



UNITED NATIONS SOCIAL WELFARE AND DEVELOPMENT CENTER FOR ASIA AND THE PACIFIC

Proceedings:

FIELD STUDY TRAINING OF PACIFIC RURAL WOMEN COMMUNITY WORKERS AND TRAINERS IN RURAL FAMILY AND COMMUNITY SERVICES

Manila 1-20 March 1980



A X(5-012):
396(-202)
Uni fi 1980 c.2

FIELD STUDY TRAINING
OF
PACIFIC RURAL WOMEN COMMUNITY WORKERS AND TRAINERS
IN RURAL FAMILY AND COMMUNITY SERVICES

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UNITED NATIONS SOCIAL WELFARE AND DEVELOPMENT
CENTRE FOR ASIA AND THE PACIFIC
SOUTH SUPERHIGHWAY, MAKATI, METRO MANILA

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FOREWORD

We are happy to share the results of a field study training project which provided a unique opportunity to facilitate interaction and develop insights on the role perspectives of rural women in four (4) of the Pacific Island countries: Fiji, Papua New Guinea, Tuvalu and Cook Islands.

This project was made possible by the interest and support of the Voluntary Fund for the United Nations Decade for Women for which we are thankful. While invitations were extended to several other countries in the Pacific, only the four countries were able to participate due to constraints of limited women personnel and the number of regional courses and seminars held during the period which also required participation of these personnel. This has implications for the need for close coordination among regional activities in the Pacific Island countries where qualified personnel are limited.

We wish to give particular attention to the output of this field study training with the hope and recommendation that the relevant agencies in the perspective countries and the women's unit of the Asia & Pacific Development Center could provide follow-up technical support to enable the participants to implement the training programs envisioned and planned as a result of the course.

We wish to express deepest appreciation to the agencies and organizations in the Philippines that provided the action setting and the experience of their staff and the rural women's groups for the benefit of the training participants.

Ahmad Fattahipour
Director

INTRODUCTION

Women from the Pacific island countries, like their counterparts all over the world, can be an effective contributing force in development schemes if provided the opportunities for self-fulfillment and increased participation. Traditional attitudes toward the role and status of women continue to become obstacles to women's work and participation. While changes in the status, role and involvement of women are occurring in the Pacific, much needs to be done to maximize their contribution to development.

One major area where women's efforts can be utilized is in rural development. Because of the lack of mineral resources, countries in the Pacific are basically agricultural. The greater part of government efforts is directed to the rural areas. It is therefore, toward the development of basic rural community services for families and children that the women of the Pacific can be mobilized.

A recent UNDP/ESCAP mission* on the Pacific noted that experiences of selected countries in Asia could be useful to the Pacific countries. It was proposed then that a field study training during which village leaders could observe successful rural development programmes outside the Pacific region be conducted with a view to adapting these programmes to their own rural development efforts.

A member of the SWDCAP staff attended the annual meeting of the South Pacific Commission in October, 1978 and conferred with staff members of the Commission and representatives of some member governments. She also conducted an exploratory field mission in Papua New Guinea in December, 1978 and met with staff of the women's programme of the Prime Minister's Department, the Ministry of Home Affairs (Departments of Community Development and Social Welfare) and the National Advisory Council on Women. It was through these consultation activities that the need for upgrading the knowledge and skills of rural women community workers was identified. It was also expressed by persons consulted that a field study training for experienced and well selected rural women community workers learning from the Asian experiences was bound to be more effective than participation in regional workshops.

The need for non-formal education in the Pacific certainly cannot be overemphasized. There is the view that Pacific women can benefit from developmental assistance to enable them to develop attitudes, acquire knowledge and skills meant to enhance their capabilities and self-confidence to undertake their community responsibilities.

The women from the Pacific as well as women from the Philippines could benefit from a mutual exchange of experiences among agency staff and rural women engaged in rural projects. The methods and techniques used in enabling the women to plan, implement and evaluate basic rural community services for children can be shared among rural women community workers and trainers of the Pacific and of the Philippines.

In light of these considerations, a field study training programme was planned and conducted among Pacific rural women community workers and trainers to provide opportunities for a mutual learning experience through dialogue, demonstration of strategies, and observation of rural women's projects in the Philippines.

OBJECTIVES

Teresita Silva, training coordinator for the workshop summarized the objectives of this sub-regional field study training as follows: first, to enhance the capabilities of rural women community workers and trainers; and second, to assist rural women to plan and manage basic rural family and community services on a self-reliant basis.

This project also aimed to have a *long-range impact* on the satisfaction of basic human needs and on the quality of life of rural families and children in the Pacific island countries, as well as on the development of self-reliant attitudes, knowledge and skills among rural women. Participatory methods and techniques of planning, managing and evaluating rural family community services were identified, analyzed and evaluated.

It was anticipated that the participants would be able to increase their capabilities to contribute more effectively to the development process. It was also hoped that regional cooperation and communication would be further promoted among rural women's groups of Asia and the Pacific through this project.

The *immediate learning objectives* of the field study training were to enable rural women community workers and trainers from the Pacific island countries to:

1. identify and analyze participatory strategies, methods and techniques of planning, implementing and evaluating rural family and community services;
2. identify and analyze programme schemes, project components and training designs directly aimed at enhancing the role of rural women in the development and improvement of the conditions of families and communities; and

*Report of the UNDP/ESCAP Inter-Country Programming Mission for the South Pacific, 10 October-17 November 1978.

3. prepare a program to train rural women to implement strategies, methods and techniques of planning, implementing and evaluating basic rural family and community services.

DATES AND VENUE

The field study training took place from March 1 to 20, 1980 in the Philippines. It was convened at the Social Welfare and Development Centre for Asia and the Pacific, Asian Center Building, South Superhighway in Makati, Metro Manila. Selected rural women's projects of the Diocesan Adult Training Center and Laguna Rural Development Project in the provinces of Benguet and Laguna served as venues for the field study proper.

METHODS OF THE FIELD STUDY TRAINING

The training was structured so that the participants could learn from, a field study and analysis of selected rural women's projects which are utilizing innovative strategies and methods of mobilizing and organizing rural women to develop rural community services for families and children. Learning opportunities in the project included observation and analysis of training activities and other programmes aimed at preparing rural women to develop their leadership capabilities, observation and analysis of actual activities of rural women in planning, implementing and evaluating family and community activities, and dialogues in the village with individual families, village leaders and groups of rural women.

The field study training also provided an opportunity for the sharing of innovative strategies, methods and techniques which were used by the training participants themselves to enhance rural women's participation in development in their own countries. In this connection, each participant prepared a paper on the particular rural women's project she was involved in, highlighting the following aspects:

1. Nature of the project
 - brief description of the target group
 - objectives of the project
 - type of project (whether it is nutrition, health, skills training, etc.)
 2. Description and analysis of strategies, methods and techniques being used to achieve the objectives of the project.
 3. Description of training programmes, including course outlines or syllabi, conducted for rural women as well as those training activities attended by the participants as part of staff development.
 4. Mechanisms for evaluation showing strategies, procedures of evaluation/monitoring the project.
- The field study training concluded with a workshop which enabled the participants to prepare individual training designs using strategies, methods and techniques of planning, implementing and evaluating basic rural family and community services.

PARTICIPANTS

There were a total of fourteen (14) female participants from four (4) Pacific island countries, consisting of one rural community worker and one trainer from each of the ministries or department/sections responsible for social welfare and community development. Where it was feasible, instead of two teams coming from the two government ministries, one team was invited from a non-governmental organization. The countries involved were Cook Islands, Fiji, Papua New Guinea and Tuvalu. A list of the participants is shown in Annex I.

TRAINING TEAM

Ms. Teresita L. Silva, SWDCAP Social Welfare Expert was the training coordinator. Mrs. Milagros T. Manlongat, SWDCAP Training Assistant was assistant coordinator and Mrs. Monina Manapat served as recorder.

The team was assisted by the staff of the Diocesan Adult Training Center and Laguna Rural Development Project whose rural women's projects served as venue for the field study visits. Other resource persons were invited for technical inputs on specific concepts, methods and techniques. The list of resource persons appears in Annex II.

PROCEEDINGS OF THE FIELD STUDY TRAINING

Opening Session:

The participants were welcomed by Dr. Ahmad Fattahipour, Director of SWDCAP, who stressed the practical approach to the field study training. He pointed out that women were greatly discriminated against in most nations.

In this era when development is given emphasis, a program which is spelled out in purely economic terms is a waste and can only lead to disaster and ruin. People in Asia and the Pacific have to watch out, too, that in the process of "development" they do not lose their identity. The Pacific women should watch out for the exploitation of their natural resources. Upon their return to their respective countries it was hoped that they would add to their countries' well-being instead of taking away or removing whatever good was found therein.

The introduction of the participants was followed by an orientation by Ms. Teresita L. Silva, Social Welfare Expert, on SWDCAP's thrust: 1) it stresses a concept of development which aims at meeting the needs of developing countries; it is necessary to study development concepts of other more progressive nations but only to adapt those which are relevant; 2) it considers that in Asia and the Pacific majority live in the rural areas below subsistence level; the problem is how to distribute the resources so that there is an equal access to them by the poor; 3) it believes that development must be people's development; it must be total human development which aims at full actualization of their potentials.

Therefore, this field study training was concerned with methods and techniques which can promote people's participation and development; it focused on how to develop people through rural family and community services, analyzed how people can participate in bringing about their own development.

The participants were trainers and community extension workers who could facilitate the multiplier effect of training and who represented a cross section of different levels of workers who therefore could enrich each other's knowledge and skills. The training design was then presented and reviewed.

The Status and Role of Rural Women in Development: A Structural Analysis Approach

Rural development is a process through which man grows towards the fuller affirmation of his capacities by effectively participating in meaningful decisions. It aims toward man's emancipation from the forces of nature as well as from human domination.

Rural women have a significant role in development inasmuch as women constitute one half of the world population. Women make up one third of the official labor force although they receive only one tenth of the world's income and own less than one hundredth of the world's properties. With 70% of the developing countries' population living in the rural areas, 35% of the Third World's population are the rural women, the sheer number of whom is justification of all women.

The problems of women are the problems of society as a whole. The improvement of their lot depends on a change in attitudes of both men and women but more so of the women themselves. It also depends on opportunities for full participation in planning, decision-making and implementation at all levels in political, social and cultural realms.

A scrutiny of the material foundations of national and international economic orders brings to the fore the structural analysis approach. In the Philippine situation for example, it was shown that in spite of the vast natural resources, poverty prevails. A small 5% of the population enjoys 1/3 of the nation's wealth while 40% have just one tenth. Thus 84% or 35 million Filipinos belong to the poverty level while the privileged few wield so much economic and political power.

In the international scene, many of the problems of the Third World are rooted in the First World countries, but the problems are also with the Third World countries themselves. There is a need for Third World countries to ask themselves how far they are responsible for what is happening in their own societies.

Structural analysis consists of a total approach to the study of society, to arrive at a clear understanding of both negative and positive forces at work in the society. Society is a systemic whole made up of systems — economic, social, political, educational, health, ideological and religious. In turn, each system is made of interrelated, structured and organized elements which find their social meaning in the whole, for they function with respect to other elements or systems.

The structural approach organizes data and social facts gleaned from various historical or empirical studies. One can select a specific historic period, identify elements that make up the various systems in that period, and describe the interrelationships between the elements in terms of structures and functions.

The structural approach consists of the following steps: (1) describing observable phenomena in a social situation; (2) identifying the systems therein and classifying them; and (3) making a summary state-

ment describing the situation under each system. In this process, the technique is to use pointed and specific questions to bring out the interrelationships among systems.

From the findings, a specific program can be evaluated to see if it is helping to transform an oppressive society or simply reinforcing the status quo. Using this approach, the health system in Philippine society was seen as determined by the economic system, and therefore, urban-centered and oriented towards curative intervention techniques. It is further dominated by both the political system, (therefore doctor-centered); and the cultural system, (therefore centered on Western drugs and technology).

One answer to the health problem on a micro level then, is a community-based health program which is rural based, directed at the most needy 70% of the population, less doctor-centered, and rooted in the right to be free from diseases (instead of the right to medical treatment) as well as the right to a natural death after all disease prevention measures have been exhausted (instead of the right to a clinical death).

On the macro level, the keys are self-reliance, participation through organization, education for collective action, and the creation of a self-identity which will destroy the myth about the inferiority of the poor man.

When the rural women grasp the lesson of a total society from a structural view of their problems, they will stand on firmer ground and know that they are attacking the very roots of these problems. A constraint in development is the inequality in control over productive resources; hence, the need to reduce the power of some and increase the power of others. One support system for this is the realization among rural women and others of the social feasibility of human rural development implementation. Another support system is the innate sense of justice found in the myriads of the disadvantaged who want to see their fellowmen freed from servitude and bondage. Linkage with allied groups and associations is also significant. Corollary to this is the rapid advance of technology which makes communication of ideas and initiatives easier and faster.

When all is said and done, the challenge to rural women hinges on two concerns: conscientization, and organization of the rural population. Strategies, methods and techniques that will be learned in the workshop can be used with a new orientation, direction and goal. Answers will have to be worked out in concrete situations by the rural women themselves.

Two slide presentations followed the lecture: one showing the social conditions in the country: its contrasts in social stratifications, its deprivations and extravagances; the other showing a UNICEF-funded health program and how it helped people become self-actualizing. It was pointed out that the value of the audio-visual show lies in the reflections which followed the presentation.

The Role of Rural Women in the Development of the Pacifica

The Pacific Island countries consist of the countries from Papua New Guinea to the Cook Islands, spanning an area of 300,000 sq. kms. of ocean. Its estimated population of 5 million is considered as falling within the "explosive growth" category. More than 80% of the people derive their livelihood from agriculture. In recent years, their National Development Plans have specified the stimulation of rural changes in terms of the economic, social and cultural life of the rural people, including the women.

Rural development is often associated with agricultural development, increased production, better roads, transport and communication systems, all these maximizing money incomes. To others, rural development plans state that rural development aims to make rural areas a better place to live in by raising the standard of living, without a narrow confinement to economic growth but a concern for the broad fundamental, social and human values of development.

One of the confusions in defining development is in the use of a framework of industrialized societies which lays heavy stress on economic advancement. The Pacific has been exposed to these mainly through out-migration and rural urban migration.

The emphasis laid on rural development provides the background for investigating the role of women in the development process. However, when special reference to the development of women is made, they tend to be considered separately, apart and isolated from the total development process. Whatever is one's perception of the role of rural women in development, any establishment of new roles or modification of prevailing ones has diverse and unforeseen consequences. It has been often stated that the "role of women in Pacific societies is not that of an equal, but that of a supporter and that in general, her functions are complementary to that of man". To change or modify this, one has to consider the effects of structural changes on the family and the community as well as the processes and relationships in the system.

:A development project, ULUISAIVOU CORPORATION, a beef cattle scheme in Fiji was chosen to illustrate the consequences of change and their impact on the functions of women.

The Uluisaivou beef cattle project joined several Fijian clans together in an economic venture to provide benefits for the people in the area but without jeopardizing their communal life. It is aided by New Zealand including the adoption of foreign technology for cattle farming in a physical and social setting alien to it; it has a weak economic infrastructure to support it, and has the objective of reducing beef imports.

The use of the land area for beef cattle brought in corresponding activities and some specialized technology which was new and different from the traditional subsistence crop farming which involved all members of the family. The change in technology has brought about far reaching changes in the social structure and in subsistence agriculture. The non-inclusion of a large number of males for permanent employment created dissatisfaction and ill feelings. Only few men were taken in as laborers. Women have always been part of development in Pacific societies through their participation in subsistence farming and familyhood, but their separation has developed with the new concept of "bread-winner" role for the man in a wage economy. Where the family is the common unit of production women can often combine work with other household chores. But when the women leave the home and children to go to a separate place of work, physical and social problems arise. Moreover, the objective to include women in the wage economy to bring about a better standard of living has not happened — too few have been employed in the project.

The intended full involvement of the people in the project and in the control of their lands has not happened in reality either and the management board seldom communicates with the members. The clan members' perception of their own development goals differ from those of the corporation; they want the development of their own land in a manner which would allow them to participate much more in the decision-making process and fully involve themselves in the development process rather than just be wage employees or wait for hand-outs.

Emerging is a pattern of dependency on outside imported goods and luxury items rather than on local foods. Some of the women spend most of the day in the fields instead of attending to their domestic work or food gardens. Family eating habits are being affected to some extent as the women, returning home from work, fetch something from the garden or turn to the shop for manufactured foodstuff.

Turning to the analysis of the role of women, two major questions guide the consideration: what variables are to be considered when using the concepts of integration, adaptation and participation of women? What effects would women have on affected variables and consequently, on the achievement of goals?

Setbacks to women's integration into the project were noted: only a few were employed and conflicts between their roles as wage earners and homemakers arose; their communal roles decreased adding burdens to the unemployed who felt that they, too, should share in the benefits of wage labor. The tendency for the community to fragment and regroup on employment interests increased.

The women's employment opportunities in the project were limited on two grounds: 1) the first opportunities of employment went to the men and 2) technology is such that the men are the main beneficiaries, the new "breadwinner" concept playing an important function in the changes that are occurring in the male and female roles; also the traditional cultural perception that women, as a minority group, play a supportive role to men is a variable of great importance in the integration of rural women in development.

Aspirations for better living conditions through employment in the beef cattle project among many of the villagers, including the women were frustrated thus the need for adaptation in their thinking. But in Pacific societies based on the village, the clan, or the extended family system, the limitation of goals and frustrations becomes much more difficult because such groups are not based on socio-economic means.

While it is difficult to accurately assess the conformity or the adaptation of women to the new economic patterns offered by the project, it can be said that their efforts at adaptation did cause frustrations at various levels.

All women who were hoping to be employed were not employed and experienced frustration as they were not given the opportunity to be involved in the project. On the other hand, the few who were employed were heavily criticized for their non-active participation in village commitments. The conflict between work and family roles is the second variable requiring adaptation.

Women's work in Pacific rural sectors have always been part and parcel of familyhood but the exposure to Western institutions brought about by wage employment not only excluded the women from the development project but also classified their work as "unproductive household tasks, or disguised unemployment". There is then a need to find ways and means of re-integrating her to her former state.

The effect of women's participation on the increased productivity of the Uluisavou project is negative as the numbers are fairly small. Opportunities for their participation are limited since most jobs are available to men. The limitations are due to the fact that the project itself does not provide opportunities for women's full participation.

Some guidelines for program approaches, methods and techniques for assisting rural women in developing basic family and community services were presented. Two main themes were discussed: "the role of women and their natural development and one that defines specifically for women their role in the development process to ensure their participation". A vital question appeared to be: what kind of women are we trying to develop?

Natural development gives to the rural woman the opportunity to define her needs and wants, her

family and her environment, allow her to satisfy her attainable needs based on her cultural patterns so that she does not have to cope with development processes far beyond her skills, capabilities and environment. She likewise identifies her own programs and mobilizes resources for meeting her needs.

Government rural extension services can be broadened to upgrade the rural woman's skills and knowledge to enhance her dignity and enable her to participate more fully in her development. Development projects like the beef cattle scheme need not be a hindrance, for the employed women could benefit from practical training as farm budgeting, nutrition and the use of tinned foods, etc.

The other development theme specifically defines for women their role in the development process through directions, regulations or legislations, possibly bringing about greater equality with men through greater access to education, training, and employment. Women's development is institutionalized in laws but deviation is likely to be high.

In the Pacific as elsewhere it is difficult to measure the extent of women's involvement in economic activities and the positive and negative impacts that rural development projects have on their lives. There are no readily available data or specific studies based solely on the Pacific women. They are scattered and not readily available. As bases for action programs, there is need to focus research on the economic, social, political and legislative factors that affect women.

The upgrading of knowledge and skills on an equal opportunity basis for women will not only ensure success of projects but more importantly will enable women to be equal partners of men in the development of rural areas.

Discussion

The issue raised pertained to whether the paper and the workshop were not manipulative in themselves in that they had their own preconceived objectives. It was observed that the paper and the workshop objectives happened to coincide. Although the workshop was promoting a concept of women's natural development, it was left to the participants to accept or reject it.

CONCEPTUAL FRAMEWORK ON THE ROLE OF RURAL WOMEN IN DEVELOPMENT

As a framework for discussing methods and strategies, the following concepts were presented for consideration:

The life pattern of the woman, the socialization process of both sexes, the varying patterns of family life, as well as the demands of the labor market, prevent a women's effective participation in the development process.

A major determinant for women's emancipation is the extent to which they can be free to raise their levels of consciousness and awareness of their potentials, to develop themselves and to participate in the development process as self-determining human beings.

The effective participation of rural women in development depends on efforts to organize themselves to promote their legitimate rights and interests, to secure conditions for improving their livelihood and strengthening their control of their own resources and those of their community.

Women constitute half of the population in Asia and are responsible for important roles and tasks in the home and in income generation. Improving women's capacities and skills for social and economic productivity, and strengthening their roles in the family and in society, in partnership with men, are critical factors in overcoming mass poverty in Asia.

Economic growth by itself cannot achieve social justice without a corresponding change in social attitudes and expectations regarding the roles of men and women. Society must offer a wider range of multiple roles for both men and women.

The development of women as individuals and as members of society requires an integrated perspective of social, economic and political factors. Isolated sectoral action implemented without aiming to reform basic conditions of inequality and injustice in the society will fail to substantially change the status and role of women. A unified decentralized approach is required to assure rural men and women increasing opportunities to control their own resources and a major share of the fruits of their labour.

It is necessary to relate approaches and strategies to specific conditions, stages and types of development in each country where women's self-perceptions vary and differ according to social class, ideology, religious beliefs, participation in the labor force and level of consumption.

In view of the traditional segregation of the sexes in several Asian cultures, it is necessary to motivate and train enlightened young women to assist rural women to experience the process of learning, self-analysis, and leadership development toward emancipation, self-reliance and social change.

In order to achieve a new social and economic order, social change and transformation are needed in which both men and women must play a part.

Summary of Discussion

The participants were grouped by countries to consider what kind of woman each country would like to see developed. They were also asked to think of principles that would serve as guides in enhancing rural women's capacities for participation in development.

The results of the discussions were presented in plenary session:

I. The new Fiji Woman

A. The roles of the Fiji woman are complicated because of the presence of different races.

1. In the family: the group wanted the Fiji woman to be more involved in the family and attain her dignity in the home. Today, she is more involved in the community. Hence, her roles in the family should be as:
 - a. mother, attending to her children and home;
 - b. teacher to her children;
 - c. homemaker, attending to the chores related to the needs of the family;
 - d. wife, attending to the husband's needs and supporting him in his duties;
 - e. restricted/partial income-earner so that she is not taken out of the home too much;
 - f. gardener, raising small food garden;
 - g. religious leader especially in view of the recent revival of religious movements.
2. In the community, the Fiji woman should:
 - a. be a fund raiser to maintain community services;
 - b. attend to the locality's health and sanitation;
 - c. attend to its education via her participation in mothers' clubs;
 - d. be a guardian of culture by promoting the traditional crafts;
 - e. be a decision-maker.
3. In the country, she must:
 - a. be a citizen and exercise her vote;
 - b. find her place in the labor force.

B. Principles

1. In order to minimize the woman's employment outside the home any form of income-generating program should be organized within or near the home;
2. Good markets should be found for products by women; e.g. by organizing cooperatives;
3. The woman should be more involved in decision-making at the village level.

II. The Papua New Guinea Woman

A. Her characteristics:

1. She should retain the natural Papua New Guinea women's role of maintaining active participation in various community activities;
2. She should keep her identity as a woman;
3. She must value and respect the country's customs;
4. She must maintain her country's culture and must not be too ready to accept outside influences;
5. She must not let herself be exploited by the mass media especially in advertisements;
6. To improve her life she needs to improve her skills and resources as in the production of marketable handicrafts.

B. Principles:

1. The Papua New Guinea woman must speak out on four levels – national, provincial, district and village levels;
2. The Papua New Guinea woman must improve her capacity to participate;
 - a. She must develop skills and awareness of what goes on around her;
 - b. She must help operationalize the country's eight-point plan and not pay mere lip service to it.

III. Tuvalu

A. In Education:

1. The Tuvalu woman must have at least a high school education;
2. She must have health and nutrition education and know the common illnesses in children and the 3 food groups.

B. In the family – she should:

1. spend most of her time at home;
2. do most of the work in the family instead of leaving the children so much on their own;
3. share her ideas with the husband but let him make the decisions;
4. teach her children to fend for themselves even, as early as the age of 2 or 3 years;
5. continue the practice of helping the husband produce food for the family;
6. continue to earn income through marketable handicrafts or learn to earn through other sources.

C. In the community – she should:

1. participate in the community at least once a month; she should join the women's committee which needs to be strengthened so that it is possible to get what the women need; she should continue the traditional practice of taking part in home inspections in the villages to make sure that they are kept clean;
2. continue the practice of taking her turn as office bearer if elected;
3. be helped to be a good leader, mother, homemaker and income earner;

From the foregoing presentations of the three countries, it was evident that:

1. The rural woman is a vital member of the family – this is her primary role;
2. It is important to families and communities that positive values, traditions, and customs be preserved;
3. The rural woman must have a place in the community as a citizen helping in the improvement of the quality of life. But this is a secondary role which can help her cope with her role in the family.

The principles found common were that:

1. women should be involved and organized – trained in decision-making, improved in skills; and
2. income earning should not take the woman away from her roles in the home.

GOALS AND OBJECTIVES FOR ENHANCING WOMEN'S PARTICIPATION IN SOCIO-ECONOMIC DEVELOPMENT

A goal is defined as a statement of a desired outcome or expected result to meet the needs of a target population (which may either be an individual, group or community). It is a positive, onward movement from a present situation to what is hoped would happen. It is a transition from what is presently obtaining to what should be.

For example: what is the characteristic of the woman NOW? What are her problems, needs, interests? When we state how things should be, or how the problems are to be solved, we are stating a goal. Therefore, if at present the woman does not adequately participate in decision-making, and we want her to develop more awareness in order to be able to speak up, we are stating a goal.

A goal and an objective have the same elements but a goal is general and takes a longer time to achieve. Hence, what will take three years or more to achieve is usually referred to as a goal. Whereas an objective is quite specific and will take less than 3 years to accomplish. Results can be described as changes in behavior of the target population within a given time. Objectives can also be described as means to achieve a goal.

- Goal : The rural women will be able to participate actively in decision-making in 3-5 years.
 Objectives : Within one year, the rural women will be able to develop awareness of political organizations. The rural women will be able to speak in public within one year.

The steps in goal formulation are:

1. identify needs/problems/interests; set priorities;
2. identify solutions: desired outcomes/results;
3. consider time frame;
4. consider constraints, limitations, problems.

The test for a good goal is to see if it is realistic, clear, and achievable.

Group Discussion:

The participants again grouped by countries, stated goals in terms of what they wanted the rural women to be. The participants identified individually goals and objectives for enhancing rural women's participation in rural development.

FIELD STUDY VISIT: THE DIOCESAN ADULT TRAINING CENTER

The participants went on a field study visit to the Diocesan Adult Training Center in Baguio City to

discuss and observe methods and techniques of mobilizing and organizing the community for family and community services.

Overview of the Field Study Visit

The overview of the field study visit was preceded by a round of introductions and mixers consisting of songs and games. This put the group in a very congenial spirit, creating a relaxed atmosphere for learning.

The 5-day field study visit included inputs from the DATC staff for knowing the community, goal analysis, group building, problem-solving and training.

The DATC Philosophy

The Center views people's participation in development as their involvement in decision-making, project implementation, sharing of project benefits and project evaluation. In the long run, participation refers to people becoming responsible for, or assuming the responsibility for meeting their own needs through such programmes as functional literacy, community education, and manpower skills training.

Target Groups:

The Center's coverage extends to 11 communities in the mountain city of Baguio composed of 13 barangays*. Target groups in these areas are migrant cultural communities from the mountain provinces: Benguet, Bontoc, Kalinga Apayao and Ifugao. Formerly farmers, they came to the city for a better life since they had lost their lands for different reasons, e.g., they were sold, dams were built, etc. Many are peddlers, vendors, hawkers, vegetable farmers, and laborers. Among the educated few there are some professionals. The uneducated still find it difficult to relate with their neighbors and hardly participate in community decision-making. They have clung together in squatter areas on the city's hillsides.

Rationale for Programs:

Central to the philosophy of the Center is human dignity and proceeds from man's likeness to his Maker. He has rights as well as obligations; he has the right to live a dignified existence but has to respect the rights of others. He does not exist in a vacuum and his development is dependent upon his cultural milieu. From man's dignity and centrality springs the Center's goal of human development: to enable the members of the target communities to maximize their capacities through an integrated approach of functional literacy, community education, and manpower skills training. This approach was based on the numerous constraints which block man's attempts to satisfy his needs. For instance, the target cultural communities were unable to cope with the very different demands of city life. They were unable to read, write and count and therefore they found it difficult to transact their businesses. The Center views development as a condition in which an individual is capable for meeting his physical, social, emotional, spiritual and other needs.

DATC Programs:

The functional literacy program is meant to be a tool for acquiring human survival attitudes and skills, and maintaining health, income and citizenship through reading, writing and counting.

People are trained to engage in community activities to promote desired changes. Core groups of at least 15 are organized and trained to act on community problems. They undertake seminars on personhood, how to work in groups, steps in planning, implementing and evaluating of project. They later engage in action projects to improve themselves and others.

Functional literacy consists of 6 levels with the following thrusts: awareness; reflection and critical thinking; evaluation and seeking options; internationalization, decision-making and practical action.

Manpower skills training aims to provide training for employment and economic improvement. In addition, training in budgeting and planning are designed to assist trainees in the prudent use of their skills; and the development of increased income so that their living situation will reflect their economic advancement.

The interrelatedness of the problems also require an integrated approach to their solutions. In the beginning the DATC had no models and had to grope for a relevant one. Due to a lack of materials, DATC borrowed some from Manila but found that these alienated their groups due to cultural differences. Therefore, the technical assistance unit was established to provide support services: (1) research and evaluation for identifying target communities, available community resources, areas of improvement as well as documenting program strategies and processes; (2) materials development and public information for the pro-

*The smallest political unit which comprises the town or city.

duction of indigenous training materials and the interpretation to the larger community of the center's program; and (3) economic technical assistance for training of target groups in business management, production and marketing.

The DATC staff consists of four (4) teachers and one (1) supervisor, three (3) community education workers and one (1) supervisor, three (3) trainers and some volunteers for manpower skills training, and 3 workers in administration aside from the director. The staff works in teams, each team helping out every community.

The DATC programs presented in detail, as follows:

Functional Literacy

Functional literacy has been used as the point of entry in all the community covered by DATC since it was established that a significant number of the poor, both migrants and early settlers of the city, are non-literate. DATC believes in the value of education to help man transcend poverty by helping through structured learning activities to recognize his potentials, tap them to his advantage and that of society as well.

At the moment there are 140 pupils enrolled in 9 classes. A class consists of between 10 and 30 students aged from 18 to 60 years old. The majority of students are women, who are mostly market vendors, wood carvers, gold panners, farmers.

Class schedules are set by the participants themselves and these are usually on week-ends, either mornings or afternoons. On weekdays, classes are held in the evenings. These are two-hour sessions and range from once to thrice a week. Attendance is affected by the schedules of women who go home for harvests and other occasions.

No fees are charged and only materials are paid for. The greatest motivation for being in the classes have been the desire to learn to count so that this can be used for daily personal or business transactions, to read signs and directions, and to give information to neighbors and strangers.

Teachers are assisted by teacher aides who were once volunteers and are now paid P2.50 or \$0.30 per hour. Volunteers play an important role.

A comprehensive curriculum plan serves as the blueprint for the operations of the program which is based on a survey of what adult learners were most interested to learn about. Thirty-six identified topics were grouped into 5 knowledge areas: citizenship, health and nutrition, income generation, customs and traditions, and "prison bars" (impediments to growth). In turn, these topics revolve around the themes of man and self; man and others, man and nature, and man and God. Knowledge and skills in each area are reinforced from one focus to another.

After 120 hours of structured learning activities, the criteria for assessment are used to gauge the literacy skills at each of the six (6) levels which correspond to the 6 grades of the public elementary school. Certificates of proficiency are awarded to those who acquired proficiency at the 6th level, while certificates of attendance are given to adults who have completed 120 hours or over, regardless of their literacy level. Both certificates serve as motivations to students.

A variety of methods and techniques are utilized to make learning dynamic. Among those found most effective are brain-storming, case study, collage making, drama, essay analysis, dyadic or quartet sharing, group discussion, object association, paper talk, problem analysis, role playing, simulation, socio-drama, sensory awareness, sentence completion, song analysis, workshops, seminars, demonstrations, phonovela, field trips.

