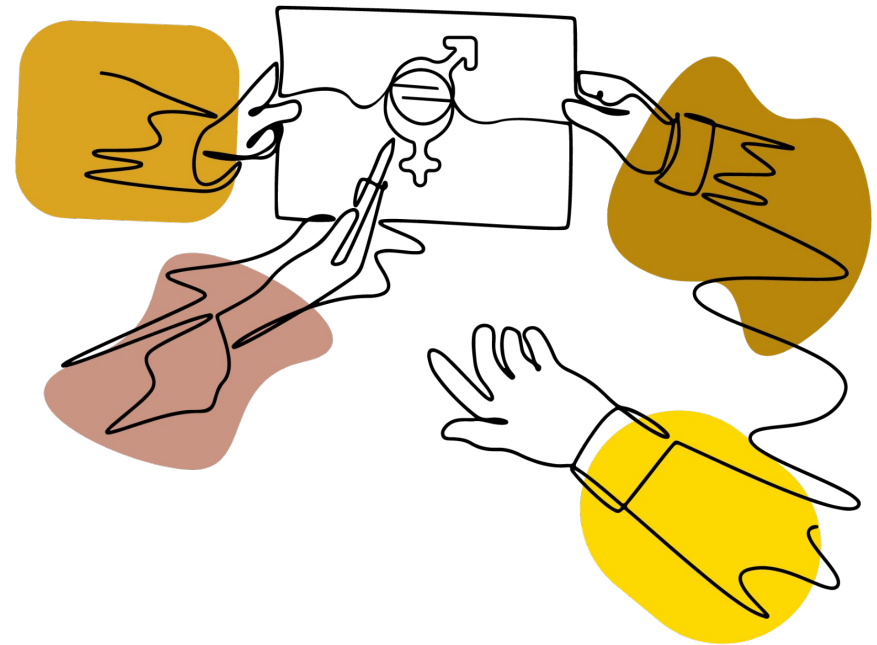
# References

- Pan American Health Organisation. 2023. *Masculinities and Men's Health in the Caribbean*. Washington DC: PAHO.
- Wiltshire-Brodber, Rosina. 1988. "Gender, Race and Class in the Caribbean." In *Gender in Caribbean Development*, edited by Patricia Mohammed and Catherine Shepherd, 142-155. Jamaica, Trinidad and Tobago and Barbados: UWI Women and Development Studies Project.



## Dara E. Healy

Founder, Ida Marie Guerra  
Indigenous Creative Arts Network  
(ICAN)



# ICAN

## About Us

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- **A culturally based Non-Governmental Organisation**

- **Founded in 2012**

- **Vision - Healing through the Arts, Culture and Heritage**

- **Mission - The enrichment and transformation of vulnerable communities through the Arts, Culture and Heritage of Trinidad & Tobago**






# Performance: Physical & Emotional Abuse/Family Violence

## Objectives:

- Highlight the prevalence of physical & mental abuse of children
- Promote non-abusive, non-violent forms of parenting
- Reduce societal acceptance of child abuse/challenge social norms that encourage such abuse
- Incorporate local/cultural elements
- Encourage parents to seek help with parenting
- Emphasise that “Child Protection is Everybody’s Business”



# Performance as a catalyst for discussion

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# ICAN's Methodology: Theatre in Education

