Report

Workshop “Rethinking Women’s and Gender Studies Transnationally: A Caribbean – Canadian Dialogue”

York University 23- 25 July 2014, Toronto Canada

Institute for Women, Gender and Development Studies

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Carla Bakboord Msc. (WRC and Board member)
Ronnie Antonius Lic. (board member)
Preface

In March 2013 the Institute for Women, Gender and Development Studies (IWGDS) started the first conversations with Professor Kamala Kempadoo from the Faculty of Liberal Arts and Professional Studies of York University in Toronto, to set up a Women and Gender Studies (WGS) program at the Anton de Kom University of Suriname. During the extensive 2-week seminar a panel discussion was organized by IWGDS for lecturers of AdeKUS and stakeholders from the gender field to discuss the relevance of Gender as an analytical instrument for research, policy and planning”. Keynote speaker Prof. Kempadoo addressed the relevance of gender equality- namely the development of sound data, analysis and insights into inequities in order to create policies and strategies that can be implanted by the government and other institutions and the important role the University can play by the production of research, analysis and knowledge in gender relations in societies. With the set up of a WGS program, not only reserved for students of AdeKUS, but also for policy-makers, NGO's, gender field workers and ministry staff, AdeKUS as a higher education institution can contribute to the development of tools that enable us to do policy work, given the fact that holding a first, second and third degree is often a requirement for policy- making jobs.

Also at the University of Guyana (UG) conversations has been started by Prof. Kempadoo to strengthen Women and Gender Studies. The meetings in Suriname and Guyana resulted in organizing the workshop “Rethinking Women and Gender Studies Transnationally: A Caribbean- Canadian dialogue”, with the focus on institutionalization, curriculum development and teaching of WGS. The meeting was drawn on a large network of Caribbean gender, women and sexuality scientists in order to built better knowledge about local, regional and transnational conditions. The workshop was hosted by York School of Gender, Sexuality and Women’s Studies (GSWS) and organized through the Centre for Feminist Research in collaboration with Caribbean Studies at the University of Toronto and Ryerson University. York University is a world leader in WGS research and teaching and it has a wealth of expertise in the field of WGS as well as in Caribbean Studies.

This 3-day meeting at York University was very fruitful and informative as the participants experienced the expertise of the Canadian institutions and were enable to share and interact with a variety of Canadian faculty and students with respect to WGS. The meeting was also very important for both AdeKUS and York University for future cooperation which has been already stated in a MOU.
1. Histories and Structures of Women and Gender’s Studies (WGS) Programs

1.1 Why WGS at our University? What is the History, structure, goals and vision of the program?

By: Renuka Biharie

History

Given the fact that Women’s and Gender Studies provides an interdisciplinary, critical, feminist and cross-cultural understanding of women and gender in a global context it is a must in social sciences. The need for local expertise in women and gender issues and the use of gender as an analytical instrument in research, policy and planning is the reason that our University is focusing on introducing Women and Gender Studies. The growing interests of students by choosing women and gender subjects for research is all the more reason why to introduce Women and Gender Studies. Without arguing any radical or liberal feminist theory the Institute for Women, Gender and Development Study (IWGDS) emphasize the involvement of both men and women in any development process.

The Implementation of Women Studies at the Anton de Kom University of Suriname dates back to 1990 when the first attempt was taken by the department of Sociology as an elective subject, but unfortunately didn’t proceed for several reasons. Hereafter a number of activities were taken by scientists at the University in cooperation with community-based organizations and institutes for women’s studies abroad, such as training, courses, as well as participation in international discussions. Together with the foundation for Women Studies, an NGO, the Study group “Women and Development” was established at the Institute for Social Scientific Research of the University on April 1993. The program activities of this Women and Development Study group who consist of scientists and experts from various women organizations comprised five fields of action namely:

- To make an inventory of research activities concerning “Women and Development” in and outside the University
- To identify Funding and write proposals concerning the Centre of Women and Development
- To formulate a research program with regard to “Women and Development” within the University.
- To develop an education program with respect to “Women and Development” at the University
- To organize “Gender Awareness” trainings for the Government
In January 1994 the Study group presented the first training “Feminists Theories” and they started two projects namely:

- Project Preparation Centre for Women and Development and
- Orientation Program Women Studies in the Region.