Improvement and upgrading of teaching skills through teacher's training is an on-going concern.

Learning is through reflection and action. To ascertain that there is an effective transfer of learning from the classroom to life situations, the programs on community education and skills training are integrated into the functional literacy lessons. Thus, income generation begins as a functional literacy lesson and is picked up by the community education program at level V and finds fruition in Level VI when the learners embark on a socio-economic project.

Of the eleven participants who have been awarded the certificate of proficiency, two are pursuing their studies in the secondary level of adult education at the University of the Philippines in the City.

Community Education Program.

Originally intended to support the functional literacy program, community education proved later to be a much needed component of the integrated approach to human development. It is presently perceived as a program to enable DATC groups to develop capabilities to meet common physiological, security and social needs through organized action.

Activities are being implemented in eight (8) communities in the city and Benguet, a neighboring province. In each community, a grassroots organization has been formed as a structure through which community needs and problems may be ventilated and analyzed, scarce resources pooled, collective efforts pursued, and training inputs provided.

A community education worker is assigned to work with each group. She functions as a trainer whose task is to transfer to the members the technology required in administering their own affairs such as knowledge of community life, organization, agri-business, basic attitudes for group activity and self-help, management skills in planning, implementation, evaluation; communication and interpersonal relationships, leadership, business management, organizational mechanics.

The local organization is helped to develop its capability to maintain itself so that it can produce beneficial and lasting change. They require basic knowledge, attitudes and skills which will enable them to plan, implement and evaluate: (1) activities related to the administration of the organization; and (2) projects which will meet identified common needs. Hence, the reliance on training which is both practical and functional, is the main strategy in helping the organization to become self-propelling.

The training process begins with the identification of the training needs of the target group. The length and depth of training depends upon the abilities and experience of a group. These can be gauged through a performance discrepancy assessment. Based upon the results, behavioral objectives are set, a training design drawn up and carried out. While training is going on, proceedings are assessed. Adjustments are made to suit emergent conditions. For a short period after the culmination of the training, the behavior of the trainees is monitored to assess the effectiveness of the training. Depending upon the findings, appropriate follow-up training is mapped out.

In its five (5) years of existence, DATC has learned that basic to the development of grassroots organizations is training for: interpersonal relationships, communication, organizational mechanics, goal analysis, leadership, basic management, problem-solving, cooperatives and small business management and trainers' training. Different training inputs are given depending upon training needs.

The Education and Training Committee, composed of 2-5 members selected by the general assembly of an organization, is responsible for upgrading the organization's skills. It also serves as a mechanism for the group to increasingly assume responsibilities, with less dependence on DATC.

Currently there are eight (8) groups organized within Baguio and Benguet. Each is engaged in its own projects, experiencing successes and failures but learning from these, and continually trying new ways of meeting challenges.

The scheme for phasing out of a community consists of the following steps:

1. The education and training committee is trained;
2. Criteria for phasing out are finalized with the people;
3. The groups are evaluated; and the question asked is: is phase-out possible?
If yes, then:
4. Group is helped to identify other organizations with which it could be linked;
5. Actual linkage is effected;
6. The turn-over ceremony is prepared,
7. The actual turn-over is conducted, and
8. DATC monitors progress of the group.
If phase out is not possible, then;
9. Discrepancies are identified;
10. Corrective action is also identified;
11. If it is training that is needed, it is given; and
12. The group is re-evaluated;
13. Steps No. 4 to 8 are undertaken;
14. If training is not needed, other actions are implemented;
15. The group is re-evaluated, and
16. Steps No. 4 to 8 are undertaken.

MANPOWER SKILLS TRAINING

This direct service program provides people with some vocational training that can be used for employment or self-employment. Perceived as a need in 1973, it received its first funding in 1974 from the Philippine Business for Social Progress. The Elena Tan Foundation, Rotary International, Canadian and Dutch Embassies, Gregorio Araneta Social Development Foundation, NCOS/COMIDE in Belgium and the CEBEMO in Holland were other resources for various skills development programs.

To bring about balanced human development, personality development, group work and community participation are woven into the technical skills training for tailoring, knitting, practical electricity, hand-crafts, weaving, farming and so forth.

The technical preparation includes business management which covers the four (4) components of business: organization, finance, production and marketing. In organization, staffing and communication which are the two essential components of an association are included. In finance, training focuses on simple accounting, bookkeeping, auditing and feasibility studies to determine the economic and social desirability of business proposals. In production, skills in resource acquisition and inventory are the focus; while in marketing, trainees are expected to demonstrate skills in tapping market outlets and in maintaining quality control.

The loan assistance is a vital help to the poor who do not have collaterals required by traditional lending institutions like banks. Loans are extended to groups on the basis of the feasibility of their proposal and their readiness to manage the project. The group may also avail of the loan and then may take care of screening individual loan applicants for some productive ventures. The highest amount extended to any group is P20,000 or roughly a little less than \$3,000. During the implementation, the economic assistant monitors the project's progress and assists the proponent to properly conduct his economic project. The assessment at the end of 1979 was that the payment of loans had been good, indicating that given the necessary training, the groups can effectively manage their socio-economic projects.

The center does not isolate itself from the rest of the community. Linkage with other private and government organizations is basic to its operations. Referrals for services not offered in the Center helps complete the integrated approach to the group's development.

Discussion:

One participant expressed the observation that in her country the process of extending development assistance was the reverse. Rural areas were influenced from outside, she saw the need for re-education. A rejoinder by another participant was on the lack of participation by their rural women, i.e. when provincial workshops are held, officers identified the needs, but they did not sit down with the women to discuss planning, implementation and evaluation.

A question arose as to how much participation the women should really have. It was stressed that it was of utmost importance that the women's participation start from the very beginning. They themselves should decide what is to be done. The worker is merely a facilitator. She presents alternatives, thereby making the women aware of possibilities and implications of their decisions. She never decides for the people nor forces them to accept what they have not considered. Cited as an example were the literacy classes in which the teachers have lesson plans which present questions for discussion. These being about awareness on needs primary learners want to work on and how these are to be met. The possible alternatives are further discussed. The implications are then taken up.

A corollary issue arose as to whose analysis is to be followed, since even in the choice of the topics to be discussed, the values of workers come in. It was pointed out that in the DATC case, the topics were those of interest to the people themselves as culled from a survey on the matter. In analyzing problems, both the worker and the people work hand in hand. Not infrequently some needs surface which are not the real needs. Through the worker's expertise the people are guided to discuss the matter in depth till the real issue is identified.

One problem raised was the numerous tribes in their home community making it difficult for a worker to find out the actual needs and help to start a project. Workers were from different areas and had no knowledge of the tribal languages. A suggestion offered was to teach the women how to set up or use a structure that could serve the local needs. It is best to find out what in the tribal system can be used for this purpose.

With the DATC groups, this has been only partly feasible: migrants have left behind their tribal structure where the elders had the say on major decisions. But the old tribal structure had been disrupted in the city. Nevertheless, in one area, Ambiong, where a semblance of the old tribal structure exists, this principle was considered. It was discovered that in the beginning of the organization when the officers made decisions they had conflicts with the elders. Subsequently, they appointed the elders as advisers. Still in another area, the workers adopted the "ubo", an Ifugao term which means working together. The system of cooperating was revived by the group to increase their cohesiveness and it is working quite well.

An insight shared by one participant was how the discussion made her realize that it was important to help people identify their needs before extending to them services.

Area Visits to Sangkabalayan and Sanitary Camp

To familiarize participants on the kind of communities which DATC is serving they visited two areas: Sangkabalayan and Sanitary Camp. The visit, gave the participants a chance to speak to the rural women to ask about their backgrounds, family conditions, their reasons for migrating to the city, their

motivations for joining the group and for being in the functional literacy classes. Environmental and home conditions were observed, too.

For many of the rural women, the desire to learn to read and write had been felt for some time but the women did not know where to get help. The impetus came from the wish to vote, to sign their names on job application forms, read road directions and bus signs, write to their children who were away and for those who had jobs, to be able to compute deductions from their pay. In Sanitary Camp, this need was verbalized by the women to the barangay captain who happened to be a graduate of DATC's functional literacy class. Through her the link was made with the Center.

Many came to the city 15 to 20 years ago to get away from an extremely difficult life. They would not want to return to their places of origin even if they are hard up in the city, although they still return occasionally for visits.

Their husbands are mostly out of work or going around looking for jobs.

Knowing the Community

Theoretical knowledge was provided on methods and techniques of knowing the community preparatory to working with the people. The discussion is summarized below:

A community is made up of complex internal and external parts which are in different stages of development: 1) there are the young, poor, non-modern, pre-literate bands of people who cannot read and write; 2) there are those at a low level of bio-techniques, depending on their own hands for food production – in catching fish and animals or in raising plants; 3) there are those living in a harsh environment who show a close dependence on nature – on geography, soil and climate and are therefore vulnerable to natural forces, 4) and those with the technology and skills of using tools to extend the power of hands.

Man, composed of body and spirit, has a bio-organic foundation and a social-psychic foundation. As such he has two simultaneous problems of adaptation: that of adjusting to his inner bio-social psychic nature and that of adjusting to his external physical-natural-human environment. Man's problem of adaptation to his bio-social-psychic nature are concerned with:

1. psychic or emotional problems as in the fear of the unseen and the unknown, e.g., dreams, visions, etc. He tries to handle these through rituals, myths, legend, and magic; he expresses himself through the language of signs and symbols;
2. the need for relaxation and release of tension;
3. need for status, self-respect, and self-assertion;
4. the need for self-consciousness, self-mastery and self-transformation as well as extension. The last three items he tries to fulfill through art and aesthetics;
5. the need for self-expression and discharge of physical energy which find outlets in sports, games, plays, and dramas;
6. the need for mental growth, self-stimulation and for new experiences;
7. the need for meaning and direction which are guided by man's taboos, moral codes, legal and social norms.

On the other hand, the problems of adaptation to man's external environment are those related to:

1. gathering of food;
2. securing clothing and shelter;
3. nurturing the young;
4. perpetuating of the species;
5. protection and safety against or in cooperation with the environment and other human beings, as defensive or offensive acts;
6. the need for extending one's physical powers, size and speed;
7. preservation/transmission of knowledge and skills.

Man has been trying to cope with the above through the following measures:

1. gaining security through numbers by means of intermarriage, conquest, and kinship rites;
2. communal access, ownership, and use of resources;
3. division of labor in survival functions;
4. organizational elaboration through institution building, technology and the sciences; and
5. communicational elaboration.

Types of communities are determined by:

1. the level of development in the biotic phase and in the social-psychic phase;
2. differentials in climate, geography and other physical-natural environmental factors and resources;
3. level of institutional development;

4. level of knowledge and skills of people;
5. the degree of openness to external influences and external groups.

Among the poor, coping with their environment means depending only on their bodies and banding together for strength in cooperative endeavors. This makes institution-building a basic responsibility in community work. Such a task is concerned not with mere attempts to secure survival needs but to fulfill other internal needs of communities. Communities' needs and problems differ only in the level of biotic socio-psychic components; most developing communities are in a large measure similar.

To understand community processes, the following steps are adopted:

1. pre-operation resources inventory
 - a. We ask what we have, can do, and how much time we have e.g., how many volunteers among permanent residents can be expected to help out with what needs to be done? What associations or groups are there?
 - b. We consider pre-operation limitations, e.g., 1) the group may have no money; 2) a number of agencies may have failed in the area before; 3) past exploitation of local residents may render the people resistant; 4) past change agents did not have a complete program to offer – no teachers, classrooms, materials, in contrast to those that had material things to offer;
2. process of selecting clientele may be based on:
 - a. the lowest income figures as seen from existing data of other offices;
 - b. lowest educational attainment;
 - c. physical conditions as indicated by, for example, in Baguio, poor housing materials like cardboard and tins, poor location on the steep hillsides;
 - d. comparison of migrants with permanent residents; e.g., in the beginning, DATC saw that migrants in Baguio were poorer than local residents;
 - e. consideration that migrants are cut off from their relatives in their places of origin; e.g., Baguio migrants who did not sell their lands could return to their native place, but those who sold their lands had to endure the tough life in the city without any help from relatives they could turn to;
 - f. choice of areas that have natural groupings, e.g., in Baguio, areas that had relatives and friends from the old homes concentrated together, and were able to do things together faster. These areas served as models for other communities;
 - g. dividing the groups further; e.g., DATC experienced that the areas with the least number of agencies were suffering most;
 - h. time spent with people who are willing to meet as they will be the ones to see the needs; it is important that the workers' stay in the community can be supported by the agency;
 - i. making no promises that cannot be fulfilled. It is better to have one program in the beginning which the people themselves have to help succeed;
 - j. avoiding quantity; the few interested ones can be good "advertisers". People in the same village do not have the same purposes and motivations. In the case of DATC, they did not waste time on those with purposes divergent from DATC's; but concentrated on the few committed ones.
3. Establishing and maintaining working arrangements in the village: It is important to study the point of entry in a community. It is often desirable to secure the permission of formal leaders but also to use the informal network and natural authority. In Baguio, for example, DATC used the council of elders where they were existing. Endorsement of elders, popular families, wealthy families, representatives of private and public agencies were sought.
 - a. *Referral services*: trained volunteers of existing agencies became multifunctional and contributed much to the development of an informal network for information gathering, research, monitoring and feedback;
 - b. *Engagement in nonproductive (rituals such as marriage, birth, death) and non-problem-solving activities*. These are needed for relationship building. One gets to know the villagers as persons and one learns, grows and develops with them. For the villagers this means a strengthening of self-image, self-confidence and trust in others;
 - c. *Making oneself available, motivated by higher motives and not by material gains*. The commitment of the DATC staff was tested from the start when the corps of young workers, underpaid and uncertain of their stability in the center, were available 24 hours a day, 7 days a week, whenever the villagers needed them.
 - d. *Appealing to higher spiritual purposes*: Man is a rational being and as such responds to these. One is bound to fail if one proceeds on a purely material appeal.

- e. *Workers should not identify themselves with the local leaders.* Development means change. Some leaders are the cause of problems and are interested in perpetuating the status quo. Even if there were good leaders it is better to be above them so that even if they withdraw their support, one could still function;
- f. *The workers should not be the problem-solvers.* They should only facilitate people's participation and every problem should be considered a training opportunity for them;
- g. *Workers should allow conflicts* for they usually are a form of communication of the kind of relationship that exists. If the conflicts were prevented then one is not able to see the real relationship status.
- h. *They must not demand a high degree of similarity among people.* Time must not be wasted on changing people in personalities. What must be emphasized instead is the ability to work together.
- i. *No sacrifice is greater than the next.* Working with communities is a continuous climb and there should be less concern for oneself without counting past sacrifices. This is a way of life.

The participants shared techniques they used in getting to know their communities. The group was divided by country and given 10 minutes to list the techniques they use.

I. PAPUA NEW GUINEA

- a. Workers go and visit the community.
- b. Individual and group discussions bring out community characteristics.
- c. Survey forms and written questionnaires are used for wider studies.
- d. Interviews with villagers provide useful insights.
- e. Different facets are revealed by pictures.
- f. Discussions at community meetings are tape recorded.
- g. Contacts are made through the radio and messages sent to the villages.
- h. The population census gives a great deal of information.

II. TUVALU

- a. Since women's clubs are very well organized the president is contacted.
- b. The president contacts the village women and discusses the planned activity.
- c. President contacts village chief to inform him of planned activity.
- d. Worker and women discuss the community.
- e. However, if a worker has lived in one village all his life, he knows the village quite well and there is no need for a survey. In most instances, the worker is hired from the village.

III. FIJI ISLANDS

- a. The worker goes to the village representative.
- b. Both go to the district representative who gives the worker the information on the needs of the community in her district.
- c. A survey is done, with the district representative asking verbal questions.
- d. The worker contacts the village chief to ask permission to go around and make an oral survey of needs.
- e. Worker discusses with the chief results of his findings.

Another approach was presented:

- a. The worker goes to the district commissioner to let him know about his trips.
- b. He proceeds to the local and provincial government, reviews government files which give information about the community — its characteristics, and traditions. These are discussed with government officials.
- c. Worker then goes to the district offices of which there are 5; from here he learns about the grassroots community.
- d. Worker returns to the district commissioner; he writes his itinerary which will be distributed to the 431 local district councils to let people know of his coming. Those who get the announcement are the chief and his wife, organized clubs, and the village council representative who announces his arrival.

The tools used for getting information about the village are:

- a. Review of government files;
- b. Discussions with government officials, chiefs and their wives;

- c. Listening to the village council representative;
- d. The use of the problem census survey conducted by the government at the village level and found in the national development plan;
- e. The village assemblies involving everyone where needs, problems, and ways of meeting the needs are discussed;
- f. Population census at the village level which is done every 10 years.

DATC often uses the survey to drapt up community profiles. Through surveys the Community Organization worker and volunteers within and outside the community uses structured interview forms and written guides of questions to be asked.

- A. The intake forms are for getting the levels of individual needs of the target population. These serve as enrolment forms, too, for those who want to join the program.
- B. The household census type of survey secures information from the larger community.

GOAL ANALYSIS

Goals which should be set are those which answer needs. The question to ask is: what conditions do you want to see to remove the need? What action is necessary to minimize or eliminate a problem and will allow individuals to improve their quality of life?

A goal is a broad statement of an outcome or result. Each community has a goal; the task of the worker is to help the community clarify and articulate this goal. When this general statement is made specific, it becomes an objective.

In an instance where a worker wants to help a group identify a development goal the following steps could be taken:

1. The group can be asked: what do you want to see happening in your group five years from now? Or the group can be asked to sing a song on the theme of development.

2. The group is made to analyze the song.

3. Start to focus on the goal of the group. Find out their ambition as a group five years hence. The group may answer: "We want to grow".

4. Ask the group. "How do you know that you are progressing?" The group may answer: "Our children are able to go to school, we have transport in the community; we have enough income to buy food and clothes." There may be a wide range of answers. Ask the group to list them down.

5. Collect the answers and clarify similar ones together.

6. Distinguish between the characteristics of the group as it is now and their vision for five (5) years from now. Their comparison may appear thus:

	<u>The group now (Needs)</u>	<u>The group five (5) years from now (Goals)</u>
Health :	children have colds, are mal-nourished	Children are healthy, fewer illness, malnutrition gone
Education :	children do not go to school beyond Gr. VI	Children are in high school
Homes :	no electricity, no water	Homes have electricity and water
Income :	market is limited and allows only little income	There is enough market for vegetables and income is increased

These conditions are the goals

7. Ask the group: what do you want do to to see these conditions? They may answer:

- a. we want to have a health center;

- b. we want to have a school;

- c. we want to improve our houses;

- d. we want to have steady jobs;

- e. or we want to have markets for our products.

These are the means or activities to achieve the goals.

8. Set priorities by asking: which among the five above do you want to attend to *first*? Discuss and try to come to a consensus.

9. Inquire next: "For which of the above five (5) do you have resources?"

10. Rearrange the 5 activities or means.

Discussion:

A question was raised as to how to get members to identify needs since different groups may see development differently. The resource person agreed that needs are bound to be different. Nevertheless, like cars of the train, they are interconnected. Hence, it is necessary to set goals in various small groups.

Discussion will lead to consensus. Voting may not determine the best thing to do. However, during discussion the worker must watch out for the more vocal, enterprising members who dominate the group.

There are methods to make the women critically aware of their needs:

1. Paolo Freire's conscientization method uses a grim picture of the common discontent of the people. They discuss the picture and reflect upon it from various angles. A contrasting picture is then presented side by side with the "need" picture. Having made an analysis, people become more motivated to set their goals.
2. Song analysis depends on the choice of a song which may depict the need for a goal, a direction. The analysis of the words of the song brings about various insights.
3. A collage is a collection of cut-out pictures pasted together on a cartolina. The preparation and analysis of the collage again helps the women identify their needs.
4. Group dynamics exercises, e.g. Broken Squares, help women to become aware of the problems of working together and for pointing out general directions on what should be done.

AREA VISITS TO BALSIGAN, AMBIONG AND HOLY GHOST

Balsigan "Badangan" Organization (BBO)

Group Profile

Formed in 1975, the Balsigan "Badangan" Organization is composed of women migrant Bontoc Igorots who attended the functional literacy classes. A large majority have resorted to hawking and vending for a livelihood. To raise their capital, the BBO devised a savings and loan project from members' cash contributions considered as "fixed deposits". A common fund which is loaned out to members has been set up based on the "fixed deposits". From an initial capital of P180 the revolving capital has grown to P3,000.

A loan is good for a period of three (3) months during which the amount is repaid with the corresponding interest. Earnings for interest are apportioned among the members annually, while the earnings of the BBO go to its reserve fund and education and training fund.

The BBO has implemented a number of community improvement projects, among which is the asphaltting of the barangay road and the cementing of some area's pathways and drainage canals.

Group's Observation and Findings from Interviews

The community has a population of 1,004. The organization now has 32 members, four (4) of whom are males. These four males thought they would join because they felt that they could contribute to the success of the organization. They also saw benefits that could be gained.

When they organized, the women felt that they needed to increase their family income since their husbands' incomes were quite unsteady and low. This was why they thought of the credit union. From it, they could borrow money for their capital for business, for their children's school fees, food and medicine when the family members got sick, or for house improvements.

In the beginning of their 1 1/2 year-old credit union, their contributions started with P2, P3 or P5 and later P20. At first, the maximum amount they could borrow was P100; today the largest amount borrowed is P300, with a monthly interest of 5%. If borrowers cannot pay within the required three (3) months, the officers try to assess the reason and if found reasonable, the request for extension is accepted and the interest continues.

The group meets once a month in the house of the president or by the roadside. The president calls for meetings usually between 8:00 PM and 9:00 PM when people are available. Attendance varies since the members travel. However, almost all attend the meetings. Members with unreasonable absences are fined P2.

At meetings, discussions center on who wants to make loans, or who wants a loan extended; how to improve the organization; how to encourage others to stay and how to motivate others to join. Young members, children of the members are among those urged to join. They receive training for membership and leadership.

The woman president has been in her position for three (3) years and members do not want to change her as she has been performing quite well. Other officers have been changed. Training for leadership is an on-going affair with the help of the DATC.

A problem that has been identified for some time is that of lack of water. So far they have not succeeded in working this out with the government. The people do not have enough money to pay for the water system installation but their campaign for funds has been received more positively and constantly followed up with City Hall. Meanwhile, the people have met the problem by enclosing an area to make a reservoir in which to store water coming from a spring.

A new concern that has surfaced is income generation. But to date, this has not been fully discussed.

The women feel that if the DATC worker were to withdraw they would continue to meet and the group will not die. At this point, however, they feel that they still need her advice.

Holy Ghost Association

Group Profile:

HGWA was organized in 1976 by a group of women who felt the need for additional income during their functional literacy class. In the beginning the group was granted a P5,000 loan by DATC for 20 weaving looms which were distributed to its members. Due to the failure of the members and the community education worker to anticipate the instability of the market for woven products, the project dwindled. It led to indiscriminate production and haphazard marketing on an individual scale instead of the projected group marketing. In early 1979 only eight (8) of the original 40 members remained. It was this handful that went into a session on problem-solving/goal analysis resulting in the setting of a new objective to engage in a savings and loan project. The interest has been picking up and membership has increased to 15. Some P400 has been generated for the new project and a few loans have been lent out by the 5-month-old credit cooperative.

The relationship among the members of the group is quite satisfactory, but there is need to develop organizational skills and the management capability of the group.

Observations:

Seven members of the group were asked to volunteer for the exercise on Broken Squares. It consisted in giving each woman an envelope containing pieces of a square that had been cut into pieces like jigsaw puzzle. No one envelope had a complete square. The members were to try and form a square within 20 minutes and see who finishes first. They may not speak nor ask for pieces from others (if they think that they have all the pieces they need), but may receive any piece that is offered.

After 20 minutes an extension of another five minutes was given to enable them to work some more, but in spite of this, not all finished.

The women then discussed their reactions to and comments on the experience. The highlights of the discussion showed that the four who completed the square felt happy and content with their squares. One completed the square quickly because she asked from those who had the pieces she needed and they readily gave them to her. Of the three (3) who did not finish, one said that the needed piece was missing but she was still relaxed. The other said she was desperate and gave up completely while the third said she did what she could but really could not finish because later she realized that she was imitating the wrong figure.

The women members who acted as observers corroborated what their co-members said and added that those who did not finish looked sad. The four (4) finished their squares because the others were willing to share what they had.

Insights gained by the women in relation to planning were:

1. If there is cooperation it is easy to plan the group.
2. If people cooperate and share, plans can be achieved.
3. It is necessary to look at the right models lest the group go in the wrong direction. The resource person pointed out that similarly, the group needed new directions in its organization.
4. If members give up easily, nothing will be accomplished.
5. Good relationships are necessary so that people will help one another.
6. Everyone is important in the group; if one is missing, the group does not function as well.

Comments from participants during the Feedback Session:

1. The exercise was quite good in the sense that it brought out insights from the women themselves instead of being "fed" ideas;
2. However, one felt that there was manipulation involved in that the questions were meant to lead to the very points the resource person wanted to bring out;
3. The exercise was not too apt for the theme of "goal analysis";
4. Participation was widespread;
5. The facilitator performed too actively; otherwise the members' participation could have been more;
6. Rules of the exercise were not obeyed but the facilitator allowed these and did not comment on these infractions during the processing.

Ambiong "Namnama ti Baryo"* (ANBO)

Group Profile:

The group was organized in August 1978, again in answer to the problem of inadequate income among the members of a functional literacy class. The members opted for the establishment of a consumers' cooperative. With a total of 44 members, ANBO is affiliated with the Baguio-Benguet Consumers Cooperative, Inc. In less than 2 years, its original P3,000 net worth almost doubled to P5,500.

*Means "hope for the barrio".

The ANBO is engaged in road maintenance projects since the dirt road leading to their community is prone to landslides and washouts during the typhoon seasons.

The members of the cooperative are finding the cooperative helpful in times of need – during emergencies, illness, pregnancies and even for their daily necessities. Of the 85 families in the area, 59 are shareholders. They thought of putting up their own cooperative since the one established by the government was not functioning well. Membership includes both men and women but the men claim that the women are playing a big role. Members have to pay a contribution of P100 each.

Their cooperative is a store for groceries considered prime commodities. The members think that their success is due to the members' cooperation. The officers and board of directors know their roles. Meetings are held in the houses of the members. Usually women do not play a major role in the community. So the woman president was asked how she felt about her leadership role. She responded that this has not changed her; she likes the position from which she is learning and she feels challenged.

Comments of participants during Feedback Session

It was noted that everyone seemed responsible in carrying out his role. There was a flow of ideas between the president and the members.

The poster analysis used to start the discussion was effective since it elicited the members' response.

TECHNIQUES OF GROUP BUILDING

Interpersonal relationships penetrate every aspect of group life and may spell the success or failure of group endeavors. Hence, DATC gives much weight to the training of groups for interpersonal relationships and group building.

At this point, a question arose as to why this was necessary in very small communities where people knew everyone and where their relationships were quite well defined by traditions and customs. Still, training in human relationships was deemed important. It often took some effort to get to know people beneath their "surface" selves. Many factors in the environment also affected and determined relationships. How to cope with these had to be learned as well.

There were many ways of getting to know people and ways of relating with them so that the group can be strengthened. The DATC uses many methods of promoting these and one of them is through group dynamics.

As an illustration, the exercises on the "the sculptor" was presented.

Five (5) participants were asked to volunteer to leave the room and stay out of hearing. The facilitator assumed the role of a sculptor who had a statue to sell which had to meet the approval of the group who acted as the Committee on Quality Control. They were to help her sell the statue by helping her rearrange/retouch it.

The first four volunteers were consecutively called into the room to examine the "statue" closely and to see how they could remodel it so that it could be saleable. Each did so, fashioning the statue to her own liking; one placed the "statue" on a "pedestal", a chair, for better viewing and it got retouchings from her own "remodelling". She had to take the place of the "statue" and assume the position she had earlier recommended. By the fourth arrangement, the group decided to pass the statue for sale and the fifth volunteer was too late to do any remodelling or buying.

The exercise was subsequently analyzed. Varied reactions were elicited:

1. The five (5) volunteers were mostly curious and some anxious but interested to go through the exercise prompted by a desire to a "journey to the unknown". One was interested to experience something new; another thought she would be acting as a rural woman called to a meeting;

2. The Committee on Quality Control had mixed reactions: some were excited to see what was going to happen. Others enjoyed the funny postures the "statues" were made to assume, as shown by the laughter while the exercise was going on. One was glad that she was not one of those standing in front of the group because it would have embarrassed her greatly to have been made a clown. She thought the rural women would react similarly in her own country. One participant admitted to having been quite embarrassed standing up on the chair but she went through the game for the sake of the group. Still another "statue" added that while standing in front she thought that the figure was an idea of what problem the people had and the next person who was going to come was going to make it look beautiful; she was saddened when instead the "statue" got from bad to worse. Some expressed sympathy for the "statues" who they were sure were feeling embarrassed. One ended by saying that she assumed the role of a rural woman who did not know what to do; but doing things together made her feel better.

The responses were recorded on the board and the facilitator went on with the next concern of trying to draw a relationship between the exercise and work organization within a group. It was pointed

out that if women had no idea of what an activity was going to be all about, the result would be disorganization. There were women who would want to participate, volunteer and share what they know. Curiosity could be made use of in the community to motivate people to join the work. Just as some felt relieved that they were not the "statues", sometimes in the community people feel relieved when not given responsibilities. But a counter remark from one participant pointed out that it was not so much a relief over not having any responsibility as much as being made a clown.

The applicability of the exercise re Pacific rural communities was next discussed:

1. A group could enjoy the exercise after the group has grown together. It is safer not to present it at the first meeting.
2. The introduction of the game could be made in the beginning or the middle of a meeting depending on the purpose for using it. It could be used simply as a warming up activity or it could be used for the learning that could be derived from the insights;
3. The cultural factors should be considered: where it would prove embarrassing it should be discarded;
4. Similar games native to any place can be utilized similarly to draw insights from a group of rural women. What is needed are skills to use the game purposefully to achieve an identified objective.

Some comments were given on the manner the facilitator carried out her role:

1. It is better to elicit comments instead of the facilitator giving the evaluative comments which in effect result in her giving her value judgments;
2. The facilitator should be able to distinguish between elements as they come about: for instance, she should not equate embarrassment from being made the laughing stock with running away from responsibility because one is not ready for it;
3. There is a need for clear instructions at the beginning of the exercise;
4. Likewise the volunteer "sculptor" participants could be oriented in the beginning.

THE USE OF GROUP DYNAMICS FOR GROUP BUILDING

This theoretical presentation began with the definition of terms: human relations mean people relating with others: the individual person in the group and people relating with one another in the community. It covers also attitudes of persons toward others; it is concerned with the character of people and their personalities and how these affect other people.

On the other hand, training refers to developing a people, helping them improve, teaching them something new. For the people it is a learning process on how they affect one another so that they can have better lives and improve their standards of living. It is making a people aware of what changes can come to the community.

Communication is the medium for relationship. Because people come from different communities, are poor, and are trying to work as a group, good communication becomes even more important. If a group is to achieve its goals it has to be stable and to be able to give satisfaction to its members. Therefore, human relationship training has to be stressed.

Especially in a community of migrants the significance of training in human relationship becomes greater. It becomes the venue for developing positive interpersonal relationship so that people can work closely with each other in the achievement of common objectives.

Experiential learning is the main approach used by DATC in the human relationship training. Group dynamics is one technique. On the whole, experiential learning involves participation in controlled experiences from which participants learn, so that a change in attitudes and a deepening of skills are brought about. It is a process where people learn by doing.

Structured exercises in experiential learning are very close to real life situations which people undergo, reflect upon, and learn from. Therefore, crucial to the learning experience is the role of the facilitator who has to be very skillful as she guides the exercises and discussions. She should be supportive of the people's desire to change through her sensitivity to the group members' feelings, success and failures.

Some of the skills which a facilitator should possess are the following:

1. Diagnosing and understanding the learning needs of the group;
2. Preparing for the group session: identifying and preparing the physical setting, collecting necessary materials, etc.,
3. Introducing the exercise (wrong or unclear instructions can be disastrous);
4. Motivating the group members to participate, e.g., drawing out the shy ones;
5. Controlling or toning down those who tend to dominate;
6. Observing the process from an objective point of view;
7. Being sensitive about when to begin or end when members become uncomfortable; and being supportive as needed at different points in time of the process;

8. Evaluating the effectiveness of the exercise: assessing the achievement of objectives and pitfalls of the process so that these can be avoided in the future. This assessment should be made not only at the end but at each step along the way when adjustments can still be made;
9. Adapting the content and process of an exercise to particular group situations;
10. Processing, analyzing answers and summarizing the learnings from the activity. Processing means reviewing what happened. Analyzing involves discussing why things happened the way they did while summarizing is synthesizing what went on in the whole exercise. These skills also include being comfortable in applying these skills as this self-confidence or lack of it can be projected to the group.