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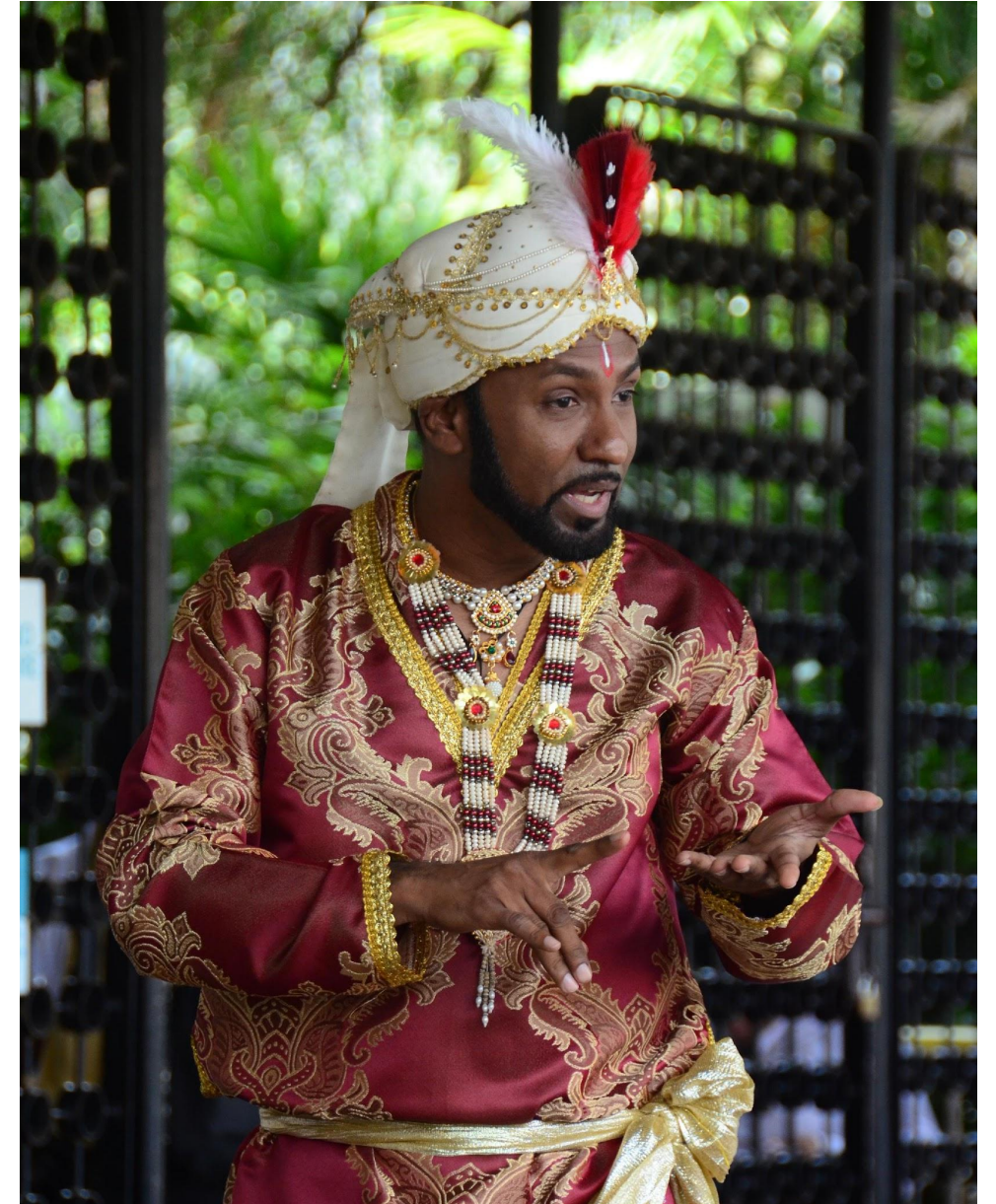
Start conversations about  
difficult messages in a  
non-didactic way

==

Begin the healing process

## Components include:

- Drama
- Role-play
- Dance
- Music
- Traditional Carnival  
Masquerade



Engaging  
communities  
through the  
Arts

•Vehicles include:

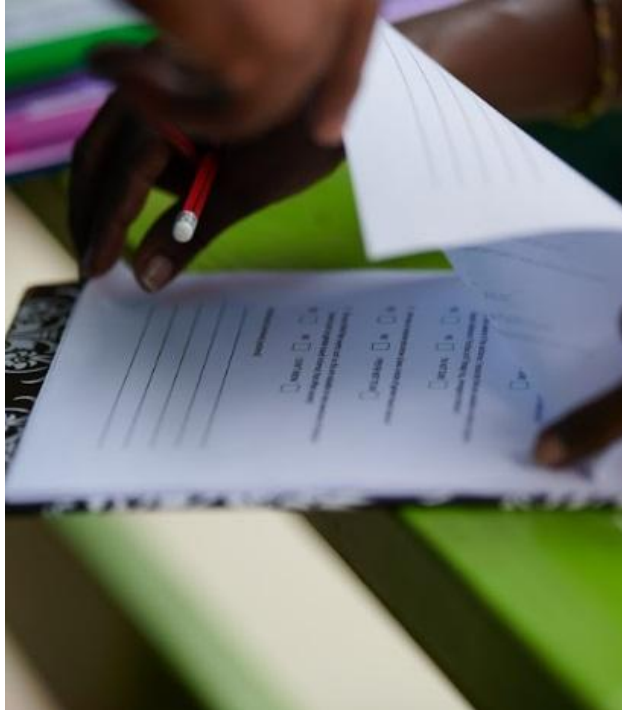
- Drama
- Role-play
- Dance
- Music
- Traditional Carnival Masquerade



## Community Outreach

### Communicating and engaging with communities:

- Radio
- Television
- Social media
- Big truck
- Plus ...



## Beneficiaries:

- Women
- Girls
- Men
- Boys
- People living with disabilities
- Vulnerable populations

# Towards positive social norms & behaviours



## Approaches include:

- Communication for social change: community-driven solutions
- Capacity building
- Creation of tools



## Supporting your Community Engagement goals

- **Scripting, Conceptualisation**
- **Photography, videography**
- **Team-building**
- **Training**
- **Advertisements**
- **Plus!**



Thank you!!!