From 1995 till 2005 several actions were taken at the Anton the Kom University in the light of Women /Gender studies, not only by the Study group, but also by the department of Sociology among others:

- In 1995 the course Women History, Oral History
- Presentation Gender studies at the Anton de Kom University
- Research project inventory Women and Politics
- Evaluation of Government Gender policy
- Presentation Women and Employment
- Symposium Sustainable livelihood and Gender studies (UNIFEM)
- Gender awareness seminars
- Training in Gender Analyses in Policy and Planning for Government

Within the region visits were made to

- The University of West Indies, Centre for Gender studies and Women’s Unit in Trinidad (2000)
- The University of West Indies, Barbados to acquire knowledge and experience concerning the establishment of a Gender Centre(2000)
- The National Women’s Bureau in Guyana: visit with Sociology students (2000)

The University board recognizes the importance of women and gender studies in a development process and in 2006 the Institute for Women, Gender and Development Studies (hereafter IWGDS) was established at the Faculty of Social Sciences. After all the years of researches and commitments it was obvious that the Anton de Kom University needed a formal independent and professional institute that engages in women, gender and development issues.

**Structure, goals and vision of the Program**

The Institute for Women, Gender and Development Studies (IWGDS) is in charge for the set up and monitoring of WGS. First steps are taken by making an assessment at the Faculty of Social Sciences. Mini- seminars were held with lecturers of the several disciplines from Social Sciences who are already teaching Gender Courses and lecturers who have some components of Gender in their courses. At the first stage courses with more than 30 % of gender components are going to be cross-listed and assigned by IWGDS (this needs to formalize) for the introduction of the WGS programme.
In this initial phase it’s realistic to start with an undergraduate program /or courses for students and stakeholders in the gender field as well as for policy- makers. The Minor in WGS enables undergraduates to devote a portion of their education to the study of women, gender and related issues. The Gender courses that already exist and needs to be cross-listed are:

1. Gender and Development (feminist theories) (SOC-246)
2. Culture and development (SOC-245)
3. Gender and Community Development (MERSD-A6)
4. Methodology (SOC-125) gender related
5. Social determinants of Public health (Women and reproductive health)
6. Women and entrepreneurship (MERSD-C2)
7. Feminist methodology/Critical methodology (IGSR)

Courses in preparation are:

1. Sexuality and Gender (Humanities)
2. Gender Violence and Trauma (Psychology)
3. Gender in International Relations (Public Administration)

There also lecturers who incorporate gender and women issues in their courses. For example:

- Macro economics (training in gender and macro economics)
- Labor economy: Women in so called male professions, Women in informal sectors, women and unemployment
- Economics and Health sector: women and health sector (cost factor)
- Economic integration: effects of free movement of persons in Caricom (who are they M/F, what are their professions, etc)
- Labor law and dismissal law
- Capita Selecta Criminal Law and procedure: trafficking and smuggling
- Human rights : Women declarations

The Goal of the Gender Study Program is that Students learn:

- to examine women’s and men’s historical and contemporary experiences from the perspective of gender analysis, with an understanding of the intersections of race, ethnicity, class, religion, sexual orientation, physical ability, age, and other critical variables;
- to gain practical experience issues pertaining to the lives of women and of sexual minorities in all their diversity by developing and participating in field projects;
to gain facility with disciplinary and interdisciplinary women’s and gender studies approaches and methods.