Steps in the conduct of group dynamics generally cover these steps:

1. Identifying learning needs;
2. Selecting the exercise that suits the needs;
3. Introducing of a warming up activity and presentation of the structured exercise;
4. Conducting the game/structured activity – instructions are given; volunteers are identified where necessary; participants go through the activity;
5. Analyzing the activity;
6. Summarizing learnings;
7. Conclusions

Discussion:

Possible learning needs are: overcoming shyness; uncooperativeness; poor communication which may be due to vocabulary, language and other factors; poor ability to understand one another; poor participation and contribution to group effort; conflicts preventing participation; working together; or communication with one another. Learning needs related to interpersonal relationships can be met through group dynamics, exercises and experiential learning.

To overcome shyness, a trait common among rural group members it is important that group members acknowledge that it exists among them. The support and acceptance of the group will enable one to change more readily. The techniques used by the facilitator will be a big factor. The sensitivity in the choice of particular exercises, adapted to specific cultures will be another decisive element.

Human relationship training is also needed in a community where culture is homogenous. Even in such a community human relationship training helps people relate beyond the superficial level, to help them look at their inner selves: their fears, longings, potentials. It has proven that people often do not know themselves unless others mirror or reflect their characteristics and how they affect others.

Due to time constraints it was not possible to undergo different group dynamics exercises. But the group was encouraged to examine the exercises given in the hand-outs to determine their adaptability in each country. If they were not suited to the situation in their country, they need not be used.

The group was reminded once more that any given native game familiar to the rural women can be used for group dynamics or experiential learning with proper adaptation and use.

THIRD AREA VISITS:

The Binanga Mothers' Club (BMC):

Description

BMC is a group of 35 members which was initiated on August 20, 1976 as a Mothers' and 4-H Club but later a consumers' cooperative affiliated with the Baguio-Benguet Consumers' Cooperative. The group suffered a setback in 1978 with the malversation of its funds by the business manager but has been reorganized with the training inputs of the community education worker and the accumulation of new capital from members' contributions of P60 each as fixed deposits. In a period of 2 years, the group's capital has risen to P6,000 from a mere P700. As part of the capital formation scheme, the BMC has engaged in several fund raising activities; its efforts to construct its own building still has to become a reality.

Cooperation among the members is strong. There is a genuine concern for one another; the earlier failures and successes have served as a rallying point for the group.

Observations during area visit.

1. The group went into a rumor clinic. The members were divided into two groups to form two straight lines. For each of the two lines, a message was given by the facilitator to the first ones in the lines. The message was whispered to the next person behind. The message was not to be repeated and no one was permitted to ask questions from anyone. When the messages reached the end of the lines, the last ones were asked to say aloud the messages that they received. The result was that the two messages were both quite distorted and incomplete. One line had changed the dialect from Ilocano to Kankay while the other retained only the first 2 words of the sentence.

2. The subsequent processing brought out the group's reasons for non-reception of the proper messages:
 - a. the message was not understood properly;
 - b. due to the eagerness to relay the message ahead of the other group, only a portion was passed on;
 - c. a defect in hearing also contributed to the failure;
 - d. a lack of grasp of the dialect was indeed a handicap.

The learnings elicited from the group by the facilitator were:

- a. a message may be relayed mistakenly;
- b. it is a mistake to give the wrong message; and
- c. in their organization wrong communication can break up the group.

It was observed that the men in the group were not participating much but they could communicate what transpired in their group to their wives later.

The group then proceeded to list pointers to ensure good communication:

- a. tell the message directly to the person concerned;
- b. choose the right time and the right place to give the message if possible, privately;
- c. give the message in the proper manner.

The importance of giving correct feedback lay in helping the individual or group as well as the one giving the message to receive these clearly. This will contribute to smooth interpersonal relationship which in turn may strengthen the stability of the group.

After expressing their readiness, the club members were then divided into 3 smaller groups so that they could give feedback to one another in terms of how they contributed to or hampered the effective functioning of the club. This went on for 30 minutes, after which the sub-groups met together in plenary to share what they gathered in the feedback session.

The group had looked at the members' various reasons for their irregular attendance at meetings, namely:

1. her child got sick at the last meeting;
2. one forgot the date of the meeting;
3. one fell ill;
4. one was late and therefore decided not to proceed to the meeting;
5. there was so much work at home;
6. no one could baby-sit for her baby;
7. one member heard a negative feedback about herself and thereby stopped coming to meetings.

Positive suggestions from the group members were that:

1. The members should mark the regular meetings on their calendars;
2. The mother should entrust her 2 year old child to a relative;
3. The opportunity for members to directly hear from the group about the negative feedback cleared the air,
4. Inasmuch as the chores at home will never be done, it was good to schedule the work so that the meetings do not interfere with the housework.

One sub-group shared how they felt relieved after having unburdened their problems. However, they were not ready to share these with the visitors and would discuss the matters among themselves later.

The meeting ended with an agreement to meet the following Sunday to discuss the place, time and date of the forthcoming evaluation seminar.

Participating Comments during the Feedback Session:

1. The group dynamics exercise was interesting and achieved its purpose of drawing out the members of the group;
2. It could be easily adopted in the Pacific countries;
3. The facilitator can be less aggressive in the exercise to encourage more group participation;
4. Facilitator should watch out for members who tend to dominate in small group discussions for greater total participation;
5. Facilitator should be able to pick up salient points in the group's interactions and not miss out in guiding the group to look at these.

AREA VISIT TO CITY CAMP/ROCK QUARRY HANDICRAFT GROUP

Description

City Camp/Rock Quarry Handicraft Group (CCRQHG) was organized in April 1976 from functional literacy class students who needed supplementary income. An all women's group, it has been engaged in weaving as well as in the social and civic affairs of the community. It has received a DATC loan of P2,000 and a government grant of P400. Patterned after an industrial cooperative, the 22 members pool their resources and mutually share the profits earned. At the moment, the group is trying to identify other feasible handicraft projects while attempting to locate better market alternatives for existing produce. Good interpersonal relationships exist but there is a need to improve the members' management capabilities.

Observations

The group's exercises consisted of two (2) sub-groups building a house out of matchsticks for 5 minutes. One group had its members cooperating to finish its task only to run out of sticks in the process. They then started another house figure which was smaller and finished this. On the other hand, the second group tried to build a very big house which they never completed at the end of the given period.

After the exercise, some questions were considered: which group built a good house? What went wrong in the second group? Did they plan at all? If the sub-groups represented two (2) nearby stores beside each other what would happen?

A prize was offered to the sub-group which would complete the house and this served as a motivation for the members.

Applied to their own situation in the organization, the women saw the need to be well organized before starting any activity. The women identified their own organizational problems and then decided that they would continue with their weaving project but would look for different markets.

In the past this group had been insistent on getting their loan for their weaving project without any feasibility study. They realized now that planning was a vital aspect of business management.

Participants' Comments during the Feedback Session:

1. The women had failed in two aspects in the beginning: in interpersonal relationships and in business management know-how. The participants from the Pacific wondered how DATC felt about these. The director answered that it was a policy of the center to allow people to fail if they insist on certain decisions. In this case as in others, the women learned from their mistakes and will hopefully develop a more effective group and project.
2. It was quite relevant to relate the insights about group work and cooperation which were derived from the exercise, with the City Camp/Rock Quarry Handicraft Group's own need for cooperation and planning. It was likewise a good move to relate these with the group's experience of failure in the past.
3. Another approach could be one in which the group members could criticize each other instead of the facilitator analyzing the experience like a judge. The facilitator agreed with this idea but had not operated this way because of the time constraint of the demonstration.

STEPS IN MANAGEMENT

Management is the systematic process of achieving goals in the most effective, efficient manner with the given resources. While business and industry have used it for some time, social development personnel are just beginning to adapt it to its operations. In social development it could mean:

1. How to organize women's groups to meet their own needs and solve their own problems;
2. How to manage social development operations: how to organize groups; organize whatever activities are decided upon; planning ahead; how to use both successes and failures in an agency's operations;
3. How to set up an organization and how to make it operational;
4. How to guide a group to reach its chosen goals;
5. How to find a system/organizational structure which will be most effective for the delivery of services.

Management is a dynamic process which will help groups to plan, implement and evaluate its goals. It means getting things done through other people. Therefore, it really means an effective use of resources, people, money, physical resources, know-how of those involved, data resources and much more to meet the needs.

There are 18 steps in management:

1. Analyze people's demands, needs and values.

Looking at Maslow's hierarchy of needs, one sees an ascent from the lower to the higher aspirations of man. Hence, physiological needs consist of sleeping, eating, clothing, shelter; the need for security is seen when people seek safety as members of society; the social needs point to the need

for acceptance and recognition; the need to build the ego is seen in the desire to establish one's identity and finally the need for self-actualization seeks the fulfillment of the individual as a human person.

The development worker has to find out what is good for the community by determining common community needs. The task is to help people identify and prioritize needs that are to be met. Care must be exercised in the process as some projects have failed because of a wrong identification of needs.

- II. Examine economic-technological constraints (manpower, money, physical resources, know-how and data resources).
- III. Define project goals and objectives. Operational objectives may be long range (10 years), medium range, or short range. Short range objectives may be for 1 to 2 years and are measurable and concrete.
- IV. Set standards of performance.
- V. Determine the resources needed. Make a list of them.
- VI. Check availability of resources.
- VII. Assign resources.
- VIII. Determine/choose steps/activities needed to meet project objectives.
- IX. Sequence activities chosen, i.e., arrange them in chronological order.
- X. Schedule the activities, i.e. assign specific time for the beginning and ending of activities.

Up to here planning and programming are taking place, guided by the logic of reason.

Implementing guided by the logic of action has two (2) steps:

- XI. Obtain the resources — resource persons, site, money, staff;
- XII. Optimize resources: communication, motivation and coordination.

At this point we should not fail to check if activities are in accordance with objectives and plans drawn up.

Controlling and evaluating cover the following steps:

- XIII. Identify and set milestone (critical checkpoints, indicators)
- XIV. Appraise performance versus plans and objectives.
- XV. Control the budget.
- XVI. Control the quality of outputs. Compare results with acceptable levels of performance.
- XVII. Decide on corrective action if performance is not according to plan. While real solution is not in sight choose adaptive, corrective actions. Consider that no matter how one plans some things will go wrong.
- XVIII. Change and recycle the whole process. Adapt if needed.

Discussion:

At times there are two conflicting views of people's needs: that expressed by people and that seen by the workers. It was stressed that the worker simply enables the people to analyze the needs in the larger context of the community. It is also important to help people see the interrelation of basic needs. A worker does not create needs — he simply makes the people critically aware of them. Once people understand, they may change their attitudes more readily.

It is possible to attend to more than one problem at a time. Here it is important to link with other community groups when more resources are needed.

At other times, a worker has to help people understand certain situations and needs.

Another query was what DATC did when it happened to face a difficult situation beyond its own existing resources. Three possibilities were cited: DATC would fall back on the network of community relationships it has established which would have the resources it lacked; even the moral support of other groups is something to cherish; secondly, if individual needs present themselves, they refer these individuals to agencies that can meet their needs; thirdly, they develop their own resources and encourage the people to do the same.

When there is a conflict of viewpoints between the people and the worker, DATC has allowed the mistakes from which they could learn. However, a negative effect of mistakes could be a loss of interest and the corresponding drop in membership. In every instance, it is urgent for the worker to help the group review and analyze the events to identify the reasons for the failure. It is possible that, in some cases, the worker may not attend to the project due to his own misgivings about the group's decisions.

One thing to avoid is manipulating people in our attempts to bring about change. DATC emphasizes awareness and understanding, setting the concept of change against an existing pattern. For example, in trying to change the practice of canao (a prolonged festivity for any given occasion which could go on for a whole month or more and which therefore leads to the suspension of all other activities in the community), the value of thrift is contrasted with the extravagance of holding the feast. Or after the comparison

and contrast between thrift and extravagance, the benefits of thrift may be amplified. Furthermore, the negative effects of the cañao may be magnified by asking the people what negative experiences they may have had with the cañao. The aim is to analyze the negative aspects of the existing culture in the light of their chosen goal toward beneficial change. Thus, the ill effects of lavish spending during the cañao are identified as negative forces against the people's goal of economic self-reliance.

PROBLEM SOLVING

Problem solving is a process through which a person, group, or community identifies its needs or problems, analyzes these needs, and formulates specific, workable strategies necessary for their solution. In general, the problem-solving scheme has 3 major phases: 1) problem identification; 2) problem analysis; and 3) strategy formulation.

One problem-solving scheme presents 6 steps where some basic questions are raised:

1. Identify the problem: What is the problem? Why is it a problem?
2. Situate the problem: Where is the problem? Who are affected by the problem? What has been done about the problem and what has happened as a result?
3. Analyze the consequences of the problem: Who loses of the problem? Who gains because of the problem? What will happen if the problem continues?
4. Determine the cause/s of the problem: What forces contribute to maintain or increase the problem? How did the problem start? What caused it?
5. Determine the forces which can offset the causes of the problem: What forces reduce or eliminate the problem? Why?
6. Formulate strategies: specify the objectives; describe the activities; prepare operational procedures; assign resources, roles, and responsibilities; and schedule the activities.

Criteria for a good strategy may be summed up as: containing activities which are consistent with the objectives; considering resources and constraints; simple and easy to carry out.

When the strategy has been studied and decided upon, it can then be carried out. In the consequent evaluation, we shall find out if the strategy worked in solving the problem, if it was viable, if it was directed at the problem's symptom instead of at the real cause. The strategy can then be recycled.

In summary, it was pointed out that all the problem-solving steps come in at the last two steps of the management process: determining appropriate action and recycling the process.

FOURTH AREA VISIT: BALACBAC FARMERS GROUP

I. Description

The Balacbac Farmers Group was organized in November 1974 after a series of typhoons which caused great destruction to vegetable farms. The problem confronting the members was the lack of finances to rebuild their farms. After being turned down by several financing institutions due to lack of collateral, DATC was able to negotiate with two agencies for a loan of P20,000. After the payment of the amount, DATC was next able to lead to the group another P20,000. The group is now on its third loan, having repaid the second loan. Since the loans were extended to the group the farmers had to learn to work as an organized group.

At present, the Balacbac Farmers Group has a consumers cooperative and is implementing a capital formation scheme to produce enough funds for its credit cooperative project. The cooperative has a net worth of P6,500 while capital accumulated for the credit cooperative has reached more than P1,000.

A board of directors oversees the conduct of the two projects carried out by the 50 members. The Balacbac Farmers Group works very closely with village officials in various projects. The group has shown adequate problem-solving and management skills but much is to be desired with the interpersonal relationship among some members.

II. Observation

Inasmuch as an unexpected cañao was held on the day of the visit, the participants were able to dialogue with only a handful of farmers who came to the center. The participants were invited to the festivity but they declined because of the time constraint.

In reply to a question on female membership in the group, it was stated that wives are drawn into the organization so that they will gain self-confidence and stop putting themselves down. Women usually help in the vegetable gardens. A few of them were elected to the board of directors but they passed on their positions to their husbands.

The organization started as a pre-cooperative group as per a government decree. But since it had no support or guidance it died a natural death from inaction. While they were being reorganized by DATC they appreciated the constant presence of the workers and the guidance given to them.

They were helped and trained to draw up their constitution and by-laws to conduct meetings and organize their affairs. They were trained to work together and to look for outside resources and

markets to maximize their resources. Most importantly, they have learned to work systematically – to plan, implement and evaluate their activities.

A problem faced by the members is their limited capital. This has led to their decision to pool their money together. A second problem is the marketing of their produce. Although they seem not to be able to get away from middlemen who cut into their profit, they are now looking for direct markets and they likewise feel the need for storage for their goods.

Monthly meetings are generally spent in considering common problems of the farmers and how to resolve them the ‘‘bayanihan-way’’ (cooperatively). They are always on the look-out for ways of helping the members, e.g., by borrowing money for emergencies and additional capital, finding cheaper fertilizers from outside, etc.

The group next listened to the course participants’ accounts of how their governments are helping farmers and the rural women:

The participants from Papua New Guinea shared many failures in the rural areas. But a group of 48 are succeeding in a big investment corporation dealing in coffee and vegetables. Another group has men and women engaged in basketry and other handicrafts which are sold by the women. Proceeds are invested as capital in cooperatives.

Then there is the group of women that was interested in a small snack bar. The government helped the women find a place from which they sold peanuts for a year. With technical assistance in management from ILO the group went into a sweet potato plantation employing women and girls.

In Fiji, the farmers and rural women are helped through government loans and grants for economic development. They have no middlemen since the government comes in with marketing assistance.

Participants’ Comments During Feedback Session

The participants regretted that the objective of the afternoon was not achieved because of the unforeseen celebration.

The participants observed that the president who assumed full responsibility for discussing with the participants, had knowledge of the concepts of problem solving. They wondered if the members did, too. The DATC staff stated that they did but seemed overwhelmed by having to communicate with international visitors in English. Otherwise, they would have expressed disagreement with some of the president’s opinion.

Problem-solving steps of planning, implementation and evaluation seemed to have been well carried out in practice. But the president had difficulty in identifying the process in reference to their own group. This made the participants wonder if the inability to communicate these may indicate inadequate internalization of concepts.

The women were noted to be very quiet during the visit. There were among them past officers but one, once a secretary and manager of the cooperative was quite articulate. Contrary to doubts raised by the participants, they participated in decision-making as to what to plant, when to plant, where to sell. They were active in negotiations for loans and in the elections of the association.

The marketing problem was analyzed at length. The farmers were faced with low, unfair prices for their produce. The situation in Baguio is a peculiar one: farmers have been indebted to the middlemen for some time as they have been the source of fertilizer which the farmers need. According to some unwritten practice, as long as the farmers were indebted to the middlemen, the farmers could only sell their produce to them. The P20,000 loan from DATC was not enough to cover their debts to the middlemen. It was not that simple to cut ties with the middlemen.

Local hotels have been contacted as market outlets but their prices were quite low. Shipping to Manila’s supermarkets was a possibility but trucks for the hauling of the vegetables were needed and these were expensive. Direct sale at market stalls could not dispose of produce of much bigger bulk than the stalls could handle.

Typhoons and lack of a water system were constant hindrances. A few farmers have sold their lands as a result.

DATC staff have tried to study how to help the group further because it is apparent that when the farmers do not get enough assistance, apathy sets in. DATC has helped the group to become aware of the situation a

situation and learn from past failures. For now, there is always the association to run to for help. While no other alternatives for additional income have been discovered, people are now saving money for the building of water pipes come June.

The DATC staff found the comments from the sharing session quite constructive. On the other hand, the experience of this group of farmers seemed to have provided some useful insights for the participants.

One participant wondered if youth groups were involved, too, in development work. In Papua New Guinea, some pre-adolescents are disqualified from the quota selected for high school. With nothing to do they form gangs and tend toward mischief.

TRAINING

Community workers are change agents who help to introduce new ways which may lead to change and development. But change can be a painful process. The change worker may help to remove the resistance to change.

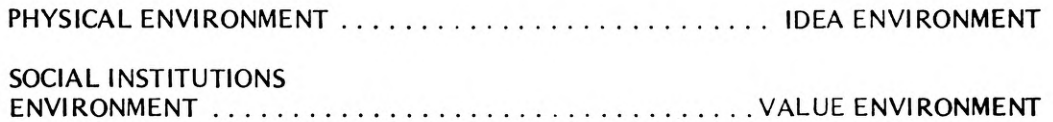
DATC's experience shows that in the beginning, people in the village did not understand what meetings were nor what "agenda" meant. The staff started to hold unstructured conversations with them and through these informal sessions shared DATC's services. Eventually, people became interested in training activities. The staff used methods and techniques which were simple and suited to the villagers' culture. Today, villagers see training as part and parcel of their affiliation with DATC.

Man is surrounded by four (4) kinds of environment:

1. The physical environment which refers to the material world in which a community finds itself;
2. The idea environment which includes the community's beliefs and concepts of how they can best cope with the physical environment;
3. The value environment which are those beliefs and concepts which have existed with persistent regularity so as to be discernible as the way the people cope with their environment; and
4. The social environment which are the patterns of relationship resulting from the latter two environments and which a person has set up to meet the demands of the physical environment.

These four are interrelated. Their natural cycle takes a long time and they share a community's environment.

The relation between the culture of a person and the physical environment may be illustrated by the following model:



It often happens that the balance existing in the environment is upset by changes: exploitation, injustice, oppression from within and outside a community. When these imbalances occur it becomes imperative to intervene in the idea, value, and social institutions environment in order to restore the balance.

DATC's direct training is in the realm of the idea, value and social institutions environments. The change process begins from the idea environment and continues through the social institution environment by means of continuous training. DATC believes that, through a radical transformation of the three environments, people become ready to change their physical environment so that they can then improve their lives.

There are three stages of learning:

1. At the cognitive level, the mind grasps ideas and understanding takes place;
2. At the affective level, the emphasis shifts from understanding to feelings and attitudes;
3. The psychomotor level is the test of learning as manifested in behavior change.

Achieving the three (3) stages of learning among tribal communities is more difficult because of their traditional cultures. In view of this, appropriate methods and techniques are chosen. Two fundamental approaches to learning methods have been identified – the deductive and the inductive.

- A. The deductive method proceeds from accepted principles, generalizations, subject matter; from these, further principles which may be applied to life are drawn out.
- B. The inductive method starts from a life experience – dilemmas, disturbances, problems, concerns, and such other matters which arise from living. From the particular instances, generalizations are made regarding how to cope with the situations.

Both the methods have a place in DATC's work. But there is a realization that it may be more effective to begin with the present events in people's lives and the staff's own knowledge.

Some approaches and strategies used in training are the following:

I. Changing the idea environment:

1. Comparison and contrast between the concepts introduced and the existing culture: for example, in a training on family planning, the small family is compared with the big family. Benefits of planning are shown.
 - a. At the cognitive level, an understanding of family planning is developed;
 - b. At the affective level, the effects of the big family on oneself are explored;
 - c. Behavior skills are observed in the actual practice of family planning.
2. Amplification of the benefits of the new concept being introduced. The benefits of a small family are emphasized.

3. Magnifying the effects of the old trait being changed. Through discussions, the parents now become critically aware of the ill effects of big families.

A demonstration in the use of comparison and contrast was illustrated in the use of traditional herbs versus the use of pills in training for rural women followed:

Traditional Practice. HERBS			New Concepts: THE PILL		
Benefits	—	Disadvantage	Benefits	—	Disadvantage
1. no cost		danger of wrong dosage	1. none		have to be bought
2. more accessible		can overdo family planning	2. easy to take		have side effects
3. no health system required		no advance facilities	3. scientific		the side effects might persist

The list of benefits and advantages can go on as the trainees are able to give answers. After the listing, the women are helped to make a choice, focusing on how to minimize the disadvantage in view of the goals of the group.

II. Conscientization

In latin America Paolo Freire introduced the concept of conscientization as an educational method to cope with illiteracy and bring about critical social and political awareness. It is comprised of these steps:

- a. From a core vocabulary, words from ordinary everyday life are picked to describe a situation and to provide mental and emotional stimulation. Under discussion the words serve as codes representing or symbolizing reality. A poster related to the words is presented, designed to impress upon the learner an image of the word and to stimulate his thinking about the situation that the word implies.
- b. The symbol is decoded through a discussion on the meaning of the poster. This brings about a recognition of reality that one finds himself.
- c. Generative themes which seem to be the main pre-occupation of the country are drawn up. These often are emotionally laden. For example, emotionally laden words can be evoked which may relate to changing a system of oppression and injustice.

III. Family life and community life education enables the rural women to be better wives and mothers and simultaneously to contribute to community welfare. Once more, the use of posters could evoke thoughts on specific topics under study.

IV. Community Organization is a strategy to help members of a community to come and work together towards the development of the community.

Some common techniques utilized are:

1. Seminars on subject or skills areas seen as learning needs;
2. Experiential learning: the use of situations which depict actual life experiences;
 - a. group dynamics exercises which use the forces working in groups to bring about self and group awareness and to promote interaction;
 - b. simulation — micro presentations of experiences portraying life situations; participants are not given any specific roles to assume;
 - c. role play — short drama where persons assume roles in a given scenario and portray specific characteristics of roles;
 - d. lecture — talk given to trainees emphasizing concepts formation; used when time is limited and extensive subject matter has to be covered;
 - e. field trips — actual visits to witness what needs to be learned;
 - f. performance discrepancy analysis: the pinpointing and the evaluation of gaps between what should have been learned and what is actually practiced. Discussing becomes the basis for subsequent training objectives.
 - g. brainstorming — the sharing of thoughts and feelings about a certain issue by every member of a group without being questioned about these by the other members;
 - h. case study — a discussion on various aspects of the issue under study so that the ideas and insights contributed might clarify and resolve the issue at hand;
 - i. collage — different materials are mounted together to express an idea or sentiment.
 - j. drama — a human conflict is represented by means of dialogue and action;
 - k. picture montage — a number of pictures are mounted together to express an idea or sentiment;

- l. group discussion — group members talk about a topic with some guide questions; a leader acts as moderator and reporter presents content of the discussion;
- m. paper talk — using a piece of paper, group members fashion an object to depict their thoughts and feelings about a given issue.

The different methods and techniques may be called under different names; they may be used singly or combined together depending on the trainer.

METHODS AND TECHNIQUES IN NON-FORMAL EDUCATION

Early in its development, DATC identified the need to develop audio-visual materials in its educational approach to the community. They observed that the mass media was not too effective in community development because of its impersonal nature. They shifted to the use of group media which made use of a person-to-person dialogue with the rural woman. They concentrated on the production of low cost media and they saw the importance of some characteristics:

1. The materials must be adult-oriented;
2. It must be indigenous, portraying the culture of the person;
3. It must be simple, depicting only one concept or message;
4. It must be relevant and must supplement, not substitute the message being given.

Materials developed so far for various uses are:

A. Functional literacy

Flip charts, posters on the ovulation method; comparative poster on housing, 3-in-one flip chart, modified bingo set, drill charts in mathematics, broken squares, primer for levels I and II combined.

B. For Community Education

Posters, illustrations, flip charts, cartolina hats for grassroots charade, primer on credit co-ops, photo-novela (set of pictures depicting different situations) for manpower skills target and posters on rural electrification.

Materials which are still in draft form are on the subjects of: leadership, organizational mechanics, community project management, phases of management, and phases of problem-solving.

The participants next learned about silk screen printing and hand mimeographing. The following were discussed:

1. Silk Screen Printing: Materials needed are:

- a. Silk screen;
- b. Blu-film/neo-film;
- c. Frame;
- d. Lacquer, and,
- e. Poster paint for silk screen or textile paint

Steps in production:

- a. Make the design;
- b. Put film on top of design and trace it;
- c. Peel off the design,
- d. Attach blu-film under the silk screen; dab it on the top with cotton dipped in lacquer thinner
- e. Detach wax formed in no. 4 by dabbing inner side of silk screen with cotton soaked in paint thinner;
- f. Lay material to be painted (paper, cloth, etc.) under frame;
- g. Pour paint over silk screen;
- h. Spread paint with squeegee;
- i. Take off painted product; and,
- j. Allow to dry.

2. Hand Mimeographing: Materials needed are:

- a. Silk screen
- b. Frame;
- c. Stencil; and,
- d. Duplicating ink.

Production steps:

- a. Cut stencil;
- b. Attach stencil to the inner side of the silk screen;
- c. Tape sides of stencil to the frame;
- d. Lay the frame flat;
- e. Make a guide on the lower board by attaching a sheet of paper at the lower board;
- f. Put duplicating ink on the silk screen;
- g. Roll pin over silk screen to spread the ink; and,
- h. Practice and print after gaining skill.

SHARING OF PROJECTS USED IN ENHANCING RURAL WOMEN'S PARTICIPATION IN DEVELOPING FAMILY AND COMMUNITY SERVICES

This phase of the training course dealt with the presentation and discussion of the participants' projects which enhance the participation of rural women in developing family and community services.

Fiji Village Improvement Programs

Rationale: In the home, the woman is a mother, a teacher, a doctor, a minister and an extension officer for urban and rural development. To assist in discharging these roles, target programs for women's groups (home makers) need special attention and support from all agencies because:

1. Education begins at home;
2. In training a man, we train individuals; but in training a woman, we train the nation;
3. The hand that rocks the cradle, rocks and rules the world.

Areas of Concern:

1. Better family living education;
2. Primary health care;
3. Home economics;
4. Income generating activities; and,
5. Club management.

Aims.

1. To raise the standard of living within the home and community;
2. To train, motivate and organize women who shape tomorrow;
3. To promote eight "betters": better women, better home, better diet, better health, better education, better family, better citizen better country;
4. To develop, strengthen and implement an integrated non-formal education scheme for women in urban and rural areas as a means of family and community betterment.
5. To understand the needs of the people and to plan an appropriate program to meet their needs; and,
6. To promote local handicrafts as income generating activities.

Target Site:

200 villages, 98 of which are Fijian and 78 of which are Indians.

Length of Training.

Two days to one week, depending on the rural women's availability.

Trainers:

Community workers and rural women leaders.

Steps in Preparing for the Training Sessions:

1. Training officers and group leaders visit clubs and villages to find out needs and problems;
2. Survey on needs and problems is conducted;
3. Meetings are organized to discuss needs and problems;
4. Demonstrations on how to meet needs and problems are held; and,
5. Statutory, voluntary, government, religious and other organizations as well as local authorities are consulted to secure their cooperation.