Based on the vision of IWGDS:

IWGDS is a dynamic interdisciplinary scientific center that strives for sustainable development for the Surinamese multiform community from a gender perspective. IWGDS will identify interdisciplinary teaching programs regarding women and gender studies and also work with faculties to mainstream gender and gender perspectives into existing disciplinary programmes. The WGS program will produce scientists who are capable of making significant contribution to social studies with the focus on: men and women by equipping students with competences by which they can develop their skills, experiences and attitude and at the same time develop methods for scientific research and analysis in the gender field.

2. In institutionalizing WGS, how does an independent institute, Unit, Centre or School compare to the mainstream of Gender course needs through the University Curriculum?

First of all we have to underline that IWGDS is still a strongly dependent institute of AdeKUS with the goal to mainstream gender within the University. We need to be an institute which is supported by the women and gender field and also supported within all departments of the University at all level. So we still have a long way to go to move from the periphery of the University’s activities. The appointment of a fulltime coordinator in March this year and slight infrastructure are the first steps in the right direction, but still a drop in the ocean to introduce a programme in WGS.

Collaboration between the faculties and IWGDS are at the moment closer for gender mainstreaming. Implicit in this process is the requirement that individuals offering the women and gender courses possess gender sensitivity and are able to bring feminist perspective to bear on the discourse so that the curriculum is transformed to reflect the understanding that the perspectives and experiences of women have helped to create history, society and culture. The integration will require the development of new courses and expansion of existing syllabi to address gender issues within the many disciplines to mainstream gender.

Gender mainstreaming requires incorporation of both gender perspectives (linkages between gender and the sector areas or issues) and attention to the goals of promoting gender equality (actions to be taken on the basis of the understanding of gender perspectives) both through gender analysis.
We hope to learn more about this integration process by exchanging the experiences from York to UWI.

3. What is gained and what is lost by abandoning the designation “Women’s Studies”?

Women studies arose partly as a critique of the traditional disciplines because they did not accommodate the experiences of women in their theories or methods. The study was concerned with the patriarchal biases inherent in the traditional disciplines and attempts to deconstruct them. There are several opinions about this discussion.

The term “Gender has been used loosely as a synonym for the biological sex category. Gender however is a more complex concept and it has been described by Kate Young “as that our basic social identities as men and women are socially constructed rather than based on fixed biological characteristics” These socially constructed categories are of particular importance in the social feminist analysis which favours a holistic examination of economic, social and political influences on the expectations and the roles and responsibilities assumed by women and men both in their private and public spheres of live.

There is a strong Feminist opinion, however, that the movement away from women’s to gender study is a yielding of the study of sexual inequality and the social subordination of women to the mere study of differences between the sexes. The term “Gender” it is argued implies a certain neutrality which is not acceptable, as it does not highlight the asymmetry which exists in the power relationships between men and women in society. At WGS the focus maintain on women’s issues, but also address gender concerns and gender analysis.

4. Why is intersectionality significant to WGS?

McCall (2005, pp. 1771) has stated, “intersectionality is the most important theoretical contribution that women’s studies has made so far”. Researchers and decision makers working within an intersectionality paradigm share the logic that marginalizations at the individual and institutional levels create stratifications that require research approaches and policy solutions which are attuned to the interactions of these realities. Recognizing the importance of intersectional analysis - the study of women's lives is not complete unless attention is paid not only to the impact of gender on our lives, but also the impact of sexuality, race, class, age, ability, nationality, religion, and so on. Women and gender issues could only be understand and analyze through multiple lenses.

5. How do regionality and transnationality reconfigure the field?

Historically the boundaries of gender and the state have excluded women from domestic and regional/international political life and engendered international relations as the virtual preserve of men and as a primary site for the construction of masculinities through the control and domination of women. In recent years gender sensitive research has taken a
variety of forms in International relations and feminist scholarship on global restructuring has analyzed how the processes of global integration at all level create gender identities and gender inequalities. Women in development (WID) and more recent gender in development (GAD) policies and studies are transnational issues nowadays. Cooperation with women and gender institutions in the region are a must to streamline the field in order to realize regional women and gender policy.