Below is a sample of a target course for women's clubs in the central division of the ministry:

VENUE: ADULT TRAINING CENTRE: NAVUSO AGRICULTURAL SCHOOL

A G E N D A

MONDAY

- 10:30 am : Registration
- 11:00 am : Welcome & Devotion : District Women's Interests Assistant
 Course Introduction : N. Nasausila
 Official Opening : District Officer of the attending women's group
- 12:00 Noon: Lunch
- 1:00 pm : S E W I N G
- a. Introduce sewing equipment: pin cushion, scissors, needles, etc.
 - b. Introduce items for sewing:
 - i. Girls' dresses and pants
 - ii. Boys' shirts and shorts, overalls
 - iii. Pocket sulu (large and small)
 - iv. Shirts: safari and Hawaiian (large and small)
 - v. Uses of scraps of the cut materials
 - c. Machine Maintenance
 - d. Sale of Materials and other items
 - e. Pattern cutting and layout
 - f. Sewing
- 4:00 pm : Recreation and campus duties
- 5:00 pm : Handicraft :
 Voivoi basket and voivoi purse: kalisi George
- 6:00 pm : D I N N E R
- 6:45 pm : Special domestic duties
- 7:30 pm : GROUP DISCUSSION: "A Woman's Role in Family Living Education That Would Assist in Building a Better Fiji by Ways of:
- i. Education
 - ii. Spiritual Aspects
 - iii. Social Problems
 - iv. Village Projects
 - v. Good Health Projects: N. Nasausila
- 10:00 pm : REST & SLEEP

TUESDAY

- 6:00 am : Arise and Morning Prayers
- 6:50 am : Campus duties – In groups
- 7:00 am : BREAKFAST
- 8:00 am : Singing and Devotion
- 8:30 am : Club Management: Duties of Office Bearers: N. Nasausila
- 9:05 am : Nutrition Talk & Balanced Diet : N. Nasausila
 (Each Women Interests Assistant (WIA) presents samples of family breakfast, lunch and dinner from products available in the area).
- 9:55 am : Meal Preparation and Table Setting: N. Nasausila
- 10:30 am : B R E A K
- 10:40 am : Health. General Health and Cleanliness
 Maternal Care and Infant Feeding: Health Sister Nausori
- 11:40 am : Family Education : Senimili Kikau
- 12:15 pm : Cooking: WIA demonstrates dishes on balanced meals from food available in the area of participants (The demonstrated dishes shall be tasted at lunch)
- 1:00 pm : L U N C H
- 1:45 pm : S E W I N G : District Women Interest Assistant
- 4:00 pm : Recreation and Campus duties
- 5:00 pm : Handicrafts
- 6:00 pm : D I N N E R
- 6:45 pm : Special domestic duties
- 7:30 pm : Briefing by village Representatives on:
 - i. Women's Clubs Activities

- ii. Village Organization (Turaga ni Koro; Ratu or Tui; Water Supplies; Latrines; No. of families; No. of Houses; Road; Village equipment; Stores; Halls; Health Centres; Schools; etc.
- iii. Achievements
- iv. Social Aspects
- v. Problems
- vi. Projects: Long and Short terms : N. Nasausila

10:00 pm : REST AND SLEEP

WEDNESDAY

6:00 am : Arise and Morning Prayer
 6:30 am : Campus duties
 7:00 am : BREAKFAST
 8:00 am : Singing and Devotion
 8:30 am : Club Management: Weekly Meetings Agenda: N. Nasausila
 9:05 am : Nutrition & Balanced Diet: School Lunches:
 i. packed lunch
 ii. catering
 (WIA present samples)
 9:45 am : Agriculture Department: Off-Season Vegetables
 10:35 am : B R E A K
 10:40 am : Health: School Children: General Health Care
 Dental care: Health Sister
 11:40 am : Family Education : Senimili Kikau
 12:15 pm : Cooking WIA demonstrates dishes on balanced meals from food available in area of participants
 1:00 pm : L U N C H
 1:45 pm : SEWING
 4:00 pm : Recreation and Campus duties
 5:00 pm : HANDICRAFT
 6:00 pm : D I N N E R
 6:45 pm : Special domestic duties
 7:30 pm : Royal Fiji Police: Prevention of Crime: Divisional Drime Officer
 10:00 pm : REST AND SLEEP

THURSDAY

6:00 am : Arise and Morning Prayer
 6:30 am : Campus duties
 7:00 am : BREAKFAST
 8:00 am : Singing and Devotion
 8:30 am : Club Management: Demonstration of Weekly Meeting: N. Nasausila
 9:05 am : Talk: Roko Tui and Assistant Roko for the participants' district
 9:40 am : Administration Department: Importance of registration of births, deaths and marriages
 10:35 am : B R E A K
 10:45 am : Talk: Society of Prevention of Cruelty to Animals: Mrs. A. Cupit
 11:45 am : Handicrafts and Marketing: Commerce & Industry: Emele Vulaca
 12:15 pm : GENERAL DISCUSSION AND COURSE EVALUATION
 1:00 pm : L U N C H
 1:45 pm : Sewing, Recreation, Campus and Handicraft: As for Wednesday
 6:00 pm : DINNER AND DUTIES
 7:30 pm : Health Films
 10:00 pm : REST AND SLEEP

FRIDAY

6:00 am : Arise and Morning Prayer
 6:30 am : Campus duties
 7:00 am : BREAKFAST
 8:00 am : Devotion
 Completion of Work and display preparation
 10:00 am : OFFICIAL CLOSING BY COMMISSIONER, CENTRAL DIVISION
 12:00 am : L U N C H A N D F A R E W E L L

Achievements:

From demonstrations and target courses extended to the rural women:

1. The women have realized the importance of their role in this changing and developing era;
2. Standard of living is improving in farms and societies;
3. Special care and attention are directed to the younger generation for pre-school, and school leadership.
4. Small cottage industries in sewing and handicrafts have increased; and,
5. Minor projects for income resources are assisting numerous less fortunate individuals through local handicrafts and vegetable gardening.

District Work in the Ministry of Fijian Affairs and Rural Development of Fiji

Village women organize their monthly meetings and often gather during their spare time, between 2:00 pm to 6:00 pm so that these do not interfere with housework. Discussions center on requirements of production. Work is done individually at home where materials for baskets abound since tapa bark grows wild in the bush.

Problems of marketing often come up for discussion among the weavers. These are later taken up with the Bureau of Commerce and Industry for marketing assistance. If demands for novel products are pointed out, the women are trained for the higher-income-earning work.

Quality control and selling of the finished baskets are done by the group. Transportation expenses are shouldered equally by all. The money from the sales is turned over to the district worker who immediately distributes it according to the individual production.

The women start off a multiplier effect: It begins with the 12 rural women who in turn teach 50 women in two (2) neighboring villages. Sometimes this means walking 8 miles in order to catch a bus to the next village.

The Seaqaqa Project

The concept of rural development was encouraged and programmed on the eve of Fiji's independence in 1969 and particularly during the period of the government's Six Day Plan. The aim was to mobilize rural people towards self-help, self-development and participation in the planning and implementation of national development plans.

Such participation was intended to occur collectively in village/settlement projects or individually in entrepreneurial/agricultural projects. Some of the agricultural projects had the support of the government so that they would be socially viable. One such project was the Seaqaqa sugarcane scheme.

Seaqaqa, like other commercial agricultural schemes in Fiji, is unusual in that:

1. It involved migration of families to the location of the scheme;
2. The goal is immediately economic although other social benefits may be derived from it.
3. It operates more on individualism rather than on the communalism of the traditional village situation.

Women and girls form half of Fiji's population. In the Seaqaqa project, only 4.4% are women who, together with other sugarcane farmers in Fiji form 40% of the work force in the agricultural/forestry/fishery sector. This low female participation in non-subsistence and commercial agriculture inevitably poses some questions. But because women constitute half of the country's population whether they participate or not, they will influence development in a big way.

The long range object of the project is to contribute to the national development objectives to "improve the quality of life and increase rural incomes".

Its short range objectives are:

1. To arrange for a coordinator of women's projects at Seaqaqa to be attached to the Women's Interest Section on the District Administration.
2. The coordinator is to lead a team of officers from Fiji Sugar Corporation Development Bank and government Departments such as agriculture extension, women's interest, health, education and social welfare.
3. Each team member is to work towards resolving problems relevant to his specialization and the team is to meet at regular intervals to review their work.

Status of the Project

The project is geared towards research, identifying and resolving the problems of the rural women who are removed from their natural village environments, and resettled on isolated farms in Seaqaqa. It has hardly begun and has progressed only to the stage where the survey data has been analyzed and some problems identified. Presented below is a summary of the survey.

The Survey

100 households have been proposed to serve as a sample of 400 households settled in the area. The report is based on the 69 (17%) so far studied in 5 subdivisions to give a coverage of:

1. Households already settled in the area before the introduction of cane farming; and,
2. Households newly migrated to the area to plant cane.

While the questions of the survey were of a general socio-economic nature, for the report, only information relevant to women—particularly their domestic responsibilities and their problems—were extracted.

Population

Of the population of 437,219 50% are females, 46.5% are of child-bearing age and 49.7% are potential child-bearers. The women have a long time to live and thus are potential contributors towards the development of Seaqaqa and themselves.

Health

People in the area are reasonably healthy. Very few acknowledged any serious illness.

Nevertheless, 40% expressed their needs for health services in the area especially for child delivery and child welfare. Another 47% requested for bus service to render accessible not only schools but medical centers as well.

Eight women were pregnant and six were nursing babies 1 to 6 months old. The most popular method of family planning is tubal ligation, followed by the pill, condom and the loop.

Education

Seventy-eight percent of the adult women are illiterate compared to 41% of the adult males.

Labour

Sixty-three percent have work in the cane field (18% whole day and 44% half days), besides their domestic chores and general responsibilities towards the family. The remaining 36% do not work in the field due to the fact that they are tied down to young babies and heavy domestic commitments.

Water and Food Supply

Of the 69 households, 66.6% fetch water from wells, 23% from creeks, 10% from other sources. Sixty-eight percent have water sources within the block while 31% fetch water from varying distances outside their blocks.

Proteins

About 42% claimed that they have fish and meat once every week, 43% only once a month, while the remaining 10% have them less than once a month or not at all. The scarcity of these items are determined by the availability of cash or by the market situation.

Forty-three percent keep their own cows and are well supplied with milk. Twenty-nine percent buy tinned milk and 27.5% have no milk at all, a regrettable fact in homes with young children.

Housing

The standard type of housing is the "lean-to" with thatched walls and mud floors (plastered with cow-dung or spread with dry grass). Size of houses is quite restricted by the number of pieces of iron roofing the Fiji Sugar Corporation is able to give them.

General Problems

The major problems seen by the women are: bus service for the area (47.8%); health services closer to home (40.5%); milk biscuits (40.5%); cash problems (37.6%); better water supply (27%).

A problem arises from the fact that need priorities identified by the women themselves, by the survey and by the government differ from one another. The question that arises: whose priorities are to be adopted? If any of the priorities are to be neglected, a project is doomed to fail as has happened in the past.

Training

The problems highlighted by the women around the survey are interrelated. Therefore, the training program has to be continuously amended and modified according to needs. The details of each training course for the Seaqaqa women will have to be coordinated but each training officer, expert in his own field, will have to draw up his own training syllabi. The trainers' training will continue to be done by their respective departments or organizations.

The integrated and intersectoral approach will be carried through in all levels.

Evaluation

Indicators for success or failure will have to be worked out against what is taught. But possible criteria for success or failure could be the amount of cash income from crops aside from sugarcane, food deficiencies, diseases, school drop-outs, average weekly income, weekly expenditure on specific food items, additional bus routes and trips daily, population trends, etc.

Seventh Day Adventist Church Women's Organization – Affiliated with the Fiji Council of Women

The projects for rural women, an expression of the church's belief in supplementing faith in Christ with helping those who need help in every possible way, are aimed at educating the women to become good mothers, good wives, good leaders and good citizens. Work is coordinated with the government and the National Council of Women. The types of projects offered are for health, nutrition, vocational skills, family education, club organization, budgetting and caring for the needs of others.

1. Health covers hygiene and cleanliness, education on child care, breastfeed versus bottle feeding, pre-natal and ante-natal care.
2. Nutrition focuses on education: Knowing and grouping foods, their work in the body, appreciation of local foods, balanced meal preparations, home gardening for consumption and sale.
3. Skills includes sewing, traditional and new crafts; improvisation of household furniture from local materials.
4. Family education covers many areas:
 - a. atmosphere and influence of the home;
 - b. happy and successful husband and wife relationship.
 - c. family planning;
 - d. child training; and,
 - e. mother's health and personal appearance.
5. Club organization.
6. Budgetting shows how to save and spend wisely.
7. Caring for the needs of others.

Work is carried on with about 2,011 women grouped into some 114 Clubs. Help is also extended to non-club members and there are roughly 12 branches not registered with the Seventh Day Adventists.

There are only two paid staff members who are assisted by a Peace Corps volunteer. To facilitate their work, support is gained from a volunteer from each of the eight districts. The volunteers act as coordinators and area leaders, giving feedback on what is happening in the district, and teaching crafts and other skills. Church worker comes once a week and there is a continuous survey of needs and referral especially to government welfare agencies for family assistance. The paid staff monitor the activities of the district leaders.

Training Programs

Each year, two training courses are conducted for the village women. These may last from one to two weeks and are often held at the center of the Ministry of Fijian Affairs and Rural Development.

Likewise, two district leader training courses are held each year, with objectives that coincide with the vision of what the Fiji woman should be. The training is conducted in a central place, usually in coordination with the above ministry, for these trainings frequently get government support.

Evaluation is simple and consists of the "revisional project weekend" to see the value of what was taught during the year. It takes the form of on-the-spot bread and pie baking, analyzing the food used, the food groups and their values. Home visits are conducted to determine whether knowledge gained is applied in terms of table setting and dishes prepared.

PAPUA NEW GUINEA: "NATIONAL COUNCIL OF WOMEN"

The National Council of Women of Papua New Guinea which was established in 1975, is a voluntary agency which brings together numerous women's groups and organizations throughout the country. Village women's groups join their respective district councils which in turn make up the provincial women's councils. Now numbering 20, the provincial councils comprise the real strength of the National Council of Women. They are divided into four regions. Such a structure is felt to be necessary as there are so many clubs doing similar things to help the same women in the same villages.

The executive committee of the National Council of Women is made up of the president and the four

vice-presidents of the four regions; while the executive committee at the district level is made up of the president, vice-president and the secretary. All are elected officials who volunteer and work closely with the Prime Minister's Department.

There are eight full time officers at the head office in charge of implementing the council's program, each in charge of about six provincial councils. They coordinate very closely with government community workers.

Objectives

The main emphasis of the NCW is to support and encourage village women's clubs or group activities at the local level in order to raise the consciousness of the women about their role in nation-building and their participation in all aspects of decision-making that affect them.

Means

The means focus on extension of training to key rural women at the provincial, local and village levels who bring back to their village women their acquired skills. This training receives government support for the Papua New Guinea government is interested to have the women continuously contribute to the country's development. Integrated rural life workshops which are essentially skills training and educational awareness programs are held regularly.

Objectives of the Skills Training and Educational Awareness Programs:

To expose and educate the women to:

1. become aware and sensitive to government expectations of their role in nation building;
2. become aware of the services available to them from the government; and,
3. share information, ideas, resources and exchange skills among their provincial units throughout Papua New Guinea.

Methods and Techniques Used.

Extension methods utilized are field trips, public speaking, direct contact, group discussion, interviewing, result demonstration, method demonstration, working with leaders; group action, evaluation of effort and follow-up reinforcement.

Some audio-visual aids used are films, broadcasting, tape recorders, charts, graphs and posters.

NATIONAL COUNCIL OF WOMEN AT THE PROVINCIAL LEVEL

The National Council of Women, as a coordinating and training body, feels that the appropriate level to work with is the provincial council of women. Here is the real base of activities with its grassroots membership of individual clubs and fellowship groups. The NCW has set up a revolving loan scheme on easy repayment terms which the provincial councils can avail of in behalf of its grassroots membership.

There are two main projects at the provincial level:

- A. Self-employment projects such as coffee shops, take-away food and handicraft shops.

Objectives:

1. to assist the women to make money, mostly to finance provincial council activities.
 2. to promote small business in rural areas; and,
 3. to promote equal participation in development by both men and women according to the government policy.
- B. Educational awareness projects such as those managed by the women's centre, pre-school program, classes for school leavers, accommodation for members, facilities for conducting training, etc.

Objectives: to expose and educate the women to:

1. become aware and sensitive to the government's expectations to their role in nation building;
2. become aware of the government services available to them; and,
3. enable them to share information, ideas, resources and exchange skills within the provincial women's council and throughout the country.

These same objectives apply to the workshop programs.

Training Program

The training program for rural women and staff development activities are: annual general meetings, biennial women's conventions, field trips where women meet with the executive committee of women's

groups, leadership courses, in-service courses on skills and techniques. These are all geared toward improving community development work.

Evaluation is conducted on the workshop site, followed by monitoring in each village or district and getting feedback from the people themselves. Some methods used are:

1. direct contact frequent visits to the projects encourage the women to work;
2. photographs are taken and exhibited at community centers and club houses; and,
3. broadcasts and newspapers provide adequate means of telling people about the women's program, making the women feel that they are doing something worthwhile.

An end-result expected from the acquisition of skills and resources is the development of sources of income using these skills and resources for the betterment of family lives.

FAMILY LIFE DEVELOPMENT, OFFICE OF HOME AFFAIRS

About 90% of Papua New Guinea's population live in rural areas meriting a high priority in the government's development program. This is reflected in the national development strategies which direct the country's resources to the development of rural areas, including the well-being of its families.

Objectives of the Family Life Development Program

A. General Objectives

1. To improve the levels of living of rural families so that they can participate in the country's development; and,
2. To encourage equal participation of all members of the family in economic, social and political activities.

B. Specific Objectives

1. To conduct in-service and on-the-job training for Community Development Officers (CDO) involved in family life development programs;
2. Establish women's training centers where short training courses for women and CDOs will be conducted;
3. Develop and produce training materials for functional literacy classes;
4. Organize and conduct workshops on national, provincial and village levels for women and families;
5. Coordinate with government and non-governmental organizations involved in functional literacy classes.

Levels of Staff Development Programs.

1. International: every year, the Office of Home Affairs sends two female CDOs and one worker from a non-government organization to Fiji to undergo a 10-month course in Home Economics at the South Pacific Commission Community Education Training Center.

Last year, Papua New Guinea hosted a training course on project identification, formulation and development for South Pacific Island countries, funded by the Asia and Pacific Center for Women in Development.

2. National level: formal and non-formal training programs for community development workers of the Office of Home Affairs and other NGO workers. On-the-job training has been found effective because the CDO is not removed from her place of work but rather her training is conducted in relation to the needs and resources of the province she works with.
3. Provincial level: training conducted by the CDOs is designed for community leaders and the village people with the assistance of training officers at the headquarters.

Apart from visits and patrols to remote areas of the province, follow-up of the provincial workshop is conducted on the district and council levels.

Content of Family Life Development Training Programs

On all levels, the following areas are covered: increased production and proper utilization of food; management of personal, family and community resources; improvement of home and environment; improvement of the quality of home and community life; and participation of the family, youth, women and men in community development.

Role of Office of Home Affairs, Family Life Development Training Section in the Implementation of Its Program in the Provinces:

Following the principle of decentralization, family life development programs are planned and organized within the province. The family life development training section assists CDOs to identify people's needs in the provinces and draw up programs for family life development. The training officers also serve as resource persons at provincial workshop sessions.

Problems in the Implementation of Family Life Development Programs

1. On the national level: duplication of activities arise from a lack of coordination among government and NGOs which should be collaborating with one another. The task is so great that when government agencies work in isolation, their impact is not enough to motivate people to change.
2. Provincial level: low priority is given to activities relating to family life development since this is considered by decision makers as the women's domain, and due to the traditional attitude towards women, it has never been given due importance.

As in the national level, there is lack of coordination among agencies, leading to confusion and indifference on the part of the people.

THE WOMEN'S TRAINING CENTRE, OFFICE OF HOME AFFAIRS

Through the social action of women, the Women's Training Center was established in 1964. Its main aim is to provide training for community work.

Objectives. to improve understanding and skills regarding village food/nutrition, family planning, home and kitchen improvement/management, needlework, native handicraft, group organization, political awareness, sports, baking, and improving understanding of being tomorrow's mothers.

Training Programs

Women's training courses are planned and organized at the center for periods of 2 to 3 weeks for short Course and 6 to 8 weeks for long courses. Targets are adult women and school leavers among the young girls. The focus of the training is to enable the women to carry out the above objectives as individuals, whether married or single. Moreover, training programs include training in club work, women's fellowship and mothers' unions.

Evaluation

1. Questionnaires may be given to the women before they leave training;
2. After 6 months to one year, follow-up patrols go to districts where trained women reside to see the application of training;
3. Group meetings are arranged with women and when possible with village leaders in order to get feedback on training content; and,
4. Groups display what have been accomplished.

If the district level training is successful, other groups are set up or training proceeds on to the provincial level.

It was pointed out, in answer to a question raised on the kind of assistance extended to the out-of-school youth which include the following: vocational training, cooking, nutrition in the provincial and district levels. These activities are geared towards making female school leavers return to their homes and work there.

TUVALU'S PROGRAMS

The women's committee exercises some influence in the community. The committee members go around and inspect homes once a month. They also may look at children's devotion during family workshops. If anyone is absent, the family will be warned. In case of continued absence, the committee may give punishment, e.g., the mother is asked to weave or build roads in the communal pit. These are considered to be work for the community inasmuch as each family is expected to be responsible to the community for its behavior.

The members of the women's committee, as part of its work, inquire into the needs of the rural women. It next puts into action whatever program or service is indicated by the needs discovered. Often, training is focused on skills in handicraft and nutrition.

CULTURE AND TRAINING IN THE GIRL GUIDE ASSOCIATION (COOK ISLANDS)

Objectives of the Girl Guide Association: to assist girl guides to:

1. enjoy friendship and fellowship;
2. prepare for a changing society;
3. learn the joy of helping others through service.
4. develop leadership qualities and play their part in the community;
5. respect customs, culture and traditions in the community;
6. learn the wise use of leisure;
7. be independent, self-controlled and reliable; and,
8. become good citizens.

Goals and Objectives of Community Training

1. to train girls and women to survive in this world; to teach them about culture and economic factors and develop their awareness of people and their surroundings;
2. to develop girls and women to become better homemakers and members of the community;
3. to give character, leadership and skills training;
4. to promote unity of purpose, understanding and friendship amongst women; and,
5. to promote an understanding of fundamental principles.

The Program consists of.

- A. Training of girl guides – any girl from 7 1/2 to 18 years can become a girl guide and train to become a leader.
 Girl guides are trained in program planning and the handicrafts, through camps, visits to different communities, or attendance in training programs.
 From these experiences, adolescents learn to become wage earners and early in life, are helped to realize the independence that the economic activity brings.
- B. Culture training is urgent in view of the different customs prevailing in the 15 islands scattered over a wide area in the Pacific. The 20,000 population of different tribes, is concentrated on Rarotonga, inhabited by 10,000 inhabitants. The tribes are headed by chiefs (Ariki), assisted by a Mataiapo, usually the Ariki's younger brother.
 The Ariki is elected by a majority vote of the tribes. Induction ceremonies are conducted by minister of the church and this is followed by a feast provided by the tribe. It is here that customs are introduced and discussed by the Ariki, thus promoting the understanding of the varied cultures.
- C. Religion: religion plays a very important role in the lives of most Cook Islands men and women. There are four registered religious denominations: the Cook Islands Christian Church (CICC), Roman Catholic, Seventh Day Adventists, and the Church of Jesus Christ of Latter Day Saints.
 In most ways, men have an advantage over women, especially in the CICC where out of the 12 deacons found in the 22 parishes, only two are women. Women can only be members but not organizers although women do most of the work. This situation goes back to traditional culture.
 Through discussions, women are helped to become aware of this situation.
- D. Training of Girl Guide Trainers: program planning is a major concern. Trainers are helped to draw up balanced and varied programs, keeping something old and introducing something new. The learning must be enjoyable and geared towards learners doing things themselves.
 Training is conducted through weekend campus or longer-term training, through visits to outer villages, or through regular correspondence between an experienced trainer and trainee.

Evaluation is focused on the following areas:

- L – *leadership* in the community;
- E – the *example* given to those people she works with;
- A – appreciation of *aims* and clear goals to live by;
- D – the good *deeds* learned in order to train others to be of real help in the communities;
- E – the *enthusiasm* that lights the flame of mankind
- R – the *responsibilities* faced;
- S – the guiding *spirit* that shows the way that people are to live and care;
- H – the *help* and guiding *hand* received from God;
- I – the new *ideas* that may be used to help others learn;
- P – the *people* in the Pacific and Asian region, who, with the right kind of guidance will be good leaders of tomorrow.

A guiding statement is a Chinese proverb which says: "I hear and I forget; I see and I remember; I do and I understand."

PRE-SCHOOL EDUCATION RARATONGA: THE AURUA PRE-SCHOOL PROJECT

Objective

To make available opportunities and institutions for pre-school education for all children between the ages of 3 to 5 years in the Cook Island Groups.

The Program

Areas of concern are: a child's home as his first world; the new world of pre-school joins the home; the feedback from pre-school to the home; children freely selecting their own play; and preparing them for primary school workshops.

Since the family unit is very much part of the community, it is important that the learning in the early years must involve the parents. They are, therefore, drawn into the pre-school for subjects such as: parent involvement and the community; the parents' role and pre-school; and understanding discipline. The whole family benefits when parents' interest continues. The pre-school ways and practices become freely and happily adopted in the home, providing consistency in what is expected of the child. He does not have to adapt to different worlds.

Training

1. The first contact with parents is made through a note inviting them to come to the centre on a particular day;
2. They observe the supervisor working with a group of 68 children;
3. They find out for themselves the problem facing the supervisor;
4. They are asked; can they solve the problem? how?
5. A meeting is held with all the 60 mothers present;
6. They elect a chairwoman, a secretary and 2 committee members from the 5 districts;
7. They decide and pick 2 mothers who will come every morning to help the supervisor get everything ready before the session begins arrange the room and have materials ready for use.

BUDGETING AND THE ROLE OF WOMEN IN THE COMMUNITY

A problem area which needs careful consideration is the budgeting of income and time so that all needs are provided for and all responsibilities are attended to.

A personal experience of this participant is the running of a small grocery store, run as simply as possible. A cash book records daily transactions whether they be purchases, cash sales, wages, cash in lieu of accounts, etc. At the end of the month, this cash book is tallied up to find out how business is getting on.

Two points to consider are:

1. Control of stock: one has to buy the right kind and amount of stock taking note of demands and needs. Purchasing has to be planned to avoid daily purchases which are too time consuming.
2. Control of credit: one has to balance allowing on one hand and limiting credit on the other hand.

Training of Rural Women in Small Business

1. Women are asked about their interests. It may happen that they will be interested in an Island craft shop, something they know and can do without being taught. They are then helped to realize that they are taking on a big responsibility in the community.
2. They are advised on how to start the business. If they do not have capital, they may be encouraged to do some fund raising by selling foodstuff which grow on their own lands. They are encouraged to save the money from the sales instead of spending them; or they may be helped to get a loan from the national bank or from one of the big firms in town.
3. The group elects a president, secretary and treasurer among themselves; they are enlightened on the purpose of having officers; and their roles are identified.

The rural women have to develop themselves to become better women, able to take their place in the community not as passive partners but as active women, able to plan and organize profitably so that they know what they are doing, and where they are going.

Selected participants also shared and demonstrated innovative methods and techniques used in enhancing rural women's participation in development. This sharing is discussed below:

1. THE USE OF THE FLANNEL BOARD IN A NUTRITION CLASS

The method consists of using a picture of a cow divided into different parts, the parts being covered one by one by attaching a corresponding picture depicting the equivalent food value of each part. The whole cow is eventually covered up with different kinds of foods whose values are found in the cow.

The process is tied up with questions asked of the learners. The questions must be relevant and appropriate to the pictures being put up.

2. THE USE OF SONG IN A NUTRITION CLASS

As a follow-up of the above lesson, these words were written on a newsprint sheet and sung (to the tune of "Broken Heart"):

Our bodies need 3 kinds of food
 To grow and work and play
 Body building, energy and health
 Are the things we need each day
 And when we receive we often forget
 To have them in our meals
 Remember failure opens the door
 Of sickness and disease.

It was stated that it is common in Fiji to use songs in nutrition classes. It was also agreed that songs could be used to teach abstract concepts such as the qualities of a good leader.

In relation to the use of a collage, other applications could be for teaching budgeting, meal planning, or club management.

Advantages cited were that the women could participate in the posting of pictures as the collage is being formed; only brief explanations are needed as pictures say much more than words; colors are attractive; attention is maintained; and the fun derived livens up the group.

3 EVALUATION OF A YEAR'S LEARNING IN NUTRITION

The progress of a group and its move toward chosen objectives can be gauged through an evaluation of what was applied during the year. Some of the evaluation methods used by the Fiji Council of Women were presented:

1. Competition in baking: bread, biscuits, etc., are prepared ahead of time and brought to a pre-arranged central place for display. The evaluation of the baked products is done through formulated criteria with indicators.

Accompanying the baked products are charts on which names of ingredients are listed and classified. These test the women's grasp of nutrition concepts.

2. Inspection of lunches brought to school by children and mothers shows the extent to which what was learned in the nutrition classes are being applied.
3. Competition in village sanitation: the Committee of Women goes around villages to inspect the cleanliness of kitchens, toilets and the drainage system. For some time, private and government agencies had targetted the construction of water-sealed toilets. With it, campaigns for proper maintenance have been part of the health education of rural women. Therefore, the Committee of Women goes around until all villages are covered during the whole year. The women inspect the cleanliness of kitchens, toilets and the drainage system. Prizes are awarded to those deserving.

4. THE USE OF CHARTS AND GRAPHS TO SHOW A COMMUNITY PROFILE

Community workers will have to deal not only with the grassroots women but also with people at the top. It then becomes urgent for the worker to know how to put her ideas across. In the survey of the Seaqaqa, Fiji, information on population, health, education, water and food supply, housing and general problems were discussed. From these data, three priorities were identified. In projecting the priorities visually, the graph was used.

The graph can be used to project any of the statistical data on population, health, education, labor or food supply. Different forms of charts or graphs can be as effective depending on what is to be presented and the objective of one's presentation. It is possible to present more than two sets of information on one chart by using different kinds of lines or colors.

The discussion then focused on the different priorities identified by the women, the worker and the government in the Seaqaqa project and the question of which priority will be adopted.

At this point, the participants were cautioned about the dangers of manipulation. The worker should not lead the people to see her own perception of the problem but instead help the people understand the problems and how to set priorities. Some questions could be asked, such as:

How feasible is the business project? Are there adequate existing resources which can help make the business profitable? How much would maintenance cost? What fees are to be paid? All these questions will help the women go through some analysis of their project choice. In this instance, it would be good to bring in a knowledgeable resource person who can assist with the technical aspects of the project. The resource person could help to obtain resources from the government.

If the community worker assists the people to go ahead with a business project which she herself does not believe in, her work with the people may be affected. Granting that such a business project is adopted, the worker should not assume an "I told you so attitude" when it fails, but should help the people find out why the business broke down.

Indeed, the danger of manipulation is greater in cases where the people and the worker do not agree on what constitutes community priorities. The worker must be constantly aware of this and be guided by the principles of her enabling and guiding professional role.

5. ROLE PLAY

A group of participants acted out a situation in which the regional coordinator has come to follow up after a regional workshop, plans to implement the learning at the district level. The situation centered on the special meeting of the executive committee to determine what to do next. The play centered on the members of the committee listing down the tasks and duties of the office bearers in connection with the forthcoming workshop at the district level.

6. ROLE PLAY TO DEMONSTRATE BUDGETING PLAY

The play tried to depict two situations: one family that budgets its income for the month and another that does not budget its income.

Family that Budgets

Husband comes home and gives his P140 month's pay to his wife;

Wife gives him a little allowance for his own personal needs;

Wife calls the children together and asks about each one's needs; she separates the amount needed for each one's expenses for the week;

All needs are provided for.

Family that does not Budget

Husband comes home with pay, keeping some amount for his drinking;

The wife just runs off to market without pre-planning her purchases;

She comes home with unnecessary goods, not all required needs have been provided for. Jealousy among children is aroused.

In two weeks' time the money is all spent.

Having observed the advantages and disadvantages of having a budget or not having a budget, it is up to the rural women to choose which family they would want to follow.

Role play depicts real life situations and as such can say more than a thousand words. It allows for participation inasmuch as the women are involved in portraying different roles. They have to prepare before the presentation and their involvement provides some interaction among the participants. Lessons can also be learned about teamwork, a sense of responsibility, etc.

In commenting upon the role play on budgeting, the involvement of the children in family budgeting was noted as this would prevent the jealousy that arose in the second situation and would also teach the children to budget.

A TRAINING FOR TRAINORS

- I. A song written on a newsprint sheet was introduced to serve as an ice breaker thus setting the mood for the session:

You and I, you and I can climb every mountain
 Cross every stream and drink from every fountain
 In his name (4) the truth is gone
 The world proclaims: no fountain now remains
 Yesterday cannot return
 Tomorrow won't be the same.

- II. The group was then divided into two. Each group was given 5 minutes to write down 3 words/sentences under each topic: Duty to God, duty to Queen and country and duty to serve and help other people.

Results written on newsprint sheets are the following:

Group A

Duty to God	Duty to Queen & Country	Duty to Serve and Help Other People
Pray	use national emblem	services
Church	taxation	give time
Bible	constitution of country	train

Group B

Attend church service	Flag	Visits to:
Attend bible studies	national song	Old people's place Mental Hospital
Say group prayers	law	Crippled Children Prison

- III. The 2 groups were next given a set of pictures which they were to arrange and classify according to duties under each category. Done in a relay form, each group formed a line and each member awaited her turn to come forward to put one picture under the proper category. The members repeated their turns till all the pictures were classified. The line which finished first was declared winner.

The group members were then asked to look at their own work and then work of the others. The discussion on the classification of pictures reinforces what was learned in the earlier listing made by the groups.

The participants saw how the abstract concepts could be made concrete through the pictures while the competition gave some incentive. The presentation can be used for other topics and concept building.

ROLE PLAY: To depict a non functional organization

Situation portrayed: A women's organization is not functioning properly because of a weak leader. A Women's Activity Officer is coming to help out the group.

1. While awaiting the arrival of the officer, the group sings a song to break the ice.
 - a. Upon arrival the officer asks for the objectives of the groups;
 - to share ideas and skills
 - to work together to get the necessary help from the government and other sources
 - to make friends, and
 - to improve the family.
 - b. The group is divided into 2 and the problems of the group are identified and listed down;

Group A

- 1) there is no cooperative
- 2) financial problems
- 3) leader is always making excuses

Group B

- 1) ignorance of leader
- 2) lack of cooperation among the leaders

A poster was presented showing a scale which was heavily tilted to one side. The group was likened to this at the moment and there was a need for both sides of the scale to balance with one another.

- c. Solutions were sought from the group
 - 1) elect new leaders – but this was deferred since the persons concerned were not around
 - 2) the group must try something new
 - 3) the group surmised that perhaps the leader does not know her role as such she tries to avoid discharging her responsibilities.
- d. The visiting officer reviews the roles of the office bearers:

The president controls the meetings. The secretary keeps the records of events in minutes. The treasurer collects the money and records how these are spent. It was important to see if the persons' qualifications and personality fit the work to be done. These should be considered at elections. All office bearers should be working together. They should always be consulting what the members want and prepare the agenda accordingly.
- e. The officer presented a song to conclude the meeting:

There is so much work to do to help our village and islands too let the whole world see that you can paddle your own canoe.

Words like these are mean for you, do not ask another to do the work that belongs to you, paddle, paddle your own canoe.

Discussion

Comments and reactions from the participants pointed to the seeming lack of communication between the local worker and the visiting officer. There was a need for closer communication between the two; the worker must brief the resource person before her coming about what needs to be done during the meeting with the rural women. Objectives must first be identified. A Cook Islands approach is to help the rural women put order in the organization by themselves in order to promote self-rule. In agenda preparation while the women are consulted, the worker may also put in her own ideas as to what needs to be discussed by the women. It was likewise observed that the personality of the resource person puts participants at ease. A group evaluation after each target will be a good guide for problem identification when the women return to their own organizations.

SUMMARY OF THE COUNTRY PRESENTATIONS ON METHODS AND TECHNIQUES OF ENHANCING RURAL WOMEN IN DEVELOPING FAMILY AND COMMUNITY SERVICES

From the country presentations it was seen that:

- (a) in basic services to families and communities, Papua New Guinea, Fiji, Tuvalu and Cook Islands were involved in helping the rural women attain their goals and objectives to become:
 1. better homemakers
 2. leaders
 3. trainers
 4. more self-reliant; and
 5. better citizens
- (b) to achieve the goals of training and educational activities the focus was on:
 1. Developing technical skills in nutrition, crafts, health and sanitation;
 2. Group organization — developing skills for leadership as office bearers.
- (c) techniques which may be adopted to varying situations are:
 1. role play
 2. use of visual aids — flannel board, posters, pictures, charts and graphs
 3. discussion, either by the whole group or in small groups
 4. games
 5. comparison and contrast
 6. the use of an outside resource person
 7. evaluation
 8. inspection of communities
 9. follow up workshop
 10. songs

MANAGEMENT OF SMALL BUSINESS

Knowledge of the operation of small business is required for rural women to effectively engage in income-generating activities. It was therefore, in this context that theoretical inputs on the management of small business were provided by the training course. The sessions are summarized below.

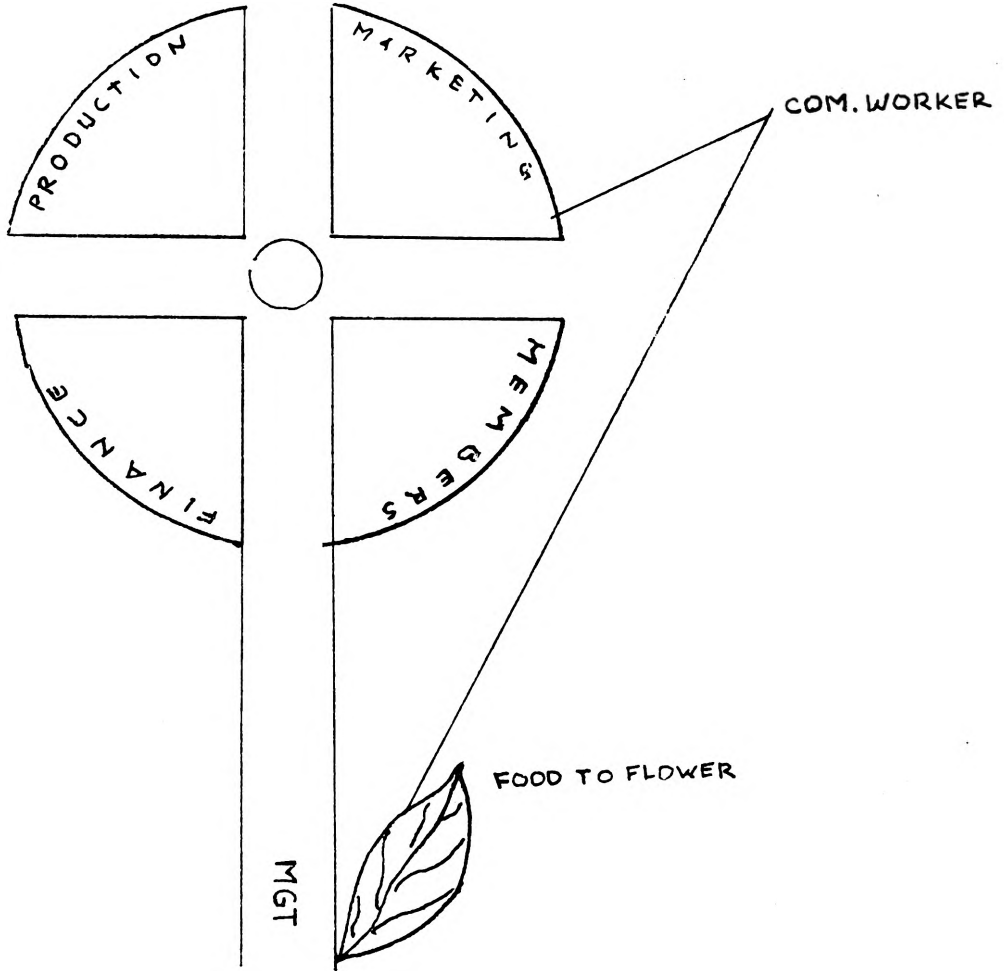
Management means a group of people working together cooperatively for the achievement of common goals. It is getting things done through people. Business often refers to ways and means of earning money. In community work, it has become associated with earning extra income; for the family it actually means the provision of foods and services desired by a society. Its functions include:

1. production — the transformation of raw materials into finished goods at the least possible cost and the highest possible quality to meet market demands;
2. marketing — bringing the finished goods to the buyers at a quality and price they are willing to pay;
3. finance — money, raw materials, tools and equipment;
4. personnel or members who serve as workers engaged in business.

All the above functions are important. Without either one of the above, business cannot progress. Therefore, all the functions should always go together. Management puts all four (4) together.

In community work, the worker is a significant factor in management which can be demonstrated through the following diagram:

The worker nourishes the flower. He sees to it that people keep in touch with what the community wants as new products. He helps resolve problems.



GROUP DISCUSSION

Some problems met by rural women engaged in business are:

GROUP A

1. no knowledge of business management
 - a. bookkeeping
 - b. stock taking
 - c. pricing/inflation
2. goods not sold quickly
3. market outlet poor
4. transport
5. weather
6. isolation – no customers
7. rascals
8. credit

GROUP B

1. lack of capital
2. lack of business knowledge -- organization of groups, bookkeeping, marketing, production
3. lack of market
4. transport problems
5. too high competition
6. lack of planning – no feasibility study
7. credit – if not given credit, relationship is broken; if not paid on time, it means loss
8. lack of cooperation among women
9. lack of initial skills

The inevitable conclusion is that it is important to give the rural women skills in managing small businesses. But first of all the worker must gain these skills so he can then transfer his knowledge and skills to the rural women.

The bases of production are:

1. capital and organization –
 - a. skills refer to the know-how in production: if no skills are available the women should be trained first because their inability to produce to meet market demands for quality products can be detrimental to the business;
 - b. finances – if capital is limited it is better to start a small venture especially if the women do not know the business well. This reduces the risks.
2. market demand: before production the question to ask is: how much can the market buy? The women can only sell the products which are needed and in demand.

Steps in Production Planning

1. Determine each step in the process of production: it is easier to make a listing of the steps as one gets the information.
2. Rearrange the steps in sequential order: some steps have to come prior to another. Try to check with two knowledgeable persons to insure a correct and complete sequencing. At this stage it would be good to have an estimated volume of production; e.g., 1:100, or 150, to serve as a basis for the subsequent steps.
3. Determine the time needed for each step: identify the most efficient and economical equipment and tools to maximize production and minimize cost. This will be the basis of the speed at which one can produce and thus, the rate of production. It will also be the basis for payment of labor.
4. Determine the equipment/tools needed for each step: development of equipment and tools speed up production.
5. Determine raw materials needed for each step: identify what will go into the item to be produced, the quantity needed to produce a uniform quality of goods;
6. Determine manpower requirements for each step: each step will require a basic number of people to accomplish the determined volume of production and the nature of work.
7. Determine the skills needed for each step: the levels of particular skills necessary for particular steps should be known.

The above steps are very useful in planning production, especially in the initial stages of the business and the adjustments of plans. They will serve as guides in the implementation of the project.

Workshop

Taking a hypothetical basketry project, the steps were listed by the participants one by one. The participants were then divided by country and each group went into an exercise in production planning, providing for the following items: steps, time, tools/equipment, raw materials, manpower and skills.

Learnings

The production plans were presented in plenary followed with comments by the resource person.

The experience was found useful because the participants:

1. learned to estimate their time in relation to production;
2. carefully identified the necessary manpower;
3. looked for alternatives to meet their targets;
4. studied the quality of raw materials required.

MARKETING

Market planning is the study of how goods produced will flow from the producer to the customer. This should be considered even before production. It actually starts from the production of goods wanted by buyers. It is the important test in any business, big or small. It should be guided by the law of supply and demand which states that:

1. If the supply (products or services) is low, the demand (need for goods and services) is high;
2. If the supply is high, the demand is low.

The first situation means an increase in price; the second, a decrease in price. These fluctuations in prices should be watched and should guide production and correspondingly, marketing.

Four (4) P's of Marketing are related to basic questions which must be answered in order to have a basis for establishing a stable market.

1. **Product** ---

What is the basis of the production? Other questions to ask:

- a. what is the product?
- b. who are the buyers of the product?
- c. how do they buy?
- d. where do they buy?
- e. when do they buy?
- f. why do they buy?

Each answer to the above questions will raise more questions for a better understanding of the target market.

2. **Price.**

Based on production and other expenses, the law of supply and demand and competition, at what price will the product be sold? Other related questions are:

- a. what is the wholesale price?
- b. what is the cost of production? other expenses incurred?
- c. what are the prices of the competitors?
- d. what is the price that the prospective market is willing to pay?

3. **Promotion** refers to the introduction of a product through information, distribution and packaging in order to attract buyers. In the face of competition the product has to be promoted to generate customers.

- a. **Advertising:** before any product is launched (and even when it is already in the market) buyers should have a knowledge of the qualities of the product. The information may be disseminated to other people by word of mouth, leaflets, billboards, and the mass media. In the case of the small business, the quality of the product will easily be spread by friends and supporters.
- b. **Packaging:** This enhances the physical appearance of the product. A carefully packed product will attract more attention than one which is clumsily wrapped. Another consideration is the size of packs that should be directed at particular segments of the market.
- c. **Distribution:** what channels do the products undergo before they reach the ultimate consumer? One should consider the following:
 - 1) the place where consumers buy and how these consumers can be reached;
 - 2) the wholesale and retail prices;
 - 3) the volume of purchases;
 - 4) the cost of transporting the goods.

4. **Place..**

A careful study of the specific place where the potential market will buy the products will help the prospective businessman. A good rule to follow is to bring the products to an accessible place where people want to go.

Planning for marketing – The questions which need to be answered are:

- a. in what particular place do the buyers expect to make purchases?
- b. do they make purchases in one particular place or in many places?
- c. are they willing to travel far to get the product?
- d. where do the competitors sell their products?
- e. where can the potential buyers be convinced to buy?

Workshop. For 30 minutes the participants, by country groupings, were engaged in market planning for a chosen business project, making provisions for the four (4) P's of marketing: product, price, promotion, and place. They were guided by questions basic to market planning.

As in the past workshop, each group presentation was commented upon and improved according to suggestions from the group and the resource person.

Learnings

1. Participants realized that there are many processes involved. Women have to go out and conduct surveys to determine the cost of producing an item: prevailing wages and salaries, tools and equipment available, raw materials, transport, the cost of energy, sources of raw materials.
2. All the above pinpointed the amount needed to finance a business. This led the participants to consider the sources of funds, too.

I. Field Study Visit with the Laguna Rural Development Project, Laguna Province

The purpose of this field study is to provide field material for the sessions on small business management and discussion of other innovative techniques for enhancing rural women's participation in developing family and community services.

1. Orientation on the Laguna Rural Development Project

Laguna Rural Development Project is a six (6) year old rural development project which uses community organization as the main approach in developing 36 villages into self-reliant communities. The project was financed and directly managed by the Philippine Business for Social Progress, a private foundation. The project was completed in December 1979, leaving behind 40 trained community volunteers, 63 viable groups, 54 viable economic projects, 3 federations of core groups and 5 functioning municipal development councils.

The aim of developing self-sufficient core groups with organizational and managerial capability to sustain community development efforts directed towards meeting basic needs of families were achieved through its:

- 1) economic component which extended financial assistance and technical assistance (business management training); and
- 2) the community organization component which provided leadership skills training and consultancy to organized groups and trained leaders. Other programs evolved such as the manpower skills training and the social credit program which assisted individuals of viable core groups in their secondary source of income.

Indicators were drawn up to measure the self-sufficiency of the core groups and effectiveness of community organization volunteers (COV).

2. First Area Visits Calauan and Rizal, Laguna.

The visits to these Laguna organizations marked the start of the second phase of the field study training.

Dayap Cooperative Credit Union, Inc., Dayap, Calauan, Laguna **Description**

With the help of the Philippine Rural Reconstruction Movement, this was established in 1972 with an initial membership of 38 persons and a capital of P394. Now it has 305 members with a total capitalization of P75,000. Besides extending loans for providential and productive purposes; the credit union runs a small drugstore and a fertilizer and chemical outlet.

Observations

With data written on newsprints the credit union members presented a socio-economic-geographical profile of their community. They traced the history of their organization's development. While they have increased membership, it is still difficult for them to motivate more

people to join their group. But the members are convinced that they are doing the families and the community some service.

Their training activities include: a field trip to a successful credit union, formal sessions on leadership and project management, training of 2 COVs, monthly "purok" (smaller subdivision of a village) meetings to bring the organization closer to the people.

The major need felt by the people are hospital facilities. They have no hospital in town and the nearest one is miles away. The drugstore is one attempt to meet the village's health needs.

The 2 COVs feel that their commitment to serve their community will remain as long as their help is needed. It requires sacrifice but they are ready for it.

Rizal Cooperative Credit Union, Inc., Talaga, Rizal, Laguna

Description

Again, through the initiative of PRRM, this organization began in 1972, but was formally organized under PBSP, with the village captain and the women's organization being instrumental in the initial stages. It now has a total membership of 284 with a capital of P5,500. Its projects are piggery, fishing, buying and selling commodities, stores, tailoring business, and a few others. They also have two (2) trained COVs.

Observations

Pioneer members were only 28. Its membership has increased although the group still finds it difficult to invite more people to become members. The members think that their mutual aid, contributions upon the death of a spouse, aside from loans in times of emergencies are helping the group.

Membership fee is P2, while an initial deposit for the credit union is P5. However, to campaign for membership, new members are allowed to deposit any amount. Members can borrow after 3 months.

The organization has 4 standing committees: the loan committee for screening loan applications and feasibility studies; the election committee which sees to the proper conduct of elections; education committee which trains leaders and members in various aspects of cooperative work; and the audit committee which supervises and monitors the organization's finances. The board of directors consists of the president, vice-president, secretary, treasurer and assistant treasurer.

COMMENTS ON THE TWO PROJECTS DURING FEEDBACK SESSION

The pattern seen in the two organizations is the difficulty in securing additional membership inspite of their successes. This is probably because of a Filipino trait (the "kanya-kanya" system) which predisposes the Filipino to mind his own affairs. The organizations have had their shares of problems but they have been able to hurdle these.

Some things which impressed the participants were:

1. The members were able to articulate their project so knowledgeably.
2. Members were clear about their objectives which were aimed at the good of the community and the wise use of money.
3. Many are being helped by the system of giving out loans without any collateral.
4. The board of directors and committee members know what they are doing.
5. The groups are really trying to do things for themselves, solving their own problems, performing their own duties, giving their services free.

Some limitations from the point of view of some participants:

1. The members present did not seem to really understand what personal good meant, nor what family welfare meant — all their goals were directed toward communal benefits;
2. There seemed to be a conflict between personal and communal interests — in a credit cooperative one may not withdraw his capital anytime if the group disapproves of the withdrawal;
3. The ability to borrow without any collateral may be abused and people may not try as hard to repay their loans.

FINANCIAL PLANNING

Financial planning is the study of what are the financial requirements of a business and how it is going to be funded. Factors to consider here are:

1. **Setting of financial objectives:** determine the size of operation at the start and in a projected future. This is necessary for planning the capital requirements to support a given project.
2. **Budgeting fund needs:**
 - a. short term needs -- day-to-day expenses which may be recovered immediately or within the year, e.g., raw materials, food, energy.
 - b. long term needs -- expenses fully recovered only after a period exceeding one year, usually for building, machines, land.
The study of short and long term: at what point in time one will need money, or when there is more than enough cash to operate the business. It will guide one when to save on cash and when to withdraw retained earnings.
3. **Economical use of funds:** this refers to the best method of operationalizing a project with the least amount. There are probably several alternative methods by which one can get the same quantity and quality of production.

Workshop

Carrying over the selected projects the previous day the participants divided into the same country groups were asked to go into financial planning and to:

1. identify long term needs
2. identify short term needs
3. estimate the costs of volume of goods which can be produced – daily, weekly, monthly.

Results of workshops were presented in plenary and again commented upon by the group and resource person.

Learnings

1. All items must be given a corresponding cost;
2. The money sign is to be written only on the first item and before the figure of "Total" which sums up all items.
3. If the costs are too great, it is better not to proceed with the project.

SECOND AREA VISITS

Malaya Swine Raising Association, Malaya, Nagcarlan, Laguna

Description

Activities began as early as 1975 with 40 interested mothers attending a Mother's class. There they learned about the management of income producing projects and 15 of them started a hog raising project through an P8,250 financial advance from Philippine Business for Social Progress and the financial counterpart of the members themselves.

Officers of the association are: president, vice-president, project manager, a secretary-treasurer, a collector and an auditor. Its four (4) committees are: finance and marketing, social development, membership development, and meeting development committees. A trained handyman provides technical consultation, first aid services, vaccination of pigs and other similar functions. There are 3 trained COVs, one of whom is assigned to the project.

Observations

When PBSP took over the IRDP management, the first idea stressed was the importance of establishing needs. The group was helped to conduct a survey and the first need which surfaced was the need for water. They worked on this project with what extra money they had and today the water piped in from the mountain to the village is a source of money for the group.

The piggery project is on-going but buyers who are willing to pay a good price are diminishing. The cost of feeds is going up and so the group is thinking of producing its own feeds.

A pig may be sold anywhere from 45 days after birth to about one year. After a pig is sold loans are paid.

A chart was presented to the visiting group showing:

PROBLEMS	SOLUTIONS	PLANS
Lack of funds	Holding of benefit dance Lend money with interest	More fund-raising lottery
Non-compliance with policies by a few	Review policies with them Creation of committees for follow-up, notification	Follow-up

Lack of buyers willing to pay good price

More marketing outlets

Continue looking for better prices

Piggery waste disposal

Bio-gas plant

Bio-gas plants for more families

The water spring is serving not only members of the organization but the rest of the community. Aside from regular household uses, the water is utilized for the piggery projects, candy-making and watering of plants. With the assistance of the PBSP, Bureau of Animal Industry and the National Manpower and Youth Council, the people have received training in swine raising, organizational management, problem-solving and bookkeeping.

LAMOT II POULTRY RAISERS' ASSOCIATION

Description

Established in 1978, the association has membership of 32. The objectives to supplement families' income to meet basic needs, to increase knowledge and skills in poultry raising and project management, as well as to foster cooperation among group members have been achieved. Two trained COVs assist the officers in the continuous educational and organizational development of the association.

The group is on its 4th cycle of poultry raising with management consultancy from the Center of Technology Development, a PBSP-funded project. A financial assistance of P20,328.45 provided by PBSP has been repaid. Another loan of P82,000 has been worked out for the association's extension program. The president is also the president of the federation of core groups for the 3 towns of Calauan, Rizal and Nagcarlan.

Observations

The body meets once a week. The membership fee is P10 a year. The group is now strict in screening of incoming members.

The Marketing Committee is composed of the members. Each is given 100 chickens to sell and each gets a P1.00 commission per piece sold. For every 300 chickens sold the profit is P1,000.

Comments During the Feedback Session on the Two Visits

The group was impressed with the manner in which the associations have been able to succeed in their operations. The women seem to take great pride in what they are doing and they are really being helped through their participation, not only in the associations but also in the village affairs.

The participants agreed to get better organized for the subsequent area visits, especially because of the time constraint. They decided to have a rapporteur for each trip, to agree on questions to ask in line with the specific objective of the visit. If there is time other questions can be asked which will answer the individual needs of the participants.

Workshop on Income Statements

Participants by country groupings worked on income statements. Participants were assigned the following tasks:

1. to determine the unit selling price, considering all expenses, acceptable profit and the prices of prospective competitors.
2. to prepare the income statement, a statement of expected sales: the selling price per unit multiplied by the projected number of units to be sold.

Individual presentations were discussed and participants made the necessary corrections on their income statements.

Learnings

Entry of expenses must be consistent. If one entry is made on a monthly basis, all other entries must be made monthly.

Expenses must not be confused with gross profit (sales). Item on net income (sales minus expenses) should be for the same month as the income statement is being made.

Cash Book – Single Entry Recording

Single entry recording is a simple method of recording (bookkeeping) cash transactions. If we do not record these, these could result in loss for the business.

Workshop

The same participant groups had a workshop on exercises in the making of single entry recording, providing for five columns: date, transaction, cash-in, cash-out and balance.

Again, the groups outputs' were presented in plenary.

Learnings

Cash-in should balance with the columns of cash-out and balance.

One limitation of this type of record is in connection with non-cash transactions, i.e., sales or purchase on credit. It would be helpful to keep a separate notebook for sales and purchases done on credit. It is when these sales and purchases are paid that they are recorded in the cash book.

The women must learn to separate their money for the home from that for their businesses.

Organizational Planning and Staffing

When business is conducted by groups of rural women it is good to form committees based on the four (4) aspects of business. A scheme of work distribution among the 4 groups can be as follows:

PRODUCTION	MARKETING	FINANCE	ORGANIZATION/ PERSONNEL
1. identification of supplies	1. canvass of market price	1. budgeting	1. motivation
2. purchasing	2. pricing	2. record keeping	2. training
3. processing	3. promotions	3. cash management — disbursement — receiving — safekeeping	3. membership campaign
4. quality control	4. customer relations	4. collections	4. preparation of policies and procedures
		5. auditing	5. penalties and punishment

Community Organization Volunteers Training

Man is at the center of development. People in a community work together so that they can meet their needs with community resources.

In the Laguna Rural Development Project the needs of people were identified. Community organization was implemented to help people meet these needs through cooperative efforts.

A core group is an aggregate of people consisting of about 6 to 30 members with the objective of catalyzing community resources: rural banks, schools, church, families, family associations, commercial establishments, hospitals. In Laguna villages where there were limited resources, the core group itself became a resource. This was made possible because of the series of training conducted among village residents. They were helped to acquire skills for mobilizing existing resources and creating new ones in order to meet existing needs of the people.

One objective of the LRDP was to have at the end of December 1979, 33 viable core groups trained as leaders with organizational and managerial skills who can sustain socio-economic projects. These leaders were called community organization volunteers (COVs).

Their training program was divided into five (5) phases:

1. over-all orientation and creating group self-awareness (Structural Analysis, Basic Christian communities, Community Organization as an approach to development, importance and content areas of leadership and management, major tasks and duties of COVs, functional team relationship);
2. trainers' training;
3. specialization course as trainers on leadership development;
4. integration and re-entry into the community; and
5. follow-up support phase.

THIRD AREA VISITS

Kapatiran, Kapitbahay, Kaunlaran (KKK) Sewing Group, San Francisco, Nagcarlan, Laguna

Description

To augment their income from mountain cultivation of root crops, a group of 15 women banded together in 1975 to sew baby dresses, short pants, uniforms and foam pillows. This income-generating

activity also afforded some socializing opportunities with the rest of the village women in cooperative endeavors. An upcoming project is in water improvement, a felt need in the village.

The community organization volunteer (COV) is the president and project manager of the KKK and is very helpful in the village council.

Balikatan Group

This group was reorganized in 1979 with 10 members. From a nutrition class, they became aware of the need to augment their income. Their skills in food preparation were put to use when they went into the production of candies from local fruits and of salted fish for sale locally. But due to limited production skills and marketing outlets, these projects were postponed. The group members have chosen instead to go into hog raising and presently, they are awaiting the approval of a loan from the Philippine Business for Social Progress (PBSP), a private non-profit social development foundation.

Discussion

Basic data about the two groups were presented on newsprint paper and posted on blackboards for the participants. Included were the group's historical development, objectives, activities and roles of the COV.

The food production of the Balikatan group was stopped because they had some difficult problems: the raw fish did not come in regularly from the Bicol region (provinces at the Southern tip of Luzon); the fruits came by season; and the local market eventually lost interest in their products. The project lasted only for a year.

The COV was selected by the organization for training. She had been managing the group's affairs but was not really prepared for it. With the PBSP training she gained some skills which made her more self-assured. She then in turn trained the Balikatan Group.

A problem that was identified was the skepticism of the COV as well as the other members while they conducted meetings. Recently their cynicism lessened after seeing what the group could do together. Thus, tardiness, diminished with people now not wanting to miss the sessions.

Time has to be divided between the home and the community work. The COV especially has to be careful about this because she has more responsibilities than the rest in the association.

Samahang Magkakapitbahay* Credit Union (SMCU)

1. The credit union: From a purely social organization of husbands and wives the group evolved into a credit union with 76 members. The union is registered as a pre-cooperative. Aside from lending money the group also has built its meeting place and repaired its artesian well.
2. A sari-sari store** is a project of the SMCU. For easier management, this was formed in 1977 as separate structure with 36 members.
3. Samahang Pangkaunlaran*** This is a floating fishcage project intended to contribute to and support the credit union. While awaiting the approval of their proposal with PBSP the group is attending to their electrification project. The COVs provide continuing educational and motivational inputs.

Observations

The functions of the COV are: to link the organization with different agencies; to train all the members of the group; to help in group building and development of the other organizations in the village; to maintain the interest of the members; to disseminate information and knowledge of how to perform the functions of a COV; to contact other fellow workers in different places.

Three methods are used in the selection of a COV:

- 1) he may be elected by the general membership;
- 2) he may be appointed or selected by the community worker;
- 3) he may volunteer and be accepted if he comes up to the set criteria for COVs.

The criteria for the selection of COVs are:

- 1) he has at least 4 hours a week to do community-work;
- 2) he is active in the organization;
- 3) he is at least 21 years old; and
- 4) he is ready to shoulder the responsibilities of a COV.

The COVs receive training on group building, management and trainers' training from PBSP and other government agencies.

*neighborhood association

**multipurpose store

***association for development

Meetings are held once a month. Some members of the SMCU, however, do not cooperate, and others do not attend meetings regularly. The organization has a constitution but it is not clear as to who has the power to penalize delinquent members. Members are divided on the issue of penalty.

It was also observed that the COVs were actively answering all the questions.

Comments During the Feedback Session

The group felt that they became too structured in their dialogue with the rural women, having assigned specific participants to ask particular questions, but since information about the organizations were written on newsprint paper, the answers to questions could be read from the sheets.

It was also felt that it was difficult to get any positive or negative feedbacks from the members since the COVs had dominated the dialogue, answering most of the questions.

It is good to get indigenous volunteers especially when staff is limited. The greater value of it is that the volunteers are developed to be self-reliant and they in turn help others to become self-reliant.

Potential problems of COVs are apathy, non-attendance of members, lack of careful preparation, lack of time, lack of interest, interference of duties with home chores, poor organization and conflict between leaders. It is therefore important that the COVs get regular follow-up training.

Volunteers must be able to integrate the socio-economic aspects of development. There is a saying that goes around the villages: "people must grow as fat as pigs and the fields".

Community workers must avoid the proliferation of organizations by not creating new ones if these are not really necessary. Models of community work must not serve as an exact pattern but must be adjusted to suit one's own community.

MOTIVATION AND COMMITMENT BUILDING

Photolanguage was used as an exercise to demonstrate how to help the people to verbalize their feelings, realize their strengths, weaknesses, and frustrations. These are meant to lead to self-discovery and eventually to the building of team spirit in the group.

The exercise

Participants were seated in a circle. In the middle, pictures were laid on the floor. The group studied them, picked a picture which they thought represented themselves. Each reflected upon the picture she held in her hands. Then they shared their reasons for selecting the picture to represent themselves.

Some of the responses were as follows: A male member identified his family and his community. He seemed to have a strong foundation and commitment. A female participant said she chose the sad girl who did not seem to know if she could carry her responsibilities. Another picture of an old woman showed she has no high education and doubted if she could satisfy the community. Still another female member picked a picture where a woman had asked help from others after which she could help others. A second picture of light depicted success which she hoped she would attain in her work. The Pacifican participant picked the picture of a happy child who, she felt had her needs anticipated by her mother. In a sense, the picture depicted her own jovial mood, being known as a giggler. Like the picture of the flowers, she wanted to be attractive.

The responses were written on the blackboard. These were summarized to highlight what the group members said about themselves: An organization needs a strong foundation. If a person is happy, all others around him somehow would feel happy. One has to relate with others to be happy.

Things discovered about others which will help strengthen group relations were: the health of members is important to the organization, a strong foundation is needed for a strong group. Fear can be used positively since it cannot be avoided. In spite of fear, the confidence of others will help dissipate it. Strength of conviction makes commitment firm. Members should be around to help one another.

Differences therefore should not be a hindrance — like the body, the parts make up the whole. Each one is unique — acceptance of weaknesses and strong points helps in group building.

The exercise continued with a discussion on commitment building. The group members individually answered 3 questions in writing:

1. What does commitment mean to you?
2. Have you experienced committing yourself? and
3. Why did you commit yourself?

The answers were consolidated into one and written on the blackboard:

1. Commitment means responsibility to people, sharing of one's self with others.
2. Yes, by giving time and sharing knowledge with the organization and community.
3. For the welfare of the majority; to have a strong majority; and for love of God and fellowmen.

Discussion

Responsibility is toward persons, not the project. Help is extended to people, not the structure. The reason for commitment is people.

Inasmuch as man has a mind or reason, love and help to fellowmen come naturally. People want to share a God-given gift often, implying voluntariness, willfulness and freedom devoted to the good of others, but if this freedom is used for evil, it is lost. Knowledge, too, is to be used for worthwhile purposes, not to oppress the ignorant. Authority, freedom and love must be the bases of commitment.

A person is himself not because of his clothes or his membership in the organization. Even if the organization is not there, one's commitment to people remains. This commitment should stay even if there are obstacles. People should stand steadfastly for truth, justice and freedom as Christ is truth, justice and freedom.

A Christian who believes in Christ must believe in these whether he is a leader or not because we must follow His life. Our whole life is based on this. We can deepen our commitment by continuous study, education and search for truth, by determining how to progress, how to enrich the organization for people, how to increase business also for the welfare of the people.

Government agencies have been observed to have given villagers less training and follow-up except in the management of cooperatives. After conducting training, their workers leave to go to another area. There have been no conflicts observed between the government's and PBSP's training activities. But the participants noted that the latter's continuous follow-up till the group is stable is laudable.

The participants discussed that needs are surfaced through social investigation. But the integrated approach to development does not separate the physiological needs from ideology. If one started with the physiological needs and stopped there the organization would collapse. For if this were to be separated from ideology, people would find it difficult to understand the ideology. The PBSP staff believe that a multi-ideological approach can be adopted if God and the meaning of human existence are emphasized. Because of its focus on awareness of rights, PBSP has been a controversial agency, but it has made clear the distinction between the intent of the government to promote social justice and the vested interest of individual officials. Its commitment building seminars take weeks until its effects take roots in the people.

The participants also noted the commitment of the COVs in the groups who felt that as long as their services were needed, they would continue to serve.