6. What are the contemporary challenges for WGS and what strategies are needed to secure the field in the face of neoliberal cuts and patriarchal restructurings?

The free market and globalization opens up the market without boundaries and is to some extend a perfect mechanism for distributing wealth by coordinating the activities of individuals as they pursue their self-interest and that is the role of the state to ensure that all individuals have freedom so they can compete in the market place.

The male dominant structure in the field of free and fair trade is slowly making more space for women to compete, but is still not the attention of international policy makers. Although Gender Equality is viewed as necessary for economic development it is still a social issue rather than an economic issue. Analyzing economic and social impacts of gender in trade liberalizations and gender mainstreaming in the sector are strategies which can be utilized. Using gender as an analytical instrument for research, policy and planning to identify the gaps in the field, is also a challenge. Through WGS the Universities plays an important role in this new challenge in which future students can take courses to examine the theories related to the practical situations.

2. Connections between WGS, NGO’s and wider women’s movement

*By: Carla Bakboord*

From the experience in the field of gender inequality, representatives from the women’s movement had acknowledged that women and gender studies should be incorporated into the University. At the time the university had to address the issues on women and gender, they always had to rely on external women and gender experts, most of them actively involved in the women’s movement.

1. What role can/do organizations external to the university play in the history, development and governance of WGS in the academy?

   - NGOs can have a bridging and an intermediary role between the NGOs and CBOs on the one side and the academia on the other.

   - NGOs can fulfill a resource role. Their non-governmental status can contribute by assisting in the development and funding of project and programs. Therefore it has
been a well-considered strategic move to incorporate me, with a track record as a women- and gender expert from the Women’s Rights Centre to take part of the IWGDS board.

Certainly IWGDS has to explore the kind of knowledge and material support WGD needs and what the demands from the field are. It is essential to organize seminars with NGOs and women’s organizations to conduct a need assessment and develop a strategy and methodology.

With regard to women and gender programs

In the first phase, collaboration between IWGDS and (Women) NGOs is a prerequisite.

With respect to funding and programs: Because of their non-governmental status, NGO’s and women organization have better access to financial resources. As IWGDS is incorporated in the University (Minister of Education’s portfolio) with its highly bureaucratic culture and dependency on government policy and budgets, NGOs can be the one’s to make requests for funding. Collaboration can result for example in organizing regular certificate (paid) gender courses for University and external students and other interested persons. External experts (both national and international) and experts from the University can assist in developing the curricula and conduct the courses.

Demands from the field

It is important to collect information in the field to obtain more knowledge and insight into the obstacles and challenges women and men experience in their struggle to improve their position and to achieve gender equality. Roundtables should be organized regularly together with IWGDS/NGOs with relevant stakeholders such as fieldworkers from Government of Suriname (GoS) and CBOs. Also the gap has to be filled between theory and practice by contributing through training and research, leading to the following points of interest.

As discussed above there are no structural consultations with the wider community on a regular bases as a result of which fundamental knowledge of community demands for training and research is lacking. NGOs and GoS are both involved in WGD activities and visa versa for example in the field of domestic violence, gender mainstreaming, youth, gender and education and women in political participation.

It is my opinion that WGD must serve the community. Not only should there be a focus on the current topics, but also upcoming once; such as the way men and women are positioned in commercial sex saloons, LGBT rights, teenage pregnancy, school drop-outs, social networking sites and online crimes with minors and the methods to change existing gender relations.
Policy makers show no interest in these topics. Therefore academic research is significant. And IWGDS, in collaboration with NGOs and women’s organizations can play a major role in collecting and delivering information. At this moment research at the Institute of Social Sciences and IWGDS seems to be no GoS priority. Research conducted up to now was commissioned and paid mainly external /international agencies (UN/IDB/CARICOM etc.), but seldom from within the University.

Lack of preconditions and resources such distribution ratios for hours spend by lecturers’ already over manned by teaching tasks are liable. The current board of the Anton de Kom University is sensitive for academic research. Now the dean is preparing the design and planning of a Social Sciences research program.

2. What is the role of a bridging program and off-campus teaching?

How do your courses at the Teacher Training Institute connect to the IWGDS or the other way around? For example, can students at the Teacher Training Institute officially take courses at ADEKUS (and once the IWGDS program is up and running, in WGS?). Up till now there is no specific program that works with schools and community colleges to interest people in women's studies at the university. I provide a Gender and Culture course at the Teacher Training College (TTC), which is not accessible for University students. At the same time my TTC students cannot officially take courses at ADEK. This also counts for anyone who is not registered at the University.

How do you use your teaching or courses in the Teacher Training Institute and other places to improve the work of IWGDS?

I do share my knowledge and experience gained from my work as an anthropologist, a gender specialist, a women’s rights activist, a researcher, a trainer as well as a co-editor of a monthly page in the daily newspaper to improve the work of IWGDS. This is no doubt reflected in IWGDS its strategic plan.

3. Curricula, Pedagogy and Course Design in WGS

First presentation by: Nancy Tai Apin

1. Is a degree in WGS desirable?

- There is a great need of well-trained gender and development specialists
- Stimulate gender based policy in the public, private and NGOs sectors
• Stimulate and facilitate gender-based research and publication in diverse subject areas.

Courses necessary to establish a WGS degree

Possible short courses offered by IWGDS in the future (and more):

• Introduction to Women’s studies: Theoretical concepts
• Feminist Theoretical Frameworks
• Introduction to Gender Theories
• Women, Gender, Culture and Society
• Women, Gender and Development
• Gender and religion
• Women, Gender and Politics
• Women, Gender and Health
• Women, gender and Education
• Women, gender and Work (Labour)
• Women, gender and Law
• Women, gender and Sports
• Women, gender and music
• Gender based Violence/ Domestic Violence
• Gender and Culture
• Women in History
• Gender and social media
• Women, Gender and agriculture
• Data collection and Analysis from a gender perspective
• Gender Methodology

What IWGDS is doing:

• Inventory: if and how much gender (aspects) are incorporated in the curricula of each course
• Course description in the study guides
• Interviews with lecturers
• First Faculty of Social Sciences (Sociology, Economics, Law, Business Administration, Agogische Wetenschappen en Onderwijskunde, Public Administration)
• Seminars exploring where and how to incorporate gender into the different courses
• Start with Cross listing procedure (approval disciplines, Faculty, Board)
Significance and scope of an introductory course in WGS

- Stimulate interest for WGS
- Most graduates will have policy making jobs or have influence in policy (public, private, NGO)
- Stimulate interest for research in WGS

Required course for all incoming student?
Aspects to take into account:
- Curricula of the different disciplines are fixed and consists of fixed ECTS
- Modification is needed
- Cooperation from lecturers is needed
- Approval of Faculty Meeting is needed

Other courses?
- Women in diaspora
- Women in the Caribbean

How does cross-listing work?

- Get a reference number from the board specifically for WGS
- Identify courses within the Faculties and that meet the set percentage
- Decide how many points (ECTS) are needed to get a WDS certificate/diploma from IWGDS
- Students select the studies within the different disciplines of the Faculty and gain the required ECTS
- Student select the studies within the different faculties and gain the required ECTS

Benefits of speakers’ series, student and research awards for WGS

- Currently there is no WGS program
- These activities will help ‘give body’ to that program
- Will put IWGDS and more important WGS ‘on the map’
- Promote WGS and stimulate interest in WGS
- One gets belief in the program
- Creates interest in research
- The content of WGS program will be sharpened