CORE GROUP ASSESSMENT/EVALUATION

Everyone was involved in a collage making exercise, with the participants making up two groups and a group of Laguna farmers making a third group. The groups were to be guided by these questions: what are the indicators (concrete evidences) of a strong/cohesive/viable group? When can you say that a group is viable? Magazines from which the participants were to cut out pictures were distributed. Each group was given a cartolina on which to mount the collage. Time allotment was 30 minutes

PRESENTATIONS

Group A:

1. There is good leadership; problems are brought to him.
2. Regular meetings are held which are prompt and orderly.
3. There is a constitution whose provisions provide guidelines.
4. Group's ideology and goals are accepted by the group.
5. There is some conflict. When resolved, this makes the group stronger.
6. There is cooperation in attendance. There is no work that can be done together if members do not come.
7. There is planning, implementation and evaluation. Recognition is given to those who do well in any of these areas.
8. There is commitment and concern even from the weak, the old, and the religious.

Group B:

1. There is a feasibility study.
2. The organization does planning, implementation and evaluation.
3. Resource persons are invited in training.
4. Members cooperative with one another.
5. There are achievements. There is good leadership.
6. Members are happy and self-reliant.
7. Needs are identified.
8. There is commitment.
9. Its achievements contribute to making a happy nation.

Group C:

1. It has continuing education.
2. It has good members.

3. The organization coordinates with other agencies.
4. It holds regular meetings.
5. It has goals and specific projects.
6. Members provide their counterparts for projects, as when building a chicken house.
7. Prayers are directed to God.
8. It holds conferences with other agencies.
9. There exists good relationship among the members.
10. It has an expanding relationship with the wider community.
11. It does fund raising.
12. Members possess some technical skills for its projects, i.e., raising chicken, vaccinating pigs when sick.
13. Solutions to problems are sought, i.e., when members go bankrupt another chance is given to get a loan.
14. There is love among the members.
15. There is development.

Discussion

Elements found common to the three groups were: leadership, regular meetings, training/education, goal and ideology, cooperation, problem/conflict, planning, achievement, evaluation. Other elements were: the presence of a constitution, commitment and concern, and feasibility study.

To assess the stability of groups the members must check and see which of the indicators can be observed. The worker and the people do this together. Members have to watch out against the tendency to share only good points, especially when an outside evaluator comes in. People may feel anxious about their mistakes in the beginning of an evaluation but with the increase of knowledge, they gain more confidence.

PREPARATION OF A TRAINING DESIGN

In preparation for the expected final output of the training course, a session on how to design a training activity was conducted specifically for the participants to be able to plan, implement and evaluate training programs. The discussion is summarized below.

Definition of Training

Training is learning designed to change the performance of a person doing a job. Training is frequently warranted when there is a gap between expected performance and actual performance. Sometimes a discrepancy in performance may not be due to a lack of knowledge or skills. It may be due to a relationship with the supervisor, personal factors like health, feelings of inadequacy, etc. As such, there is need to analyze carefully why workers do not perform the way they should because not all job discrepancies can be corrected by training. In other words, changes, other than training, may be required. Trainers, therefore, should always be alert to the possibility that training is not always the correct response to a performance problem.

Three Kinds of Learning

There are three kinds of learnings:

1. cognitive: focused on the mind and learning is theoretical, conceptual.
2. psychomotor: concerned with manipulative skills such as cooking, writing.
3. affective: deals with feelings, values, attitudes.

Identification of Training Needs

Training needs may be determined by conducting a survey, by holding face-to-face discussion in small groups, by listing down and "prioritizing" training needs, or by self-assessment, etc.

Behavioral Training Objectives

Behavioral training objectives are drawn from the identified training needs. A behavioral training objective is a way of describing the objective of a training course in terms of what the trainees should be able to do at the end of the training course. It must be clear and precise, so that everyone will know exactly what the desired outcome of the training program is.

Criteria of a Well-Formed Behavioral Training Objective

A well formed behavioral training objective indicates:

1. The *learner as the subject* of the objective. If the answer to the question "who is the subject of the objective?" is not the learner, then it is not a well-formed objective.
2. A *verb* which indicates behavior or perceptible action or performance. Abstract operations are to be avoided as they are vague and not action-oriented. Hence, "to know, understand, become

aware” are not as clear as “describe, list, name, discuss, identify, etc.”

3. *Given conditions* which will facilitate or impede the achievement of objectives. These include any special tools, or equipment or aids that the employee uses. Examples are: with the use of visual aids; without the use of maps, a certain action can be done.
4. A minimum *standard* of acceptable performance in terms of quality, quantity and time.

Characteristics of Behavioral Training Objectives

The characteristics of behavioral training objectives were given as: specific, measurable, attainable, observable and time-bound.

Workshop on Objective Formulation

Following several examples of behavioral training objectives, each participant proceeded to write out behavioral training objectives. Samples were written on the blackboard and discussed until some understanding was reached. From the workshop, the participants indicated the following learnings about behavioral training objectives:

1. If an objective is clear, it is easier to get to where we want to go.
2. A good training objective is focused on the learner who is the target or subject of the objective.
3. A good objective is easier to communicate and serves as a good guide for both trainers and trainees to achieve the expectations of the training course.

Formative Evaluation Procedures

Procedures for formative evaluation are designed at the same time that training objectives are identified. Formative evaluation deals with finding out how well and to what extent training objectives have been reached, as well as how the training activities are related to the achievement (non-achievement) of training objectives.

The types of formative evaluation procedures include:

1. *Pre-evaluation* which is an evaluation conducted before the instruction begins to determine what the trainees already know about the subject matter and other information about the trainees. A good pre-evaluation determines:
 - a. Whether or not the trainee can already do the activity which will be taught;
 - b. whether the trainee has the prerequisite skills needed to learn the new skill if any prerequisite skills are needed, and
 - c. enough background information about the trainee, in terms of his interests, skills and experience, so that the trainer can plan better learning activities.
2. *Criterion check* which is a short test given during the teaching-learning activities to enable the trainer to find out how well the trainees are doing. This is usually given in the middle of practice activities.
3. *Post evaluation* which is conducted immediately after the training activity to find out how successful the training was. It determines how many of the trainees can do the activity stated in the objective at the end of the training.

Training Plan

Definition of a training plan

A training plan is a lesson plan, or a written description of learning activities intended to bring about the achievement of a training course. It shows the step by step procedure to be taken. Its value is in providing guidelines and direction to a training course. Prepared in advance, it sets limits to the content, determines resources ahead and prepares them.

The training plan is not the final plan. It serves only as a guide. Enough flexibility is provided to adapt the plan to the needs of participants. Constraints are considered and trainers should be ready to make adaptations depending upon participants' expectations and existing constraints, e.g. of time and other resources. It is the responsibility of both the trainer and the trainees to make the plan work. Where trainees can be drawn in from the beginning of planning, this must be done.

A training plan should show the topic, objectives, preparations, aids, content, resource person, day, time, place, methods budget, and results expected.

Principles of Learning

Observance of the principles of education enables the trainers to analyze and plan instructional sequences precisely and effectively. Some of these principles could be applied to designing and implementing the teaching-learning activities.

These are:

1. graduated sequence – participants must proceed step by step, each step more difficult than the first from simple to complex, from what they know to what they do not know, from the

- parts to the whole.
2. perceived purpose – learners must know why they have to do something.
 3. appropriate practice -- for each objective learners must be able to practice the activity stated in the objective. Adequate time must be provided for practice.
 4. individual differentiation – participants must be given the opportunity to learn in the way best suited to meet their needs; personality differences must be considered.
 5. knowledge of results – each participant must know how he is progressing: whether he is doing the activity correctly or not. This may serve as a motivation. Negative feedback must be handled with care and the approach must be least threatening and must make the learner comfortable.

Workshop on the Preparation of a Training Plan

A sample of a training design was examined and discussed to serve as a guide for each participant to prepare a training plan based on a training need of a group of rural women back home.

A format was suggested in the preparation of the individual training plans. The plans are to include the following data:

1. Introductory Information which will include statements on target group or trainees:
 - Age
 - Educational background
 - Experience
 - Training need
 - Title of training activity
2. Over-all General Objective
3. Specific Learning Objectives
4. Pre Evaluation
5. Lesson Plan which will include data on .
 - a. Specific Objectives
 - b. Content
 - c. Method
 - d. Expected Results
6. Post Evaluation
7. Follow-up Plans

Outputs of the 2-1/2 workshop are shown on Annex 3.

Recommendations of Participants

This last phase of the training course was spent in the formulation of country recommendations for the participation of rural women in the development of family and community services. The country recommendations are listed below.

A. Cook Islands

Recommendations addressed to the Ministry of Internal Affairs:

1. Appoint a women's interest officer;
2. Establish a training center for women
3. Organize a training program – seminars, conferences, workshops – for the rural women.
4. Training areas could be in: family education, health and nutrition.
5. Insure the viability of such training and the promotion of the participation of rural women in development by hiring community workers as well as full time officers to visit the rural women in each of the villages.

B. Papua New Guinea

To the Ministry of Commerce

1. Training must be given on how to manage income generating projects at all levels of the community, particularly, the rural people, before they are encouraged to venture into such projects.

To the Ministry of Education:

2. The present adult education curriculum should be reviewed and geared towards the needs of people in order to improve their livelihood and thus avoid socio-economic problems.

To the National Planning Office:

3. Basic community educational programs should be carefully reviewed and analyzed for the purpose of eliminating or preventing possible overlaps which result in wastage of essential resources.

4. Training must be conducted for community workers in order to assess current methods and techniques used and to determine the need for innovative methods and techniques for rural development workers.

C. Tuvalu

To the Ministry of Social Services

1. All islands in Tuvalu, except Funafuti, have no water systems. They only fetch water from cisterns in the middle of each island. Therefore, it is recommended that:
 - a. a water system be developed in each island connected to each village;
 - b. women's committees organize the rural women as action groups to press the development of such water systems.

Funding for work with the rural women comes only from the UNDP. Therefore, it is recommended that:
2. The Tuvalu government allocate specific budget for:
 - a. the development programs for rural women, e.g., health and nutrition education, adult literacy classes in English, especially for primary school leavers, community development, including leadership development;
 - b. an adequate number of full-time community workers for each island to implement the above developmental programs for the rural women;
3. It is further recommended that the government conduct regular pre-service and in-service training for community workers who will handle the programs with rural women.

D. Fiji:

Because the participants wanted to formulate recommendations in consultation with the various ministries for greater support and effectivity, they will write up their recommendations upon their return to their country and send them to SWDCAP as soon as they are ready.

Recommendations on a Regional/International Level

A. To the UNDP

It was recommended that the UNDP consider the following points;

1. That there be a follow-up of this workshop at two levels:
 - a. A follow-up of the same participants in a central location (e.g. Kuala Lumpur)
 - b. A follow-up to be conducted at national levels in each participating country.
2. That field study tours be organized for women of participating countries to observe development projects in other developing countries which are at a similar stage of development as Pacific countries.
3. That in funding training programmes, priority should be given to training contents which have very strong local orientation and will enable local leaders to be effective. These training contents are to be geared more towards grassroots needs.

B. To the South Pacific Commission

It was also recommended that:

4. That the role of the SPC Mobile Training Unit be extended to incorporate the training needs recommended above, e.g., training in management and technical skills for income generating activities, family education with funding from UNDP.
5. That research be conducted in participating countries on:
 - a. The general social background of women;
 - b. The economic participation of women;
 - c. The effectiveness of trainers and village leaders in mobilizing the women;
 - d. The relevance of the training contents to local needs.

CLOSING SESSION

LIST OF PARTICIPANTS

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LIST OF RESOURCE PERSONS

1. **Opening Remarks**
Dr. Ahmad Fattahipour
Director, SWDCAP
2. **“The Status and Role of Rural Women in Development – A Structural Analysis Approach”**
Sr. Gloria Geaga, ICM
Chairperson
Rural Missionaries of the Philippines
Apostolic Centre
2215 P. Gil St.
Paco, Manila
3. **Unfreezing Session**
Mrs. Lucy Perez
Principal & Director
Centre for the Management of CORE Energy
c/o VETYARD Terminal & Shipping Services
CEC Building
1195 Maria Orosa St.,
Malate, Manila
4. **“The Role of Rural Women in Development in the South Pacific Islands”**
Ms. Mere Kite
Research Fellow
Institute of Pacific Studies
University of the South Pacific
P.O. Box 1168
Suva, Fiji
5. **“Conceptual Framework on the Role of Rural Women in Development”**
Ms. Teresita L. Silva
Social Welfare Expert
SWDCAP
6. **“Goals and Objectives for Enhancing Women’s Participation in Socio-Economic Development”**
Mrs. Milagros T. Manlongat
Training Assistant
SWDCAP
7. **Overview of the Problem-Solving Process and the Management Process**
Overview of the Field Study Visit - - Baguio City
Goal Analysis
Mr. Eugene Caccam
Director
Diocesan Adult Training Center
Home Sweet Home
Baguio City

Facilitators: DATC Staff
George Akien
Amelia Estrada
Manny Pacsi
Lita Prades
Mila Costales
Vangie Ticag
Manny Orden
Aurma Malicdem
Vangie Namunne
Luz Amlang
Danny Cariño

8. Training in Small Business Management
Mr. Luis P. Morales
Training Coordinator, SINAG Human Resources Enrichment, Inc.
Manila

9. Orientation to the Laguna Development Project
Mrs. Ma. Saturnina L. Hamili
Associate Director
Philippine Business for Social Progress
4th Floor, Yutivo Building
Dasmariñas St., Manila

10. Preparation of Training Designs
Mrs Linda Isla
Ms. Wila Baleva
Ms. Maricel Medel
Mrs. Linda Isla

TRAINING DESIGN: PROGRAM IN PREPARING A TRAINING PLAN

by
Daisy Waikaidi

INTRODUCTORY INFORMATION

Target Group	20 Community Development Officers who are directly involved in assisting rural women.
Educational Qualifications	: Grade 12 graduate or successfully completed Public Service Higher Certificate or having 2 years field experience.
Age Group	24 30 years
Training needs	: The participants need basic knowledge in preparing a training plan.
Training Activity	: A 7-day Training Programme in preparing a training plan.

OVERALL BEHAVIORAL OBJECTIVE

At the end of 7 days, given a lecture demonstration and group discussion using visual aids, 20 Community Development officers will be able to:

1. define a training plan.
2. state its importance.
3. identify the components of a training plan.
4. define behavioral objectives.
5. identify the criteria for a well formed objective (subject, verb, given conditions and standards)
6. identify the characteristics of well formed objectives of a training plan.
7. identify and explain the steps in setting behavioral objectives.
8. define pre-evaluation.
9. identify the importance of conducting a pre evaluation.
10. explain how to conduct a pre-evaluation.
11. explain what content means.
12. discuss what methodology means.
13. explain and demonstrate different methods of teaching as well as the objectives of each method which the community development officers use.
14. explain how to plan what the trainees/participants will do.
15. explain the teaching-learning principles (graduated sequence, perceived purpose, appropriate practice, individual differentiation and knowledge of results)
16. define what is post-evaluation
17. identify and discuss the importance of post evaluation.
18. explain how to conduct a post evaluation.
19. define what is meant by result.
20. prepare a training plan based on needs identified of the rural women.

Pre-Evaluation

The participants will be asked to fill out a pre-evaluation form to indicate their knowledge of how to prepare a training plan.

Post Evaluation

The participants will be asked to share and discuss the learnings from the training to small groups with some guide questions provided by the facilitator.

Plan for Follow-Up

The participants will be visited in their respective provinces and be interviewed on the progress they have made so far. The participants will be visited during the implementation of a training plan to observe how they could be conducting their training.

DATE/TIME	SPECIFIC OBJECTIVE	CONTENT	METHODOLOGY	OUTPUT/RESULTS
1st day 7:45 a.m. to 9:00 a.m.	1. For the participants to be able to define what a training plan is with use of visual aids.	Definition of a training plan	Question and Answer forum and lecturette with the use of visual aids	1. Community Development Officers would have defined a training plan.
9:00 a.m. to 10:00 a.m.	2. State the importance of a training plan	Importance of training plan	Group discussion and lecturette	2. The CDO's would have explained the importance of the training plan.
	3. To identify the components of the training plan.	Components of the training plan	Question and Answer forum with the use of visual aids	3. 20 CDO's would have identified and described the parts of the training plan.
10:00 – 10:15	B R E A K F O R M O R N I N G T E A			
10:15 a.m. to 12:00 noon	4. Define what is a behavioral objective.	Definition of behavioral objective.	Group discussion and Lecturette.	4. The 20 CDO's would have defined and explained the behavioral objectives.
	5. Identify the criteria for a well formed objective (subject, verb given conditions standard).	Criteria for well formed objective.	Lecture, demonstration	5. 20 CDO's would have identified the criteria for a well-formed objective.
12:00 noon to 1:00 p.m.	L U N C H			
1:00 p.m. to 3:00 p.m.	6. Identify the characteristics of a well formed objective of training plan.	Characteristics of a well-formed objective of a training plan.	Lecture, question and answer forum	6. 20 CDO's would have identified the characteristics of a well formed objectives, the goal of a training
3:00 p.m. to 3:15 p.m.	B R E A K			
3:15 p.m. to 5:00 p.m.	7. Identify and explain the steps in setting behavioral objectives.	Steps in setting behavioral objective	Demonstration, group discussion, lecturette	20 CDO's would have described and explained the steps in setting behavioral objectives.
2nd day 7:45 to 10:00 a.m.	8. Define pre-evaluation	definition of pre-evaluation	lecturette and question and answer forum.	20 CDO's would have explained pre-evaluation.

	9. Identify the importance of conducting a pre-evaluation	Importance of conducting a pre-evaluation	discussion-lecturette	20 CDO's would have identified and explained the importance of a pre-evaluation.
10:00 – 10:15		B R E A K		
10:15 a.m. to 12:00 noon	10. Explain how to conduct a pre-evaluation.	How to conduct a pre-evaluation	Selected participants have their experiences and others. Discussion	20 CDO's would have list on ways of conducting a pre-evaluation.
12:00 noon to 1:00 p.m.		L U N C H		
1:00 p.m. to 2:00 p.m.	11. Explain what content means	Definition of content	Question and Answer forum	20 CDO's would have explained what is meant by content
2:00 p.m. to 5:00 p.m.	12. Discuss what method means	Definition of Method	Group discussion, question and answer forum	20 CDO's have discovered the meaning of methodology
3rd Day 7:45 a.m. to 10:00 a.m.	Explain and demonstrate different methods of training as well as the objectives of each method which community development officers could use.	Different methods of teaching and objectives of each method	Lecture and demonstration, use of visual aids, discussion	20 CDO's have demonstrated different methods of teaching and have identified the objectives of each method.
10:00 a.m. to 10:15 a.m.		B R E A K		
10:15 a.m. to 12 00 noon	Continuation	Continuation	CDO to divide themselves in to 2 groups and create one teaching aid.	
12:00 noon to 1:00 p.m.		L U N C H		
1:00 p.m. to 3:00 p.m.	Continuation as above	Continuation as above		
3:00 p.m. to 3:15 p.m.		B R E A K		

3:15 p.m. to 5:00			The group will demonstrate their work and discuss with the rest	group
4th day 7:45 a.m. to 10:00 a.m.	Explain how to plan what the trainees/ participants will do	How to plan what trainees/participants will do	Lecturette, group discussion Group I Group II	20 CDO's have listed down activities which the participants will be doing during the training.
10:00 a.m. to 10:15 a.m. 10:15 a.m. to 12:00 noon	continuation	continuation	a reporter will be chosen from each of the groups to share to the whole group.	
12:00 noon to 1:00 p.m.				
1:00 p.m. to 3:00 p.m.	Explain the teaching-learning principles, graduated sequence, perceived purpose, appropriate practice, individual differentiation, and knowledge of results.	Teaching-learning principles	Question and answer forum, discussion, lecture with the use of visual aids	20 CDO's have explained and organized the teaching-learning principles
3:00 p.m. to 3:15 p.m. 3:15 p.m. to 5:00 p.m.	continuation		appropriate	
5th day 7:45 a.m. to 8:30 a.m.	Define what is post evaluation	definition of post evaluation	lecture and question and answer forum	CDO's have identified and explained post-evaluation.
8:30 a.m. to 10:00 a.m.	Identify and discuss the importance of post evaluation.	importance of post evaluation.	lecture with the use of visual aids, discussion.	20 CDO's have described the importance of post evaluation.
10.00 a.m. to 10:15 a.m.				

B R E A K

L U N C H

B R E A K

B R E A K

10:15 a.m. to 12:00 noon	Define what is meant by result	Definition of results	Questions and answer	20 CDO's have identified and explained the meaning of result.
12:00 noon to 1.00 p.m.		L U N C H		
1:00 p.m. to 1:30 p.m.	Prepare a training plan based on the needs identified of the rural women.	Preparation of train- ing plan for the rural women. 1. Introductory infor- mation. Target group Edu. Qualification and experience -- age -- Training needs -- Training activity 2. Overall Behavioral objectives 3. Specific objectives 4. Pre-evaluation 5. Time table 6. Post evaluation 7. Follow-up	Lecturette, demons- tration with the use of visual aid and assigned individuals to prepare a training plan.	20 CDO's have iden- tified and illustrated the making of a train- ing plan.
6th day 7:45 a.m. to 5:00 p.m.	CONTINUATION		CONTINUATION	
7th day 7:45 a.m. to 10:00 a.m.	participants will ver- balize feedbacks on the training plans presented.	Verbalize feed backs on the training plans presented	Group discussion -- Divide them into 4 small groups and come together for group sharing	Participants have ver- balized recommendations on possible changes on the training plans pre- sented.
10:00 a.m. to 10:15 a.m.		B R E A K		
10:15 a.m. to 12:00 noon		CONTINUATION		

12:00 noon
to
1:00 p.m.

L U N C H

1:00 p.m.
to
3:00 p.m.

Participants to summarize their learnings from the 7-day training programme.

Topics of the 7 days training.

Individual sharing with the group.

Participants have summarized their learning from the 7-day training programme.

TRAINING PLAN PRE-EVALUATION FORM

- 1. Name: _____ Sex: _____ Age: _____
- 2. Marital Status: _____ Your work: _____
- 3. Formal Education Attained _____
- 4. Have you attended any other courses? Please list them down.
In conducting trainings or seminars do you prepare any plan for your trainings.
- 5. Please list down what you already know and what methods and techniques you have used in training.
- 6. What work do you carry out in your province?
(a) Explain in brief the activities you are now doing.
(b) List the objectives of your work.
- 7. Do you encounter problems in your work?
(a) list the problems.
- 8. What would you want to learn in this course? Please list them down?

Your signature

For Administrative Secretary to Sign

I agree to release
for a 1 week to attend training course in Port Moresby.

Admin/Secretary's signature

For Province Community Development Officer.

I recommended to attend 1 week training course in
Port Moresby

PCDO's Signature

POST EVALUATION**Guide Questions**

1. Do you think your objective has been fulfilled?
2. Was the training offered in preparing training plan any help to you? please explain your answers.
3. What new techniques and methods did you learn which will be applicable in your work?
4. What areas did you find difficulties in? List them down?
5. What would you like to learn more about?

POST EVALUATION FORM

1. Name. Sex: Age:
2. Was the course you attended relevant to your current duties?
Please write and explain in the space provided.
3. Has the course helped you in identifying the areas in your work that need improvement?
4. Have you conducted any training courses on the rural women in your province? Please explain.
5. Did you write a report on the training course you attended? If so, attach a copy please.

TRAINING DESIGN: TRAINING ON HOW TO MAKE TAPPA CLOTH DESIGNS AND LOCAL DYES
by
Naomi Nasausila

INTRODUCTORY INFORMATION

Target Group	: 24 rural women leaders
Educational Qualifications	: Very limited education
Age Group	: 29--50 years
Training need	: Additional knowledge on making tappa cloth designs and local dyes for income generating activity.
Training Activity	: A five-day training agenda on additional knowledge of tappa cloth designs and local dyes.

OVERALL BEHAVIORAL OBJECTIVE

After a five-day workshop on additional knowledge of tappa cloth designs and local dyes, twenty-four rural women leaders should be able to produce at least twenty samples of masi designs which would be an effective income generating activity in their individual group.

Specific Behavioral Objectives

At the end of a five-day workshop the rural women will be able to:

1. discuss and explain what the workshop is all about.
2. explain the growth and care of mulberry tree.
3. see how to plant 'masi'.
4. identify where and how to get 'masi' tools and what is the best timber to use.
5. describe the process of producing 'masi' from 'mulberry tree.
6. be able to produce a finished product.
7. identify and decide tappa sizes and designs that best meet the market demands.
8. make designs for stencilling.
9. produce their own local dyes.
10. stencil tappa cloth.
11. identify and display different designs and sizes of tappa cloth.
12. talk about how to operate a small business project.

POST EVALUATION

1. Check on the individual's finished product.
2. Through oral discussions) To identify whether they would be able to explain their group the
3. Questions and answers) whole process to 'masi'.
4. Group discussion)

FOLLOW-UP

1. Distribution of hand-outs ('masi' processes)
2. Participants of the workshop will be:
 - a. explaining to their rural women everything in the hand-outs.
 - b. discussions on 'masi' process.
 - c. plan a date for training workshop.
 - d. plan a date for 'masi' display.
3. (Trainer of leaders' workshop) Visiting the women's group to view/see 'masi' display.
4. Facilitators of the workshop for rural women leaders will also be invited to see the display.

PRE-EVALUATION

Through visits and discussions with rural women in villages, the needs and expectations were identified

TRAINING DESIGN

DAY/TIME	SPECIFIC OBJECTIVE	CONTENT	METHODOLOGY	FACILITATOR	OUTPUT/RESULT
Monday' April 6th 8 a.m. – 10 a.m.	At the end of 1 1/2 hours the rural women should be able to discuss and explain what the workshop is all about	<ul style="list-style-type: none"> – Orientation of the workshop – Purpose of the workshop – Topics – Needs and expectations. 	<ul style="list-style-type: none"> – Discussion – Visual aids 	Noami Naomi	The women to be able to discuss what the workshop is all about.
10 a.m. – 10:30 a.m.	B R E A K				
10:30 – 12:30 p.m.	At the end of two hours the women should be able to explain the growth and care of mulberry tree.	Care of mulberry tree	<ul style="list-style-type: none"> – Explanation – Visual aids (young mulberry, matured tree, etc.) – Questions and answers – Demonstration 	Ana Daveta (Agriculture)	The women should be able to explain the growth and care of 'masi' tree.
12:30 – 1:30 p.m.	L U N C H				
1:30 p.m. – 5:00 p.m.	At the end of 3 1/2 hours the women will be able to see how to plant their own 'masi' tree.	Field visit to an agriculture "nursery"	<ul style="list-style-type: none"> – Discussion – Questions and answers – Demonstration – Group discussion – Sharing visit observation (by group reporter) 	Ana Daveta	The Women will be able to see how to plant their own 'masi' tree.
Tuesday A April 7th 8 a.m. – 10 a.m.	At the end of two hours the women should be able to identify: <ul style="list-style-type: none"> – where and how to get their tools – what is the best timber to use. 	Identification of 'masi' tools	<ul style="list-style-type: none"> – Explanation – Visual Aids – Questions and answers Questions 	Jone m Maka (Furniture & Carvings)	The Women should be able to identify: <ul style="list-style-type: none"> – where and how to get tools – what is the best timber to use.
10 a.m. – 10:30 a.m.	B R E A K				
10:30 a.m. – 12:30 p.m.	At the end of two hours the women will be able to describe the process	Peeling and beating of mulberry bark into 'masi'.	<ul style="list-style-type: none"> – Explanation – Discussion – Visual aids 	Susana Inia Bau Sarava Emma Vale	Women leaders would be able to describe the process of pro-

	of producing 'masi' from mulberry tree.		('masi' samples) – Questions and answers – Demonstration – Each woman will be involved in 'masi' processing	(Local handicraft Centre)	ducing 'masi' from mulberry tree.
12 30 p.m. – 1:30 p.m.	L U N C H				
1:30 p.m. – 5:00 p.m.	At the end of 3 1/3 hours each woman will be able to produce a finished product.	'Masi' beating process	– Demonstration – Individual assistance – Each woman participates to produce a finished 'masi'.	Susana Inia Emma Vale Bau Sarava	Participants would be able to produce a finished Tappa cloth.
Wednesday, April 8th 8 a.m. – 10 a.m.	At the end of two hours the women will be able to identify and decide sizes and designs of tappa cloth that best meet market demands.	Sizes of tappa cloth and designs to meet marketing and tourists demands.	– Explanation – Discussion – Visual aids (Masi designs) (Masi sizes) – Questions and answers – Group discussion – Sharing session	Emele Vulaca (Handicrafts & marketing) Commerce and Industry	The women would be able to identify and decide correct sizes of tappa cloth and the kind of designs that best meet marketing and tourists demands.
10 a.m. – 10:30 a.m.	B R E A K				
10:30 a.m. – 12:30 p.m.	At the end of two hours the women will be able to make their own designs for stencilling nad discuss names.	Making 'masi' designs and	– Explanation – Discussion of names and meanings – Visual aids – Tools – Demonstration – Individual assistance – Everyone works out her own designs	Susana Inia Ema Vale Bau Sarava	Women should be able to make their own 'masi' designs.
12:30 p.m. – 1:30 p.m.	L U N C H				
1:30 p.m. 5:00 p.m.	At the end of two hours the women will be able to make and produce their own local dye	How to make local dye.	–Explanation – Discussion – Visual aids (ingredients for	Susana Inia Ema Vale Bau Sarava	The women should be able to produce hei their own dye.

			<ul style="list-style-type: none"> the dye) – Demonstration – Individual assistance – Questions and answers – Individual involvement. 		
Thursday, April 9th 8 a.m. – 5 p.m.	At the end of 7 1/2 hours the women will be able to stencil all their tappa cloth right through.	How to stencil tappa cloth. through.	<ul style="list-style-type: none"> – Explanation – Questions and answers – Demonstration – Visual aids (design, tappa, cloth, dye) – Individual involvement and assistance – Drying – airing – Oiling 	Susana Inia Ema Vale Bau Sarava	The women should be able to stencil their own tappa cloth.
Friday, April 10th 8 a.m. – 10 a.m.	At the end of two hours the women would be able to identify and display different designs and sizes of tappa cloth.	Display of Tappa cloth.	<ul style="list-style-type: none"> Display – Tappa cloth – designs – dye 	Naomi	The women will be able to identify and display different designs of tappa cloth.
10: a.m. – 10:30 a.m.	B R E A K				
10:30 a.m. – 12:30 p.m.	At the end of two hours the women would be able to discuss how to operate small business for income generating project.	Discussion of how to operate small business.	<ul style="list-style-type: none"> – Film on 'Masi' project at Moce – Explanation – Discussion – Questions and Answers – Group discussion – Sharing session 	Peter Williams (Cooperative)	Participants would be able to discuss how to operate small business for income generating project.

**TRAINING DESIGN: LEADERSHIP AND MANAGEMENT WORKSHOP FOR
RURAL WOMEN LEADERS OF THE NORTHERN
PROVINCE OF PAPUA NEW GUINEA**

by
Au & Sabina

INTRODUCTORY INFORMATION

- Target Group : 25 Rural women leaders from various church groups, provincial and district councils of woman, who are involved in the running of their organizations.
- Educational Qualifications : Primary or High School graduates
- Age Group : 20–40 years of age
- Training need : The women leaders need knowledge and skills in leadership and mangement.
- Training Activity : A fourteen day training on management and leadership.

OVERALL BEHAVIORAL OBJECTIVE

After a two-week workshop in management and leadership, 20 of the participants will be able to organize and manage their own organizations in their communities.

Specific Behavioral Objectives of the Workshop on Leadership (one week)

- a. Explain the purpose, nature and objective of the training programme.
- b. Participants are able to clarify the objectives and purpose of their organization.
- c. State their concepts of leadership and qualities of a good leader.
- d. The participants are able to express the importance of self and group awareness to the organization.
- e. The participants are able to express positive and negative opinions and ideas towards each other.
- f. The participants are able to identify the steps of problem-solving and decision making.
- g. The participants are able to define their management and leadership concepts.
- h. The participants are able to list down the steps in management.
- i. Participants will be able to demonstrate steps in planning, implementation and evaluation.
- j. Participants are able to demonstrate how to motivate members to participate.
- k. Participants are able to express their responsibility and commitment to their organizations.

MID EVALUATION

1. Program

- a. stop:
e.g., stop doing lectures
- b. start — e.g. start showing us more films
- c. continue — e.g. giving games and workshops

2. Participants

- a. stop
- b. start
- c. continue

3. Trainer/resource person

- a. stop
- b. start
- c. continue

POST EVALUATION

1. which topics/subjects interest you most?
-

-
-
- 2. **which subjects help you?**
 -
 -
 -
- 3. **how will you rate the resource persons?**
 -
 -
 -
- 4. **will you recommend the same training for others?**
- 5. **Other comments**
e.g. — food.

WORKSHOP PROGRAMME

DATE/TIME/TOPIC ^a	OBJECTIVE	CONTENT	METHODOLOGY	RESOURCE PERSON	OUTPUT	READINGS
<p>(sun) April 6-4-1980 8:30 – 12:00 Opening session, welcome remarks, introduction of participants, orientation to leadership and management workshop. – objectives – explanation of the of the workshop programme.</p> <p>12:00 – 1:30 p.m.</p> <p>1:30 p.m. 5:00 p.m. clarification of objectives and purpose of the organization.</p>	<p>The participants will be able to:</p> <p>Explain the nature and objectives of the workshop programme</p> <p>Lunch break</p> <p>clarify the objective and purpose of the organization.</p>	<p>Welcome remarks & introduction of participants orientation to the leadership and management workshop – objectives – explanation of the workshop.</p> <p>objectives and purpose of the organization.</p>	<p>Lecture discussion</p> <p>discussion and open forum</p>		<p>an atmosphere of participation – participants will clearly express understanding of the objectives of the training program.</p> <p>summary of discussion on clarification of objectives and purpose of the organization.</p>	
<p>(mon 1 April 1980)</p> <p>8:00 – 12:00 various qualities of a good leader</p> <p>12:00 – 1:30 lunch 1:30 – 5:00 p.m.</p>	<p>for the participants to be able to: state their leadership concepts and qualities of a good leader</p>	<ol style="list-style-type: none"> 1. What is good a leader? 2. qualities of a good leader <ol style="list-style-type: none"> a. good morale b. communica-skills c. recognised by community d. committed e. patience f. decision 	<p>chalk-talk</p>			<p>summary of various qualities of a good leader – profile of a good leader.</p>

continuation
(tues) 8 April 1980

8:00 – 12:00 p.m.
How to assume leadership
functions and roles in
a group.

12:00 – 1:30 p.m.
lunch break

1:30 – 3:15
continuation

3:15 – 5:00 p.m.

Poor leadership in
organization. an

(wed) 9 April 1980

8:00 – 12:00
self and group
awareness

12:00 – 1:30 lunch

1:30 – 5:00 p.m.
continuation

(thurs.) 10 April 1980
8:00 – 12:00

communication

for the participants
to be able to:

assume leadership
functions and roles
a groups.

describe the effects
of la poor leadership
in an organization

for the participants
to be able to:

express the impor-
tance of self and
group awareness to
the organization

for the participants
to be able to:

express the positive
and negative
opinions, ideas
towards each other

1. Definition of
leadership and
roles
2. what are the
roles and func-
tions of a leader

3. Kinds of
leadership
functions and
related leader-
ship roles

poor leader-
ship in an
organization

who am I?

two way commu-
cation process

group discussion

film showing

group discussion
lecture

group dynamic
exercises:

group dynamics
group discussion
lecturette

summary of
effects of poor
leadership in an
organization.

sharing
information
on self
group aware
ness

1:30 -- 5:00 p.m.
problem-solving and
decision-making

identify the steps
of problem solving
and decision-making

— how do we
communicate
effectively?
1. how do we
solve problems?
steps?

a. examine the
nature of prob-
lem
b. where the
problem is
c. who and how
many are affect
ted directly and
indirectly.

case study

open forum
— group dynamics

(fri.) 11 April 1980

8:00 – 12 p.m.
con't problem solving
and decision making

d. what will
happen if nothing
is done about it

summary of
information

12:00 – 1:30 lunch

1:30 – 3:00

Mid-evaluation
& clarification
of topics and
issues still
unclear or were
not taken up

start-stop con-
tinue

assessment
of the week
program

April 13, Sunday

for the participants
to be able to summarize
concepts on management
and leadership.

summary of
discussion in
mangement and
leadership
concepts

Free – all day

April 14, Monday
A.M.
8:30 – 12:00 p.m.

The concepts on mgnt.
and leadership

12:00 to 1:30
lunch break

1:30 – 5:00 P.M.

The styles and types
of management

April 14, Monday

April 15 – Tuesday

8 – 30 – 12:00 p.m.

The steps of management

12:00 – 1:30 p.m.

1:30 – 5:00 p.m.
continuation

the participants will
be able to define
management & leader-
ship concepts

Participants will be
able to explain
different types and
styles of management
and leadership

able to list down
the steps of mgnt.

concepts on
management &
leadership

types and styles
of management
a. various leader-
ship patterns
b. authoritarian
democratic

b. responsible/
negligent of
duties.
c. openness/re-
sistance to change
d. involved com-
munity problems
2. kinds of deci-
sion-making based
on leadership
style.
A. slack self-
authorized
c. hand clasp
d. minority support
e. majority supports
steps of mgnt.

– planning

– implementation
– controlling
evaluation

lecture and group
discussion

lecture role
play and group
discussion
lecturette

Lecture discussion

reporting

– common
management &
leadership
concepts

– list steps of
management

summary of
discussion on
types and styles
of management.

DATE/TIME/TOPIC

OBJECTIVES

CONTENT

METHODOLOGY

RESULT/OUTPUT

April 16 Wed.
8:00 – 12:00 noon
visit to the Association and dialogue with the groups.

Participants will be able to observe home groups implement various steps of management

Visit to the Oro Association of Northern Province

Field visits
Break the groups into two

Overview of the field study w visit

12:00 – 1:30 p.m.
LUNCH BREAK

1:30 -- 5:00 p.m.
How to plan for your organization

Demonstrate the steps in planning

Planning
-- identifying
a. needs, problems of organization
b. list down all causes of problems
c. list down possible solutions to solve the need.
d. what are the things needed that will help?
e. what are needed that will help them solve their problems?
f. which of the things listed are available within the community?

Lecture and discussion
Game

List steps in planning

April 17 Thurs.
8:00 – 12:00 noon

Implementation

a. list down all the activities you will do in each solution
b) List down all the things to be done first.

-- Lecture
-- Workshop (group work together an exercrise
-- discussion

Summary of the steps in implementing the activities of an organization.

April 17, Thursday
continue

the participants will be able to demonstrate steps in implementation.

c) When do you start start the activity when do

			you expect to end? d) Start implementing the activity.		
12:00 – 1.30 p.m.	Lunch Break				
1:30 – 5:00 The steps of controlling evaluation			Controlling/Evaluation a) when do you plan to assess the activity	Lecture workshop group discussion	
continuation	The participants will be able to: -- demonstrate steps in controlling and evaluating		b) Examine present activity and compare it to the original plan agreed upon. c) determine changes if needed d) Replan	compare and conduct from two groups)	Summary of the ways of controlling and evaluating.
April 18, Friday 8:00 to 12:00 p.m.	Participants will be able to: – demonstrate how to convince members to participate		Different steps and methods in motivation What are the ways that we can convince people to join or participate?	Lecture – Role play (5 groups) discussion	Summary of discussions on ways of convincing the members to participate
12:00 – 1:30	L U N C H				
1:30 – 5:00 p.m. Wrapping up activity	Express their responsibility and commitment to their organization and plan out future activities		“Book of life” past present future	group dynamics coll presentation	illustration of their organizational plans

**TRAINING DESIGN: TRAINING ON FUNCTIONAL LITERACY FOR
SEAQAQA RURAL WOMEN
BY
MERE ROKOSAWA**

INTRODUCTORY INFORMATION

The general target group for this training is the non-literate wives of farmers in a sugar-cane scheme in Fiji.

This exercise assumes that, based on the pre-evaluation forms, a group need for functional literacy was rated as one of the highest priority— thus this training design. The ages and general background of the participants are not assessible since the pre-evaluation forms are still in Fiji.

GENERAL OBJECTIVE

That by the end of 4 weeks, working one and a half hours per week, 60% of the participants should be able to correctly read and write simple English instructions on medicine bottles.

PRE-EVALUATION

- 1) NAME: FATHER'S NAME:
- 2) AGE:
- 3) Ever been in school (School Pahro)? /----/
(Nam Pahro)? /----/
- 4) What are your greater (bhara) problems?
Please list in priorities.

POST EVALUATION

- 1) Post evaluation will consist of showing of pictures or articles to the participants – and the participants writing them down. e.g. three tablespoons.
- 2) Their written responses are collected and assessed as below:
 - (i) Name: Indar Mati f/n Butt Ram
 - (ii) No. of Incorrect vocabularies and numerals = x
 - (iii) No. of incorrect/phrase/sentence construction = y
- 3) Those with more than 30% vocabulary/numeral errors or more than 30% construction errors are considered failures.
- 4) If more than 40% of all the participants fail, the course should be remounted but with a more condensed training design since they will have acquired by now some of the basic literacy knowledge. Efforts should be made to identify the “blocks” and extra resources directed towards them.
e.g. If the association of table and spoon (table-spoon) is a block to learning, then more pictures and more time should be given to this subject.
- 5) The number that failed in their written responses, and their degree of failure should jointly dictate the next plan of action.
- 6) Those that pass should move on to the subsequent group need as identified on the pre-evaluation form. Needless to say, this means splitting the group in two so that different training designs & different training sessions could be arranged for them.
 - i.e. (a) the group that failed and had to repeat the contents of first training design.
 - (b) the group that passed and moved on to the 2nd training design.
- 7) However, even for those that passed, some of the acquired knowledge from the first training design should be repeated in the 2nd training design to ensure reinforcement and proper internalization of initial literacy knowledge. This also applies to other subsequent training designs.

TIME	OBJECTIVES	CONTENT	METHODOLOGY	RESOURCE PERSON	OUTPUT
1st week	The participant is to identify and write the English words- -spoon -table -tea	Words – -spoon -table -tea -tablespoon -teaspoon	Teach them with visual aid (pictures, spoons, letter-card) Word-building.	Taitusi K.	Association of article (spoon) and/or pictures with English words. Word-building.
2nd week	Participant is to -identify numerals 1-5 -write numerals 1-5 -enumerate spoons	– –Numerals 1 -5 –enumerate spoons e.g. 2 teaspoons 5 tablespoons	Teach with visual aids (Pictures or liquid being spooned whilst counting) Word Building.	Taitusi K.	Identify and write numerals 1-5. Word building (numerals with English vocabularies)
3rd week	Participant to identify & write words – one two three four five times	Words one two three four five times	Teach with visual-aids Word-building	Taitusi K.	Participants to read and write words one to five and build in the two types of spoons.
4th week	Participant is to Identify and write -take -in the -before -after- -meals -day -night -noon -sleep	Words -Poison -Take -in the -before -after -meals -day -night -noon -sleep	Visual aid Word-building	Taitusi K.	Identify and write new words. Use them at random with other words to construct phrases.

TRAINING DESIGN: TRAINING IN SMALL BUSINESS

by

Sereima Namoumou**INTRODUCTION**

- Target group - 20 rural women
- Age – Between 16-60 years of age.
- Educational Background – Very limited background.
- Training need – Rural women are engaged in income generating activities; because of that, they will need a course on small business management.
- Training activities – 5 days training in small business management.

OVERALL GENERAL OBJECTIVES

At the end of 5 days, given lecture demonstration with the use of group discussion and exercises, 20 rural women will be able to identify and explain the steps of starting a small business.

SPECIFIC BEHAVIORAL OBJECTIVES

At the end of 5 days, given a lecture demonstration with the use of group discussion and exercises, 20 rural women will be able to:

- a. state the importance of small business management,
- b. list the four functions of management which are production, marketing, finance and personnel, and
- c. explain each of the 4 functions of management which are production, marketing, finance and personnel.

POST EVALUATION

Through group discussion and demonstration exercises, women will give their ideas on the importance and functions of the management.

Through group discussion, the rural women will be asked to state in their own words the:

- a. the importance of small business management, and
- b. the four (4) functions of management.

FOLLOW-UP

I have to visit them individually to find out whether they have planned for a small business.

TEACHING AND LEARNING ACTIVITIES

DATE/TIME	OBJECTIVE	CONTENT	METHODOLOGY	RESULT
1st day 9:00 – 3:00 a.m. p.m.	At the end of the day, a given lecture demonstration with the use of group discussion and exercises, the rural women will be able to state the importance of small business management	Importance of small business management	Group Discussion Lecture	The rural women will be able to state the importance of small business management.
2nd day 9:00 – 3:30 a.m. p.m.	At the end of the 2nd day given a lecture-demonstration with the use of group discussion, the rural women will be able to list the 4 functions of small business management.	The 4 functions of management are: production, marketing, finance & personnel.	Group Discussion Lecture	The rural women will be able to list the 4 functions of small business management which are production, marketing, finance and personnel.
87 3rd day AM	At the end of the morning session on the 3rd day, given a lecture, visual aids and lecture demonstration, the rural women will be able to explain the production function in small business management	The function of production in small business management.	Lecture Visual aids Demonstrations Practice	The rural women will be able to explain the production functions in small business management.
	PM	At the end of the noon session, a given lecture & demonstration, the rural women will be able to explain the function of marketing in small business management.	Practices Visual aids Lecture	The rural women will be able to explain the functions of marketing on small business management.
4th day 9:00 – 12:00 a.m. p.m.	At the end of the morning session, given practices, lectures, the rural women will be able to explain the function of finance in small business management.	The function of finance on small business management.	Practices, Visual aids Lecture	The rural women will be able to explain the function of finance on small business management!

PM 1:30 -- 3:30	At the end of the noon session, given lecture, the women will be able to explain the function of personnel in small management.	The function of personnel in small business.	Lecture	The rural women will be able to explain the function of personnel in small business management.
5th day 9:00 a.m. - 12:00 p.m.	At the end of the morning session, the participants will be able to see the 4 functions of business management as they are implemented in an income-generating activity.	The four functions of small business management in an income-generating activity.	Field trip Sharing of observation	The rural women will be able to see the 4 functions in small business as they are implemented in an income-generating activity.

**TRAINING DESIGN: HOW TO PREPARE A BALANCED MEAL FOR
PRE-SCHOOL CHILDREN**

by
Mrs. Rusila Beranaliva

INTRODUCTORY INFORMATION

- Target group or trainees : 15 rural mothers of pre-school children between 0-5 years
- Age : Not below 21 years
- Educational Background : At least finished class 8
- No. of children : 3
- Venue : Community Hall
- Nature of Training : Live out seminar conducted every afternoon from 1-5 p.m.

TRAINING NEED

Rural mothers have no background on the proper preparation of balanced meals.

GENERAL OBJECTIVE

By the end of two afternoons, given training on the proper preparation of balanced meals, 15 rural mothers will be able to know, define and prepare balanced meals.

PRE-EVALUATION

1. Ask the participants to identify the common foods that they normally eat and state the nutrients that they got from it.
2. With the use of pictures of foods, the participants will be asked to identify other foods with the same food values as those in the picture.

POST EVALUATION

At the end of a 2-afternoons training the 15 rural mothers of the pre-school children, will be asked to prepare a balanced meal consisting of whatever dish they like.

FOLLOW-UP

1. Assign the mothers on rotation days to bring lunch for the Suvavou pre-school children.
2. A daily check-up of the prepared meals to find out if they were able to understand the learning during the training.
3. To conduct a monthly meeting to assess results of the training and the on-going meal preparation.

DATE/TIME	SPECIFIC OBJECTIVE	CONTENT	METHODOLOGY	OUTPUTS
1st day 1:00 – 5:00	<p>At the end of 4 hours, the 15 rural mothers with the aid of visual aids will be able to:</p> <ol style="list-style-type: none"> define what is meant by “balanced meal”; enumerate the importance and effects of a balanced meal; enumerate the different food groups list down their importance and what they do for the body; and identify and enumerate the factors which have to be considered in preparing a balanced meal: cost, source/availability; time and measurements. 	<p>Definition of a balanced meal. Effects of a balanced meal on a pre-school child. Food groups: body building, energy and health foods and their importance. Factors to consider in preparing a balanced meal.</p>	<p>Chalk talk, visual aids & lecturettes.</p>	<ol style="list-style-type: none"> Common definition of balanced meal. – identification and classification of foods according to groups. Information about the importance of the three different food groups.
2nd day 1:00 – 5:00	<p>At the end of 4 hours, the 15 rural mothers of pre-school children with the aid of cooking demonstration will be able to:</p> <ol style="list-style-type: none"> Prepare their own menu. Then, cook a balanced meal. 	<p>How to prepare and cook a balanced meal.</p>	<p>Cooking demonstration</p>	<p>A prepared balanced meal.</p>

TRAINING DESIGN: PLANNING A HAT WEAVING BUSINESS

by
URA SARICH

INTRODUCTORY INFORMATION

Target Group	: 5 women trainees from 25 to 30 years of age.
Educational Qualifications	: Primary School Graduates (6 years)
Age Group	: 25 – 30 years
Training need	: How to plan a small business project.
Training Activity	: Demonstration and educational trips to factories or visiting other groups, evening classes in weaving for skills training, and group meetings to plan and evaluate their project.

OVERALL BEHAVIORAL OBJECTIVE

At the end of 9 days lecturing and workshop activities with the use of visual aids, group work and meetings, 5 rural women trainees will be able to plan a small business in hat weaving.

Specific Objectives

- At the end of 9 days, lectures, demonstrations, or workshop activities, the 5 trainees will be able to:
1. define and describe the importance of planning;
 2. describe the four (4) major aspects to consider when planning for a hat weaving project, and
 3. identify and describe the resources of the group. (finance, raw materials, tools & equipments, manpower and time) needed for the project, and
 4. prepare a plan for a small business in hat weaving.

Pre-Evaluation

During the meeting, the trainer asks the trainees whether they know how to plan a small business – hat weaving project.

Post Evaluation

During the 9th day's session, the trainees will prepare and submit a written plan on small business in hat weaving.

Plan for Follow-Up

1. Trainer will follow-up implementation of trainees plans through home visits and assistance in polishing up further planning skills in relation to the situation they are in.
2. Trainer should meet with the group once a month for them to share problems and difficulties encountered during the implementation of the project.

TIME/DA	OBJECTIVES	CONTENT	METHODOLOGY	OUTPUT/RESULTS
1st day 8:00 – 5:00 a.m. p.m.	Towards the end of 6 hours, the five participants will be able to define & describe the importance of planning a project. Participants will be able to identify and enumerate basic steps in planning.	Definition of planning a project. Basic steps in making a plan.	Question & answer forum with the use of visual aids. Lectures Workshop, discussion, and practice on basic planning using their own projects as materials.	The trainees will be able to define and describe the importance of planning a project. Participants will be able to identify and list down the basic steps in planning the project.
2nd day 8:00 – 5:00 a.m. p.m.	Towards the end of 6 hours, 5 participants will be able to identify and explain the 4 classifications of the group resources.	1. Resources 2. Objectives 3. Problems & difficulties 4. Means	Lecture on the 4 classifications of resources. Discussion on the purpose of the group project. Workshop on potential problems & difficulties in the implementation of the project. Discussions of simple means or methods to be utilized for the project.	Participants will be able to identify and explain the 4 classifications of group resources, namely, 1. resources 2. objectives 3. Problems & difficulties 4. means
3rd day 8:00 – 5:00 a.m. p.m.	Towards the end of 6 hours, the 15 participants will be able to enumerate & define the 4 functions of business and describe relationship of management to the 4 business functions.	4 business functions 1. production 2. marketing 3. financial 4. personnel	Group discussions and lectures on business functions. Practical work in groups, applying the 4 business functions to their hat weaving project.	Trainees will be able to define & enumerate the 4 business functions as applied to the hat weaving project.
4th day 8:00 – 5:00 a.m. p.m.	Towards the end of 6 hours, the five participants will be able to identify & explain the 5 major reasons for failures of small business.	5 major reasons: identify to recognize: 1. business opportunity 2. lack of necessary preparation 3. lack of time 4. lack of capital 5. lack of long-range	Through group discussions, participants will ask why some business fails. Through lecture methods, brief them on the 5 major reasons for failures of small business. Workshop on potential problems regarding the hat weaving project.	Trainees will be able to identify & explain the 5 major reasons for failures in small business.

5th day 8:00 -- 5:00 a.m. p.m.	Towards the end of 6 hours, the 5 participants will be able to define production planning Describe the relationship of production planning to financial capacity to produce and market demands., enumerate & explain the steps in production planning.	Basis of production planning. Group work & discussions Steps in production planning. on the basis of production planning. Lecture on the steps in production planning. Each participant will go through the process of applying the steps. Production in relationship to the hat weaving project. Each participant will share her own method with the other members of the group. Trainer will summarize the sessions.	Participants will be able to identify & describe the production planning. Its relation to financial capacity and list down steps in production planning.
6th day 8:00 – 5:00 a.m. p.m.	Towards the end of this session, the participants will be able to: 1. define market planning, 2. describe the law of supply & demand and the characteristics of the 4 P's of marketing, and 3. identify market planning & strategies for prospective income-generating projects.	Market planning based on the law of supply and demand. 4 P's of Marketing. Lecture & discussion methods. Group sharing on market planning.	Participants will be able to define & identify the key concepts & strategies of market planning.
7th day 8:00 – 5:00 a.m. p.m.	Towards the end of 6 hours, the 5 participants will be able to: 1. define financial planning 2. identify & explain the 4 factors in financial planning. 3. identify short-term business.	Financial planning & factors to consider in financial planning. General discussions, lecture methods. Workshop on planning financial aspects of business. Practical workshop in preparing income statement & recording of day-to-day transactions.	Participants will be able to identify & explain financial planning & submit a written income statement & financial recording.
8th day 8:00 – 5:00 a.m. p.m.	Towards the end of 6 hours, 5 participants will be able to:	Definition of organizing & controlling. Steps in organizing, & Group discussion & lectures on organizing, controlling & steps in	Participants will be able to define & enumerate the steps

1. define organization,
2. describe the relationship between staffing & organizing, and
3. enumerate the steps in organizing, staffing & controlling.

staffing & controlling.

organizing, staffing & controlling practical work, duties & responsibilities.

in organizing & staffing, & controlling.

9th day
8:00 – 5:00
a.m. P.m.

Towards the end of the session, the participants will be able to:

1. analyze & evaluate their own learnings during the 9-day-seminar.
2. prepare a written proposal on a hat-weaving-small-business project.

Evaluation of the seminar.
Business plan.

Trainer prepares a written evaluation of seminar. sharing of results through discussions.

Participants will be able to evaluate the seminar and submit a written business proposal.

TRAINING DESIGN: HOW TO PLAN A SMALL BUSINESS

by
VINEPA SALESA

INTRODUCTORY INFORMATION

Target Group	: 3 Community Workers from three different islands assisting rural women.
Educational Qualifications	: Secondary graduates with 6 months experience in actually planning and implementing a successful small business.
Age Range	: 24 – 35 years of age.
Training Need	: The Training need basic knowledge and skills in planning a small business
Training Activity	: A three day training programme on planning a small business.

OVERALL GENERAL OBJECTIVE

At the end of three days, given a lecture-demonstration with the use of visual aids and exercise, three Community workers will be able to prepare a training design on how to plan a small business management.

SPECIFIC OBJECTIVES

At the end of 3 days, given a lecture-demonstration and exercise using visual aids, 3 community workers will be able to:

1. Define the meaning of a small business in their own mother tongue, and state its importance.
2. Know the causes of problems in a small business.
3. Explain the steps in production planning.
4. Apply of use the steps in planning the production of an actual product; e.g., Basket Weaving, Necklace Making.
5. Explain all the steps in making the projects.
6. Discuss how to do the costing of items to be produced.
7. Apply basic knowledge to actual projects, e.g., baskets, necklace, etc.
8. Explain what is meant by bookkeeping.
9. Apply basic knowledge in recording the expenses and income into the Business Account Book.

DAY/TIME	SPECIFIC OBJECTIVES	CONTENT	METHODOLOGY	OUT/PUT/RESULTS
March 24, 1980 8:30 – 10:00		Opening by Mrs. Malua and Introduction of the training course.		
10:15 – 12:00	3 Community Workers will be able to define the meaning of small business management, and state its importance.	Small business management	Lecture and Discussion	Clear undersign of the definition of small business management.
12:00 – 1:30		L U N C H		
1:30 – 3:00	3 Community workers will be able to enumerate and explain the causes of problems in a small business.	Problems -- Causes	Lecture/giving examples and dialogue.	List of causes of problems.
3:15 – 4:30	3 Community workers will be able to list down and discuss the problems in their own villages.	Problems – causes	Discussion on what is happening in the vilalge. village.	List problems and their causes in their own villages.
March 25, 1980				
8:30 – 10:00	3 Community workers will be able to explain the steps in Production Planning.	Steps in Production Planning.	Lecture/giving examples.	List of steps in production planning.
10:15 – 12:00	3 Community workers will be able to use the steps in planning the productions of an actual project, e.g., basket weaving, necklace making, etc.	Steps in Production Planning.	Workshop	Draw up a plan of the production of an actual project.

12:00 – 1:30			L U N C H		
1:30 – 3:00 p.m.	3 Community Workers will be able to explain all the steps in marketing the projects.	Steps in marketing the projects.		Lecture/giving examples then apply to actual projects.	Application of production, place and promotion, in actual projects.
3:10 – 4:30 p.m.	3 Community workers will be able to discuss the steps on how to do the costing.	Financial planning (steps on how to do the costing).		Lecture/giving examples.	List of steps on how to do the costing.
March 26, 1980 8:00 – 10:00 a.m.	3 Community workers will be able to apply basic knowledge to actual projects, e.g., basket, necklaces.	Financial planning steps on how to do the costing -- application		Exercise, workshop	List of items attaching cost of each item and the total cost.
10:15 – 12:00	3 Community workers will be able to explain what is meant by bookkeeping.	Basic bookkeeping how to record the incomes and expenses.		Lecture, discussion	Explanation of income/expenses.
12:00 – 1 30			L U N C H		
1:30 – 3:00 p.m.	3 Community workers will be able to apply basic knowledge in recording the expenses and incomes into the Business Account Book.	Basic bookkeeping recording incomes and expenses.		Individual exercise each one will record the expenses/incomes of actual projects.	Individual record of income/expenses.
3:10 – 4:30 p.m.	3 Community workers will be able to ask/answer questions	Review (past topics)		Questions, discussion, summarize what had been covered.	Summary
7:00 – 10:00 p.m.			C L O S I N G	C E R E M O N Y	(FEAST)

Follow-up by visiting (once in 3 months)

TRAINING DESIGN: PLANNING A BABY DRESS SEWING PROJECT

by
TAU ENOKA

INTRODUCTORY INFORMATION

Target Group of Trainees	: 12 Rural Women
Age	: 18 – 20 years old
Educational Qualifications	: Primary School Learners
Training Need	: Lack of Sewing Skills
Training Activity	: Baby Dresses Sewing classes

GENERAL OBJECTIVE

At the end of 3 days, give lectures and demonstration lessons, 12 rural women will be able to demonstrate sewing skills in order to improve the quality of their lives by gaining extra income through the sewing project.

SPECIFIC OBJECTIVE

At the end of 3 days, 12 rural women will be able to:

- a) identify the use of sewing material different sewing skills, and techniques in making baby's dresses;
- b) cut babies' dresses and demonstrate sewing skills and techniques.

PRE-EVALUATION

Ask each participant to fill up questionnaire in order to find out how many of the women can cut patterns of babies' dresses.

POST EVALUATION

During the 3 days lectures and demonstration on how to sew babies' dresses, we actually practice making dresses. Each participant has designed and made at least one baby dress.

A PLAN FOR FOLLOW-UP

- (1) The trainer will make home visits once a week to see whether the skills learned have been properly implemented.
- (2) Monthly group meetings to discuss difficulty encountered in sewing and the trainer will provide a follow-up skills training activity to improve their sewing skills.

DATE/TIME	SPECIFIC OBJECTIVE	CONTENT	METHODOLOGY	OUTPUT/RESULT
Day 1 9:00 – 12:00	At the end of 3 hours, 12 rural women will be able to: identify the use of sewing materials and different sewing skills and techniques in making babies dresses.	(1) Sewing orientation (2) Sewing resources or material needed (3) Skills and techniques in sewing.	Group discussion on the the identification of resources and materials needed for sewing. Each group presents a group report of the above. The trainer provides a lecture demonstration on sewing skills and techniques through the use of visual aids like patternmaking or use of slides.	Participants are able to identify the use of resources needed and sewing skills and techniques for making a baby dress.
Day 2 9:00 – 12:00	At the end of 3 hours, 12 participants will be able to practice making patterns for babies' dresses.	Pattern making	– lecture on pattern making – trainer demonstrates how to cut patterns – each participants practice how to cut patterns for babies' dresses.	Participants are able to demonstrate how to make patterns for babies' dresses.
Day 3 9:00 – 12:00	At the end of 3 hours, 12 participants will be able to demonstrate sewing skills for a baby's dress and present a baby's complete dress.	Sewing skills for a baby's dress.	Review lesson on sewing skills and techniques. Practical-actual sewing of baby's dress by each participant.	Participants are able to demonstrate sewing skills and techniques and submit one complete baby dress made.

TRAINING DESIGN: HANDICRAFT MANAGEMENT

by
MILIKA TOM

INTRODUCTORY INFORMATION

Target Group	: 12 Single girls who have had vocational training.
Ages	: 15 – 24 years old
Educational Qualifications	: Standard 6 and Form 1 (leaving school)
Training Needs	: The group would need some basic knowledge and skills on Handicraft Management.
Training Activity	: A five-day session on Handicraft Management Project.

GENERAL OBJECTIVE

At the end of a 5 day session with lectures, discussions, exercises, and workshops using visual aids, the 12 girls should be able to do a written plan of Handicraft Management.

SPECIFIC OBJECTIVES

At the end of 5 days, given lectures, group discussions, exercises, visual aids, the 12 rural girls should be able to:

1. explain what is management in Handicraft Work.
2. describe the relationship of the 4 functions of business.
3. define and describe 5 major reasons for failures of a small business.
4. define production planning of Handicraft project.
5. explain the steps involved in production planning.
6. define market planning of a Handicraft project.
7. describe the four P's of marketing.
8. define financial planning.
9. identify and explain the four (4) factors in F/P.
10. identify long and short term needs.
11. record day to day finances and prepare an in/out ledger book.
12. define organizing and describe relationship of staffing to organizing,
13. identify steps in organizing and staffing.
14. identify and explain responsibilities of each staff member/leader, and
15. prepare a written consolidated plan of managing the HP.

PRE-EVALUATION

The participants will be asked to fill out a pre-evaluation form to indicate their knowledge on the subject matter to be discussed.

Guide Questions:

1. What is management?
2. Why is management important?
3. Identify the four (4) functions of business.
4. Describe five major reasons for business failures.
5. Define production.
6. Define marketing.
7. Define finance.
8. Define organization.

V. PROGRAM LAY OUT

DATE/TIME	OBJECTIVES	CONTENT	METHODOLOGY	OUTPUT
6th May 1980 Monday 8.30 – 10:00 AM	Explain what is management in a Handicraft Project.	Definition of management What is a Handicraft project.	Lecture and discussion Board/chalk	Participants have to explain what is management in H/C project.
	State its importance	Why management is important.	Lectures, chalk talk Discussion.	Participants have to explain its importance.
10:00 – 10:15	T E A T I M E			
10:15 – 12:00	Identify and define four (4) functions of business.	4 functions of business – production – marketing – finance – personnel	Lecture/chalk talk Discussion Visual aids	Participants have to explain the 4 functions of business.
	Describe relationship of 4 functions of business.	Relationship of 4 functions of business management.	Lecture, discussion Visual aids	Participants have to explain the relationship of 4 functions of business management.
12:00 – 1:30 PM	L U N C H B R E A K			
1:30 – 3:00	Define and describe 5 major reasons for failure of small business.	5 major reasons for failure of small business.	Lecture, discussion Visual aids Role play.	Participants have to explain and describe 5 major reasons for failures of small business.
3.00 – 3:15	T E A T I M E	reasons for		
3:15-4:00	Summarize the learnings on day's session	Review of the day's topics Business firm	Discussion Question/Answer	Participants have to summarize the topics on the day's sessions.
7 May 1980 Tuesday 8:30 – 10:00 AM	Define production planning of HC Explain steps involved in P/P	Definition of production 7 steps involved in – steps in the process of production	Lecture/Discussion Chalk talk Group Workshop	Participants have to define P/P and explain each step in P/P.