Needed Resources and contribution of exchange with York

- Gender based policy approved and supported by the board (ongoing process)
- Intensify contacts with the gender field and make assessments
• Staffing IWGDS (researchers and gender specialists)
• Capacity Building of IWGDS Board and Coordinator
  → courses, training, seminars, workshops, internship
• Capacity Building for lecturers at ADEK to wave WG into their subjects (courses, training, seminars, workshops)
• External Lecturers for different subjects for the WGS Program (at the start of the program) Lecturers of ADEK can be appointed to the external Lecturer and be ‘trained on the job’
• Exchange programs (students/lecturers)
• PhD programs
• Intensify cooperation with YU and UG
• Short courses hosted by IWGDS and open for students of Guyana (on short term)
• Literature, dvd’s and other teaching materials

Curricula, Pedagogy and Course Design in WGS

Second presentation by: Ronnie Antonius

An Introduction to and sensitization for Women & Gender issues in the courses Management & Organization (dept of Environmental Studies), Work Organization & Planning (dept of Electrical Engineering) and Introduction to Company Sciences. Sensitization for women and gender studies is necessary for students to be aware of the different kinds of motivation that might exist while entering the world of work.

Personal Case Study: Course on preparing students entering the world of work and functioning within an organization. The course is taught at the department of Environmental Studies, department of Mechanical Engineering and department of Electro Engineering.

Sensitivity

* Experimental questioning students on their sensitivity to women’s & gender issues

* Question: if the only candidate suitable for a position was woman in a traditional men’s profession who would you choose?

* Of course they were all for a positive approach with no gender based decision.
**Course Overview**

The course includes some aspects that are important for the students who are entering the world of work and functioning within an organization.

- Motivation
- Planning
- Organization
- Staffing
- Leadership
- Information/Control

**Relevant Topics**

- Motivation
- Are all genders equally motivated?
- Staffing
- Hiring practices of companies (especially local)
- Positive discrimination

**Relevant topics (con’t)**

- Leadership & Gender
- Examples not only for women but LGBTQ
Workshop Program

Rethinking Women's and Gender Studies Transnationally: A Caribbean-Canadian Dialogue

Location: 519 Kaneff Tower, York University Keele Campus.

Day 1. Wednesday July 23
9 – 9:30am Welcomes, with FLA&PS Associate Dean Thabit Abdullah, Dr. Kathryn McPherson (Acting Chair, School of Gender, Sexuality and Women’s Studies), Dr. Alison Crosby, Director, Centre for Feminist Research

9:30 – 11:30am Overview of Women’s, Gender, Feminist, and Sexuality Studies at York University, and programs at the University of Guyana and the Anton de Kom University of Suriname
Katheryn McPherson, Renuka Biharie, Evette Burke, Paloma Mohammed, David Murray
Moderator: Kamala Kempadoo

11:30 – 12:30 Women and gender in Caribbean Studies at University of Toronto, Ryerson University and York University
Melanie Newton, Hyacinth Simpson, Andrea Davies
Moderator: Savitri Persaud

Lunch

1:30 – 3:45 pm Links between WGS, NGOs, and Wider Women’s Movements, bridging the academy and community,
Carla Bakboord, Vanda Radzik, Carl James, Ruby Newman, Vidyaratha Kissoon
Moderator: Cynthia Wright

4 – 5pm Blogging with the community
Anique Jordan

Day 2. Thursday July 24
9:00 – 12:30 Teaching Women’s and Gender Studies - constructing curricula, incorporating gender analyses, course design, the role of introductory courses, significance of race, gender class, etc
Workshop leader: Janice Newton. Short presentations by Amar Wahab and Andil Gosine.
Other resource persons: Nancy Tai A Pin, Ronnie Antonius, Nalini Persram, Andil Gosine, Preity Kumar

Lunch
1:30 Tour of the School for Gender, Sexuality and Women’s Studies, the journal of Canadian Woman Studies and introduction to the Nellie Langford and Scott libraries. Led by Preity Kumar and Jan Mendes

3:30 – 4:30 library class with Kalina Grewal- librarian- on how to search the York U WGS holdings. Guests will be given special access for library catalogue searches.
Scott Library Room 531

Day 3. Friday July 25
9 – 10:30am Panel on Sexualities research – Amar Wahab, Lauren Praag, Carla Bakboord, Vidyaratha Kissoon
Moderator: TBD

11 – 12:30pm Panel on WGS research – Paloma Mohammed, Mellissa Ifill, Kavita Singh
Moderator: Kavita Singh

Lunch

2 pm York International – on institutional faculty and student exchanges- with Associate Director Philip Shea

2.30- 4pm Making WGS sustainable and the significance of a Canada-Guyana-Suriname exchange. What do we need to do, next steps.
Moderators: Kamala Kempadoo and Paloma Mohammed
Contribution Panel discussions

Overview Panel discussions day 1:

York University shared their experiences, vision and realities with the group in designing a Women Gender Studies Program (WGS), the introduction and the issues in the curriculum, professional development of the students as well as the questions about disciplinarity and interdisciplinarity. The School for Gender, Sexuality and Women Studies (GSWS) started first with undergraduate programs, while the Gender, Feminist and Women Studies (GFWS) offered Graduate Programs. Public Forums were held to get feedback about the content of the curriculum and correct designations.

The Anton de Kom University of Suriname and University of Guyana (UG) have more or less the same experience and issues regarding the set up and staffing of the Institute for Women and Gender Studies. Mrs. Janice Jackson has been the initiator of the Women and Gender Studies Centre at UG established in 1987 and they started with 1 coordinator and a program officer, but did not get any further. Apart from teaching, research methods were also very important and the link with the community and NGO’s to address women and gender issues.

GSWS also offers more than 30 years bridging programs or off- campus teaching for women who can’t access the University for any reason such as family obligations, raising children and so on. Courses are taught in various community locations by faculty trained in -and committed to the theories and practices of feminist pedagogy and are fully subsidized by York University.

Overview Panel discussion day 11

To develop a Women Gender Studies Program it is very important to take into account the needs of the community. Public Forums with the gender field can give more insight in what courses are most necessary. Certificate programs are in the initial phase most welcome not only for students but also people outside the University. Curriculum mapping will help to integrate Gender in the curriculum. So programs has to be visible and feasible.

Overview Day 11

On the third day some participants shared their Phd. research results with the group and visits were made to the libraries. Carla Bakboord who is also a Phd. student and member of IWGDS board gave a presentation about her research results so far. Also “the next steps” were presented to make WGS sustainable and the significance of the Canada- Guyana-Suriname exchange, mentioned in the Conclusion.
Output/Conclusion

The way forward

The workshop was not only technically very informative, but also brought together the Caribbean experiences and theories and the Canadian researches and Good Practices. Both the Anton de Kom University and University of Guyana learned a lot regarding WGS program and shaped the next steps to be taken. Cooperation between UG and AdeKUS will be intensified on this matter and already a mission in the person of Mr. Vidyaratha Kissoon, who also participated in the Workshop has visited Suriname to write an article entitled *Connecting University and Community to promote gender equality*. This article was published 20th of October 2014 in StabroekNews section “In the Diaspora”. To write this article Vidy Spoke to students from the Anton de Kom University who has participated in the Panel discussion “Violence against Women”, organized by IWGDS in December 2013 as part of the campaign for International Day for the Elimination of Violence against Women in November 2013. These students were very touched by the seriousness of this subject and offered themselves to be the Ambassador at the University for Domestic Violence.

Also the Coordinator of IWGDS, Renuka Biharie wrote an Article in “Genderoptiek: Vrouwen en Genderstudies van Paramaribo tot Toronto” and was published 1st of September 2014. The purpose of the workshop, cooperation between York University, University of Guyana and AdeKUS and the way forward were discussed in details in this article.

The workshop “Rethinking Women and Gender Studies Transnationally”, with the purpose to examine histories, pedagogies and research in women’s and gender studies in order to improve WGS programmes and policy was very helpful for IWGDS in setting up the intended programme, which has already been initialized. Little steps have already been taken by IWGDS to work towards setting up the WGS program. Consultations with the gender field are also very important to shape the program.

The next steps:

- Gender based policy approved and supported by the board (ongoing process)
- Intensify contacts with the gender field and make assessments
- Staffing IWGDS (researchers and gender specialists)
- Cross-listing of existing courses
- Capacity Building of IWGDS Board and Coordinator → courses, training, seminars, workshops, internship
- Capacity Building for lecturers at ADEK to wave WG into their subjects (courses, training, seminars, workshops)
- External Lecturers for different subjects for the WGS Program (at the start of the program) Lecturers of ADEK can be appointed to the external Lecturer and be ‘trained on the job’
- Exchange programs (students/ lecturers)
- PhD programs
- Intensify cooperation with YU and UG
• Short courses hosted by IWGDS and open also for students of Guyana (on short term) and gender field in Suriname
• Literature, dvd’s and other teaching materials

MoU AdeKUS en YU
For further collaboration a MoU between York University and AdeKUS has been signed in August 2014 which signify:
• Joint research, including exchange of faculty members and student researchers
• Joint teaching and supervision of graduates students
• Staging of joint seminars, conferences and academic meetings
• Exchange of information, resources and materials that are of mutual interest
• Collaborative academic programs, which may involve cultural activities and a strong field visit component

The activities for York University will be facilitated by Dr. K. Kempadoo from the department of Social Sciences, while the coordinator of IWGDS drs. Renuka Biharie will be responsible for the activities at the Anton de Kom University.
Workshop participants and presenters

Suriname
Renuka Biharie – Coordinator, Institute for Women, Gender and Development Studies (IWGDS), Anton De Kom University of Suriname (ADEKUS)
Carla Bakboord – Women’s Rights Centre, PhD candidate, Lecturer, Suriname
Nancy Tai APin – Lecturer, Faculty of Law, ADEKUS
Ronnie Antonius – Consultant, Part-time Lecturer Faculty of Technology, ADEKUS

Guyana
Dr. Paloma Mohammed Martin - Dean, Faculty of Social Science/ Director, Center for Communication Studies, University of Guyana (UG)
Vanda Radzik – Women and Gender Equity Commission, Guyana
Vidya Kissoon: Lecturer, writer, activist, Guyana
Evette Burke Douglas - PhD candidate, former coordinator Women’s Studies Unit (UG)

Toronto
Dr. Amar Wahab - School of Gender, Sexuality and Women’s Studies (GSWS), York U
Dr. Andil Gosine – Sociology & Sexuality Studies (SXST), York U
Dr. Andrea Davies – Humanities, York U
Anique Jordan – MES candidate, Faculty of Environmental Studies (FES) York U
Dr. Carl James – Education, York U
Dr. David Murray – Anthropology, former director of the Graduate Program in Gender, Feminist and Women’s Studies (GFWS), York U
Dr. Hyacinth Simpson – English, Ryerson University
Jan Mendes - PhD student, GFWS York U
Dr. Janice Newton – Political Science & GSWS, York U
Dr. Kathryn McPherson – GSWS & History, York U
Kavita Singh – Visiting Fellow, University of Toronto
Lauren Praag – PhD candidate Social and Political Thought (SPTH), York U
Dr. Melanie Newton – Caribbean Studies & History, University of Toronto
Dr. Nalini Persram – Social Science, York U
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Dr. Ruby Newman – Coordinator Bridging program GSWS, York U
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Workshop organization
Camila Bonifaz – coordinator, Centre for Research on Latin American and the Caribbean (CERLAC)
Dr. Kamala Kempadoo – Social Science, York U
Jack Vulpe – PhD student, research assistant, GFWS & Centre for Feminist Research (CFR)