		<ul style="list-style-type: none"> - rearrange steps - time need per step - equipment/tools need per step - raw material need per step - manpower need per step - skills need per step 		
10:00 – 10:15	T E A B R E A K			
10:15 – 12 00	Define market planning Describe 4 P's of marketing	Definition of marketing 4 P's of marketing <ul style="list-style-type: none"> - product - price - promotions - place 	Lecture/Chalk talk Discussion Visual aids Group workshop	Participants have to write out a marketing plan.
12:00 – 1:30 PM	L U N C H B R E A K			
1:30 – 3:00	as above		Big group discussion	
3:00 – 3:15	T E A B R E A K			
3:15 – 4:00	Summarize session on day's activity.	Review of day's topics and individual workshops.	Group Discussion	Participants have to summarize the learnings from the day's session.
8 May 1980 Wednesday				
8:30 – 10:00 AM	Define financial planning Identify and explain the 4 factors in F/P Draw up a financial plan	Definition of Financial planning 4 factors in F/P <ul style="list-style-type: none"> - setting financial objectives - budgeting fund needs long/short term needs - economic use of funds - record keeping of account. 	Lecture/Discussion Lecture/Discussion Chalk talk Group worksho	Participants have to explain and define financial planning Participants have to prepare a financial plan.
	Identify long and short term needs.	Budgeting fund needs Long/short term needs	Group workshop	As above
10:00 – 10.15	T E A B R E A K			

10:15 – 12:00	Explain the use of in/out ledger book	Day to day's use of financial record keeping	Group workshop	As Above
	Identify and write a financial record for ledger book	Day to day use of finance for record keeping by individual.	Group workshop Case study	Participants have to demonstrate the use of financial ledger book.
12:00 – 1:30	L U N C H B R E A K			
1:30 – 2:30	Summarize sessions on subject matters for the day.	Review of group and individual workshops on finance work.	Discussion Question/Answer Demonstration	As above
2:30 – 3:15	T E A B R E A K			
9 May 1980 Thursday 8:30 – 10:00	Define organization and describe its relationship to staffing.	Definition of organization and its relationship to staffing 7 steps in organizing and staffing. – identify general critical activities – identify specific critical activities – sub-divide specific activities – allocate jobs to different members – job descriptions assigned to particular staff – analyze job description for unfair division of work – finalize job description	Lecture/Discussion Chalk Talk particular	Participants have to explain and define organization.
10:00 – 10:15	T E A B R E A K			
10:15 – 12:00	Identify and explain duties of staff members and leader.	Duties of each staff member and leader	Lecture/Discussion	Participants have to explain duties of each member staff.
12:00 – 1:30	L U N C H B R E A K			
1:30 – 4:00 PM	Participants will be able to prepare a written consolidated plan of managing a handicraft project.	Group plans on: production finance marketing organization	Group Work	Participants have to prepare a written consolidated plan of managing the HC project.
Friday 10 May 1980	As above			

VII. POST EVALUATION

1. What are the new learnings you have gotten from the training? Please specify.
2. Is this training helpful to you? to the handicraft project? Why?
3. How will you make use of these learnings in managing your handicraft project?
4. Which part of the training did you find easy?
5. Which part of the training did you find hard to follow?
6. Do you think you are ready to implement the plans that you have prepared during the training? If the answer is no, in what part of the training do you need assistance.

VIII. FOLLOW-UP SUPPORT

After the training course, the trainer is interested to see how the participants are making use of the learnings from the training through field visits she will be conducting.

The trainer will discuss with the participants the problems encountered in setting-up the handicraft project. During the succeeding visits, the trainer will discuss with them problems encountered in managing the project and identify possible solutions.

TRAINING DESIGN: HOW TO PREPARE NUTRITIOUS MEALS

by
IANETTA SUTAI

INTRODUCTORY INFORMATION

Group Target	: 12 participants or leaders involved with assisting rural women.
Educational Qualifications	: Primary graduates with 2-3 years of experience as group (community) leaders
Age Range	: 30 – 40
Training Need	: The participants need basic knowledge in the preparation of nutritious meals.
Training Activity	: A two-day training program on preparation of nutritious meals.

OVERALL BEHAVIORAL OBJECTIVE:

At the end of two-day-lecture, demonstration, discussion, sharing with the help of flannel boards, charts, visual aids and exercises, 12 participants will be able to explain the importance of nutrition and how to cook balanced meals.

SPECIFIC BEHAVIORAL OBJECTIVE:

At the end of two-day lecture, demonstration and exercises with the use of charts, flannel boards, cooking utensils, ovens, etc., 12 participants will be able to:

1. Define nutrition.
2. Explain the three food groups.
3. State the importance of the three food groups.
4. Explain why mothers should prepare nutritious meals.
5. Demonstrate how to cook nutritious breakfast, lunch and supper.
6. Demonstrate how to teach the women about nutrition and how to prepare nutritious meals.
7. Discuss what they have learned about nutrition and how to prepare nutritious meals.
8. Objective-sharing out themselves with other participants.

DATE/TIME	OBJECTIVE	CONTENT	METHODOLOGY	OUTPUT/RESULT
3:30 – 4:30	The participants will be able to observe how to prepare and cook lunch.	Steps in the preparation and cooking of a nutritious lunch.	Actual demonstration with local utensils and food products.	Knowledge of the steps in the preparation and cooking a nutritious lunch.
4:30 – 5:00	List down what they learned during the day.	Objective, activities and outputs.	Sharing with the whole group.	Summary of what they have learned during the day.
8:30 a.m. – 3:00 p.m.	The participants will be able to demonstrate how to cook nutritious meals. For the participants to be able to sing a nutrition song.	Steps in the preparation and the process of cooking nutritious meals.	Divide them into 3 groups of 4 and each group will demonstrate a meal preparation.	Acquire skills (learn the steps) in the preparation and cooking of meals nutritionally.
3:30	B R E A K			
3:30 – 4:30	The participants will be able to share what they have learned from their demonstration, present recommendations for additional training.	Summary of what they have learned so far.	Discussion	List of the skills learned during the 2 days and recommendations.

THE ROLE OF RURAL WOMEN IN THE DEVELOPMENT OF THE PACIFIC COUNTRIES

By: MERE PULEA KITE
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Introduction

In December 1975 the General Assembly of the United Nations proclaimed 1976 - 85 as the UN Decade for Women: Equality, Development, Peace: it called upon Regional Commissions to give priority to the World Plan and decided to convene in 1980 a world conference to review and evaluate progress made - especially in achieving the minimum goals for 1976 - 80 and, where necessary to re-adjust existing programmes.

Now that we are entering the decade of the 80s it is appropriate that in keeping with the world theme, SWDCAP has conducted this workshop in order that we in the Pacific can review and evaluate the progress made in achieving the minimum goals for women in development.

The Setting

Although the terms of reference for this paper only include the South Pacific, the participants for this workshop cover the countries from Papua New Guinea to the Cook Islands, spanning an area of over 300,000 square kilometers of ocean and with an estimated population of over 5 million.

The areas covered may not sound populous by world standards, but by world standards, the annual population growth rates for the Pacific countries fall within the 'explosive' rating scale. American demographer, D.J. Bogue⁽¹⁾ rates as 'very rapid growth' a population annual growth rate of 1.5% to 2.0% and 'explosive' if the annual rate of growth falls within the 2% to the 4% rating scale. Most of the Pacific Islands annual population growth rate falls within the "explosive" growth category, but there are a few exceptions. Niue Island, Tokelau and the Cook Islands have experienced negative growth due to out migration. But these countries

(1) Bogue, D.J., 1969 Principles of Demography, New York, p. 36.

with an annual negative rate of growth "all have annual rates of natural increase (births-deaths, external migration excluded) which exceed 2%. Without the possibility of external migration, they would therefore fall into the category of "explosive growth".) (2)

More than 80% of the Pacific people derive their livelihood from agriculture and to a great extent the economy is dependent on agrarian production. Although agriculture is the foundation of Pacific economy, there has been only recently a trend to intensely stimulate its growth or to diversify its production patterns. However, in recent years various governments have proclaimed their commitment to change in rural agrarian areas and have stated through National Development Plans intentions to stimulate the processes of rural changes. These commitments and intentions have been extended to include the increase of agricultural production, the mobilization of rural population through a wide range of self-help and community development projects, the establishment of better functioning institutions of local government, the reform and the regulation of land tenure systems and so forth. Towards these ends, a number of ministries and agencies are involved in formulating and attempting to implement a wide variety of policies and programmes relating to these basic dimensions of rural change. Rural changes are not only seen in terms of economic changes but also changes that effect the social and cultural life of the rural people. A major community component affected by the changes are the women, and to this end, this workshop hopes to examine the kinds of changes that affect rural women in the development process and the ways and means in which women can be a part of and continue to be part of the development process.

Task

In order to evaluate and determine the role of rural women in development in the South Pacific, I shall first of all deal with the various concepts of rural development; such as those held about the role of women and their involvement in rural development projects; the impact rural development projects have on the community and particularly on the status and functions of women through the concepts of integration, participation and adaptation. The above approach was thought to be helpful in identifying some of the problems

(2) Bakker, M.L., 1977 The Population Problem in the South Pacific p. 5, Paper delivered to a seminar at USP.

and issues that confront rural women. Some consideration will also be given to the kind of efforts needed to enhance their contribution to the development process.

For this paper, the Uluisaivou Beef Cattle project in Fiji has been chosen not only to examine the role of women in development but because of the elements of commonality with other rural projects; in particular the weighting towards male participation in employment opportunities and benefits and the effects on the woman, the family and the community and the conscious effort of the government to maintain the indigenous communal structures in the development process. As countries in the Pacific are predominantly agricultural and rural, components and aspects of the Uluisaivou Beef cattle project could be used to analyse and evaluate rural projects in other Pacific territories. The objective of the Uluisaivou project is to achieve economic and political goals and correspondingly secondary goals such as social and cultural goals. The achievements of these goals will be discussed through the concepts of integration, adaptation and participation in order that we might see who benefits from the development process and what effects the project has on the values and patterns of the community.

Approaching the Uluisaivou example along these lines makes possible a consideration of the sequences of social and economic changes for separate, but nevertheless key areas of the rural community. Such an approach could perhaps provide some guidelines for programme approaches, methods and techniques to enhance the role of rural women in the development process. This approach involves specifying a limited number of variables for each of the concepts used and analysing the possible effects on rural women and how the evaluation could provide some guidelines for programme approaches, methods and techniques for assisting rural women to participate effectively in developing basic family and community services.

Various concepts of rural development

The term rural development implies that the rural areas in the Pacific are "under-developed" and that there is a sharp contrast in development between the rural and urban areas. What do we understand about the concept of rural development that is acceptable to rural people and to that particular region? Every political leader in the Pacific has

stated publicly that development is wanted and that it is for the benefit of the people. But just what kind of development it is, politicians do not seem to make any efforts to define. Some have tried to define development as integral or total human development, the kind that involves an overall search for a better life, a development that is centered upon the human being.

Rural development is often associated with agricultural development, increased production, development of a better communication system, opening up of the country side with better roads and transport system and through all these, maximizing money incomes. To others rural development is only seen as any development that supports the urban sectors. Although this general view held is partly valid, in reality, when applied to the Pacific, further qualifications are needed. Rural development is not just increasing rural production through increasing food and raw materials for internal consumptions and export markets, some national development plans state that rural development is to make rural areas a better place to live in through the raising of the standard of living. Such objectives give the notion that the primary principle involved is economic development, but this is an over simplification of the objective. As the majority of the population in the Pacific live in rural areas the concept of development does not only cover the narrow notions of economic development, but the broad fundamental social and human values of development.

Perhaps one of the confusions when trying to define development is that we are confronted by a framework of industrialized societies in which the values lay heavy stress on economic advancement. Pacific societies are part of a world system whose rationale has been laid down by the industrialized countries and whose operation invariably favours the latter, but it does not necessarily offer for the Pacific a viable and satisfactory framework.

The origins of these patterns found in forms of colonial domination characterize the relations between the centre and the periphery or the industrialized and the developing; or the urban and the rural, over the years. Domination in its various forms and different functions, constitutes a complex mould whose central object is to develop. People in the Pacific have become fully aware of standards in other countries, particularly through out-migration and travel.

According to Crocombe⁽³⁾ almost every island in the Eastern Pacific has had or have a significant number of persons working in factories or service industries in New Zealand, Australia, Canada or the United States. In Tonga Western and Eastern Samoa, the Cook Islands, Niue, the Tokelau Island, Guam and the Mariannas, there would not be one single person, not even in the remotest village in the remotest island, that would not have many relatives who either work now or have worked in the industrialized nations. They have received incomes many times higher than those available in the islands and they give detailed accounts of the 'wonders' of city life. This is also increasingly true of the Gilbert Islands (Kiribati) and Tuvalu, many of whose young men work or have worked on German or other foreign ships trading from Europe to the United States and elsewhere. It applies to a considerable percentage of the population in Fiji, and to a lesser percentage to New Caledonia, French Polynesia, Wallis and Futuna, the New Hebrides, the Caroline Islands and the Marshalls. Of more than 20 countries and territories in the Pacific, only Papua New Guinea and the Solomon Islands would have a significant proportion of their population who have no relatives who live or have lived overseas. This exposure in other countries quite often is used as a yardstick for measuring their own expectations of development. Not only is there out migration but also rural to urban migration - migrants usually going where development is. Rural development to some simply means 'growth' and the expectations in many developing countries are translated into an urgent need for money.

Although rural development is often treated as being synonymous with agriculture and related activities, some see no difficulty with the concept as development equated with economic development and growth as countries are classified as developed or industrialized or underdeveloped or developing in the basis of per capita income. Since most countries in the western world fall under the heading of developed or industrialized and in these terms it becomes relatively easy to equate 'development' with modernisation or 'westernization'. It is thought the adoption of western values by the Pacific people would liberate them from the

(3) Crocombe, R.G., Rural Development in the Pacific Islands Past Disaster and Future Hope. Pacific Perspective
Vol. 7 No. 1 and 2 p. 43/44.

weight of tradition. Such liberation is viewed as a prerequisite for development. This in turn could have the effect of supplanting simple and long established technology by newer and more complex forms.

Ravuvu⁽⁴⁾ points out that the main concept of development is largely economic and that there is a tendency for the developed sectors to block progress in the rural sectors. Any advance in development is usually made at the expense of and through the exploitation of the rural areas and that such a sectorial thrust does not automatically raise the standard and quality of life for all. In fact it is so sectorial that the benefits accrue sectorially and that the gap widens for certain sections of the community and especially for women. Thus, economic development, though vitally necessary, cannot be divorced and treated independently from its social surroundings, which lay stress on the importance of cultural values and identity.

Efforts at planned development exists, yet the inequalities, exploitation and miseries persist to varying degrees for various sections of the community. Development with an economic growth bias, gives disproportionate benefits, but usually in favour of the urban sectors and depriving the rural sectors of benefits and of equal opportunities. It is the rural subsistence sector which is becoming an increasingly valued and important part of Pacific development.

National Development Plans in most Pacific countries place rural development on a high priority. For example, Fiji's Seventh Development Plan (1976-80) states that the "main beneficiaries of policies aimed at achieving more equitable distribution of income and wealth will be the rural population...the principal aim is to raise the standard of living in rural areas and also to involve the rural people closely and meaningfully in the planning, decision-making and the implementation of the programme."⁽⁵⁾

The New Hebrides Transitional Development Plan (1978-1980) states that "the Ministry of Natural Resources will encourage, assist and guide the rural population in the

(4) Ravuvu, A., Robbing Peter to pay Paul, SPIRAL Dependency (unpublished 1979)

(5) Fiji National Development Plan (1976-80) p. 5 and p. 224

exploitation of cultivable land in the group that is at present not used. Improvements in rural living standards and in health standards and nutrition will result from an agricultural development policy in which the aims and approaches are tailored to the lifestyle and requirements of the Melanesia villager. (6)

The Solomon Islands National Development (1975-1979) states that one of the main principles for distribution and development included improving the transport network; equalizing the coverage of government services; improving the status of women; improving education opportunities; (7) emphasizing employment aspect of decentralization etc."

It is obvious that there is more than one interpretation to the concept of rural development and it is not entirely dependent on one's angle of vision. Not only is there more than one interpretation to the concept, there is more than one interpretation of the role of rural women in development.

It is beyond the scope of this paper to elaborate and defend an adequate definition of rural development, but if rural development is to enhance the 'equality of life' of the people not only in rural but also in urban areas through the equal distribution of input and the output benefits that accrue then the emphasis of the quality- implies that we know what society's goals are. The very fact that we all differ from one another determines our perception of goals which in turn brings about a conflicting process of determining the goals and the means to attain them as society's structures primarily determines who participates and who benefits from the process.

The purpose of this paper is to explore the role of rural women in development and examine some of the effects and implications of projects on their lives. The paper does not intend to provide answers to the issues and the problems raised but it only attempts to highlight some of the issues involved and some of the realities of what is happening to women who are being made to think that they are being "developed", or need to be developed.

(6) New Hebrides Transitional Development Plan, p. 31.

(7) Solomon Island National Development Plan, p. 4.

The Role of Rural Women in Development

The emphasis laid on rural development provides the background conditions for investigating the role of women in the development process.

Some development plans make special references to improving the conditions of women. For example, the Solomon Islands Development Plan (1975-1979) states that to "improve the status of women" is one of the principles for the planned period, but in other Development Plans no special reference is made to women as the planned development objectives are for the benefit of the total population. It is only when in this development process certain groups are advantaged to the disadvantage of other groups such as women, that it is necessary to close the inequality gaps through special efforts and special projects. For this reason projects are focused especially towards women as due attention has not been paid to them in the development and other related activities. Because of these special efforts and special projects, women have become to be considered a "special group requiring special attention in order to improve their potentials and to contribute, participate and benefit from development programmes.

The consideration of women as a special group, when at least half the population in the Pacific is made up of women, seems in the first instance unjustified. By such special references, women tend to be considered separate and a part and in isolation from the total development process.

The special position of women is dependent to some extent on the perception of the role of woman by Pacific man, by development planners and by the women themselves. In Pacific societies are women in fact seen as a minority group? or as an equal? The traditional, social and cultural divisions in Pacific societies between the roles of men and women have broad implications for the division of labour and employment opportunities. Traditional customs play an integral part in the lives of the people and largely influence the roles women play in development. Traditionally women in the Pacific play a supportive and complimentary role to men and their activities are seen more as coordinating rather than equal. The sexual division through custom and labour universally separates the roles of men and women

and defines their spheres of work in that in certain areas their roles are clearly distinct and in others overlapping or polarised. Therefore, as subsistence farming and production are characteristically centered in domestic groups, the roles of men and women are so defined in that, they are separate, complementary- or supportive, patterned on the complexity of customs practiced at the time.

Whatever one's perception of the role of the rural women in development, any establishment of new roles or modification of prevailing ones has diverse and unforeseen consequences. It has been stated by a number of informants, that "the role of women in Pacific societies is not that of an equal, but that of a supporter and that in general, her functions are complementary to that of man."⁽⁸⁾

To change or modify this concept prompts the asking of a familiar question: how does a change for equality affect structural changes in the family unit and the community and how does this change affect other processes and relationships in the system?

If development is focused on human development and is centered around the person, one can either take the women as a tool for development which is not often implied in women's roles in rural development; or women can be taken as a machine for whatever project that is required; or one can take women as the centre being upon whom efforts are made to make her a 'more fulfilled person'; and to make her more capable of making choices; and better equipped to make decisions - decisions that cover herself her family life and her participation in work and the community. Often development decisions are taken far beyond her reach, which often has a negative effect on her.

In order to come to some basic understanding of the role of rural women in development, I propose to develop for analytical purposes the kind of changes that could affect the role of women when development projects are mounted in rural areas. Such changes might provide reference points for isolating variables that have a bearing on the consequences of change and their impact on the functions of women.

(8) Random Survey, 1980.

A Development Project and its Effects on Women (Fiji Case Study)

Our discussion focuses on an agricultural development project in Fiji, the ULUISAIVOU CORPORATION - A beef cattle scheme. This project was chosen for several reasons:

- A beef cattle project at the first instance gives the impression that the men will be the main participants in the scheme and therefore will be the main beneficiaries of the development process in terms of employment, status and income.

- Although the scheme is primarily beef cattle, there are related activities to the project, such as the planting of cattle feed, sugar cane, pine trees, etc. where both men and women are involved.

- The project is fairly typical and therefore would have some similarities of features and objectives for other Pacific countries.

- The basic concepts and principles used can be applied to other projects i.e. other than beef cattle. It could be pig farming, fishing, sugar cane planting, etc.

- It brings together the typical pattern of government objectives for development in rural areas and participation in the project by rural people.

The project was reviewed by Ravuvu⁽⁹⁾ as follows: "The Uluisaivou Corporation is one of many attempts by government to narrow the economic gap between the rural and the urban people and to slow down the migration of the people from the villages to the town. It hopes to achieve these goals by developing local and rural resources which will provide additional sources of income... to improve the lifestyle and facilities of the rural dwellers...".

(9) Ravuvu, A. Uluisaivou Corporation: A Beef Cattle Project: A Review of its Social Impact, 1979, p. 4.

The project aims mainly at reducing the beef imports from foreign countries. The lands were leased from the owners by the Native Lands Trust Board and the Corporation through New Zealand finance. The leasing of the land was seen by the mataqali (clan) as a means to developing their lands which they had hitherto not the adequate means nor the technology, nor the infrastructure to develop to achieve a much better standard of living. Seen in concrete terms, the better standard of life meant employment, cash income, new roads, better communication system, better access to markets, and improved educational, health and social conditions and this appeared to be offered by a project of this nature.

Any detailed account of the project is beyond the scope of this paper. The project will be referred to only where the important aspects of development affect the local community and especially- the status and functions of women and to see what impact this has made on their lives.

Three sections divide the paper: (1) a brief description of the Uluisaivou project, the characteristics of the scheme and its relationship to the community; (2) an analysis of the consequences or the impact of the scheme on the community using the concepts of the integration, adaptation and participation and their broad implications for rural women and (3) some guidelines for programme approaches, methods and techniques for assisting rural women in developing basic family and community services.

I. The Uluisaivou Corporation - Beef Cattle Project

The Uluisaivou Beef Cattle project is a corporation effort whereby several Fijian clans were joined together in an economic programme to provide "benefits for the people in the area", but without jeopardising the basis of their communal life. The way in which the scheme is devised is that whole villages were left intact and the land was divided according to the mataqali. Several attempts had been made by government and Fijian leaders of the area to achieve this goal but a history of unsuccessful efforts through the Uluisaivou cooperative marketing society (now defunct but from which the present structure of the Uluisaivou corporation is partly derived) and foreign investors has culminated in this scheme by government and

the people. The scheme is foreign aided from New Zealand including the adoption of foreign technology of cattle farming into a "physical and social setting alien to it, with a weak economic infrastructure to support it... with the objective of lessening the beef imports" has greatly affected other economic and social aspects in order that the corporation achieves and maintains the standards and goals it intends to achieve. In fact, the rate of progress and what has been achieved by- the Corporation during the planned period of development has no local foundation. They are based on what could be achieved in New Zealand. (10)

The opening up of the land area for beef cattle brings in corresponding activities and some specialized technology such as feed specialization, fencing and related technology relating to animal husbandry - a technology quite new and different to traditional subsistence crop farming, in which all members of the family were engaged, this includes women and children.

The change in technology has brought about far reaching changes in the social structure as well as in subsistence agriculture. Only a small proportion of the total population are employed on both a permanent and a casual basis. Only six men from each clan group are employed (there are 47 clans in the Corporation) when the mataqali land is fenced. About 16 persons, out of a total population of 2,100 are permanently employed as stockmen, garage attendants, drivers, secretary, etc. Other male members of the clan are expecting to be employed and this has created dissatisfaction and ill feelings amongs the various groups and with the Corporation.

The prospective employment and equal opportunities for women provided in a major rural development scheme such as this is severely limited. Only a few women are utilized as labourers for sugar cane cultivation.

In terms of government objectives that rural development is for the benefit of the community, the Uluisaivou scheme is a classic example of the failure of translating theoretical objectives in National Development Plans into reality.

(10) Ibid. p. 1

Although in every society adult males are expected to participate in the labour force unless they are disabled, at school, wealthy or there are no jobs, women's work participation rate in contrast to the males manifests a remarkably high variability. Women's participation is determined both by the organization of the economy and the prevailing family system.

In Pacific societies, a woman's first responsibility, has been said to be to her home and her family. The family here is taken to include the extended family and her key roles are that of wife, mother and home-maker, and even if she is unmarried her expectations of assuming these roles exercises an influence on the character and the extent of her economic responsibilities and activities. The extent to which women are free to contribute to economic production, therefore depends in large part upon the compatibility of their economic and family roles. Women have always been a part of development in Pacific societies through their participation in subsistence agriculture and familyhood but their separation has developed with the new concept of "bread-winner" role for the man in a wage economy.

In industrialized societies the role of women differ to some extent in that society itself calls for a higher and extensive degree of specialization in which women are active participants, even in highly mechanized industries, whereas the nature of the specialization in subsistence economy is limited to few needs of the family and its determined by the kind of simple technology used.

Women's participation in rural development cannot be explained by economic development alone, but the relationships between the family and the economy must be taken into account. Since the trend of development in rural areas continues to be towards large scale economic development, some changes associated with progress actually makes it difficult for women to work, as can be seen in the Uluisaivou example.

In traditional subsistence economy, where the family is the common unit of production, women can often combine work with their other household responsibilities. But where work is separated from the home as now is typical in modern forms of economic organizations there are physical

as well as social problems involved in the leaving of the home and children to go to a separate place of work.

Obstacles have developed to frustrate not only the success of the Uluisaivou project but to frustrate the goals of the rural community. Barriers have also developed within the social group because of the inadequate system of mobilizing the unemployed in the system. The most conspicuous example is the ill feelings amongst the different clan groups on the allocation of employment to such an extent that one clan group disallowed the members of a different clan group to be employed on their piece of land when the land was being fenced.

Falling short of rural development objectives destroys the project's integration and continuity in the community. The other is the non-inclusion of women because of the change from a traditional subsistence technology to animal husbandry; the new technology is obviously to women. The objective that women's inclusion in the wage economy will bring them a better standard of living, through better housing, health facilities and labour saving devices is questionable and in any case, is not really happening. One small proportion of women are assigned to unskilled labour, such as cane farm work. One woman is employed as a secretary/typist at the Corporation office and apart from this there is "little other active involvement of the women force in the affairs of the Corporation...it is unlikely that any improvement in this respect will be expected in the foreseeable future." This describes a common pattern in some rural development projects not only in Fiji but also in other parts of the Pacific.

The Corporation and the Community

A Feasibility Report in 1975 noted that the "Uluisaivou people are independent and refuse to lease their land to outsiders even on a profit-sharing basis. They wish to control their lands." Although such statements may reflect the real feelings of the many Fijian land owners, they are at the same time conscious of the fact that their economic and social improvement lies with its full utilization. Lack of financial resources and the necessary infrastructure for rural development by the people themselves is a common pattern in Pacific societies.

Although the structural organization of the Corporation maintains that the people are going to be fully involved in the project and in the control of their own land, this does not happen in reality as only a very small minority is engaged in wage labour and in the decision-making process. The Management Board seldom communicates effectively with members and the representatives of the Corporation only seem interested in representing the interests of their own institutions for their benefit.

Although the land is owned by the clan and only leased by the Corporation, the refusal to share in the employment benefits with other clans is already causing difficulties not only in the work organization but amongst the various groups in the village. Two clan groups in the same village are unhappy with each other because the members of one clan were refused work with the others on whose land wage employment was available. Even raising funds for community projects, such as the school, were turned down so that only members of a certain clan received the benefits.

The clan members' perception of their own development goals, in practice differ from those of the Corporation and has raised conflicts and caused changes of a fundamental nature. The theoretical objectives seem fine at a distance, but on the ground it takes on a different visual and structural dimension. The clan members want the development of their own land in a manner which would allow them to participate much more in the decision making process...and fully involve themselves in the work of developing themselves, rather than just as wage employers of the Corporation, or only waiting to receive "hand-out".

This approach should enhance a form of integrated development whereby needs for development for national interest, and the needs of the people achieve some balance. Although the Corporation must serve some economic needs of the country, it must at the same time satisfy the immediate needs of the people in relation to encouraging increased productivity - not only for the market but also for self-sufficiency at home, increased educational opportunity both formal and informal for children and adult, increased health facilities and improved living conditions, better housing, water supply, good latrine and waste disposal services and the establishment of better means of transport and communication.

The impact of wage employment on the life of the people is emerging in a pattern of dependency on outside imported goods and luxury items rather than on local foods and the villagers are eating what they do not produce. Imported foods such as tinned fish, beef, biscuits, etc. are an increasing feature in the diet of the community. In the village some of the women spend most of the day in the field. Instead of attending to their domestic work and food gardens, they are seeing the attraction of cash wage employment as an important alternative. The family eating habits have been affected to some extent. Instead of the women preparing meals for the family, she works the whole day and then tries to fetch something to eat from the garden or turns to the shop for manufactured foodstuff. This situation is emerging as a common pattern and has started to affect the efficiency with which they attend their daily domestic tasks.

The impact on women of socio-economic changes brought about by rural development programmes occur in qualitatively different types of systems and even within a social unit, varying in degrees of importance and impact. In any discussion on the role of women in rural development some basic points need to be kept in mind.

In a village community, multiple activities such as occupational, familial and social are closely inter-related. The roles developed for solving a particular problem are not segregated from roles corresponding to other spheres of collective life. Under these conditions any change or modification in the role of women would have important repercussions for all other aspects of the social system. The implications of the women's roles in the development process is considered in terms of this characteristic feature.

In summary, the clan groups, apart from leasing their land, also provide for the Corporation a ready source of labour which is also mobile. The different degrees of involvement, and the impact the Corporation has on the communal life of the people has varying consequences for the attainment of goals but the different consequences of the introduction of a purely economic project for the development of the rural area and people what we now turn to.

Turning to the analysis of the role of women, two major questions guide the discussion. What variables, when using the concepts of integration, adaptation and participation are affected by the active involvement of women? And secondly, what effects would women have on affected variables and consequently, on the gaining of goals? The Uluisaivou scheme provides the empirical basis for answering these questions and making general inferences for discussion purposes.

2. The Concept of Integration

In order that women have equal share of the benefits of rural development it is necessary for the women to be "integrated" in the development programmes. Integration is a strong word. In integration we are trying to achieve inter-personal harmony to conform to an objective. It requires working in harmony without conflict or dispute and so accordingly the integration of women in the development process continues to be problematic. Outside pressures and expectations and social changes in the rural population are potentially upsetting the integration of women.

For the sake of clarity, one needs to ask:

- Are we trying to integrate the methods by which women ought to be integrated into the programme?
- Are we trying to integrate techniques or strategies, or both?
- Are we trying to integrate women on a combination of methods?
- Is it possible to integrate women in this way?
- Or are we just making available to women equal opportunities?
- If so, then is this integration?

It is in this context that the impact of the Uluisaivou project and the integration of women must be understood and what variables are relevant to this problem.

The stated objective of the project, to provide benefits for the people, falls short when certain sections of the community are not integrated in such development and thus remain deprived of the benefits.

What variables are relevant to this problem?

(1) the increase or decrease of conflict between women's roles as homemaker and earner?

(2) the cultural perception of the role of women and the effect this perception has on women's activities and involvement. The Corporation is clearly "alien", and its presence in a Fijian community increases the number of conflict situations.

The very fact that the Corporation does not understand the way of life of the Fijian people but at its inception became immediately involved in nearly all phases of their lives. Only a few women are employed in wage labour on the cane farm, not only increasing the conflict amongst themselves. The other women feel that they all should share in the benefits of wage labour. The conflicts which arise for the few women workers are between their role as wage earner and homemakers. It follows that the women's roles in expected communal activities, such as fund raising for schools, church, etc. would decrease, adding burdens to those who are not similarly employed. In varying degrees, this kind of conflict is developing throughout the key areas of Fijian communal life and the new role of women disturbs the integrative pattern of communal life.

The presence of the Corporation in the community increased the tendency for the community to fragment and regroup on employment interests; on class conflicts vis-a-vis employment; on conflict between the males who are being employed by the Corporation and between the women's expected traditional roles as home maker and wage earner; conflict in the degrees in which women are integrated into the village communal life and wage employment; and the obvious conflict that exists in the women's roles as wives of husbands who are employed and who are not. When conflict and tensions occur they spill over into other spheres of life.

Although some women and their families, particularly of those men who are employed would indirectly benefit from the project, the limited opportunities available for wage employment and the conflicts and tensions that occur over the work situation overshadows some of the positive effects of the Corporation on the functions of the rural economy. The disruption to communal norms has created arguments and tensions amongst the members of the different groups and some members continue to remain critical of the arrangements. This project has increased intergroup tensions in the rural community a variable of very great importance in the overall functioning of the system.

The second variable in the integrative sphere is the cultural perception of the women's role in a rural development project. This variable has broad implications not only for women in rural development projects in (Fiji) but also for other Pacific territories. One expert in rural development states that the role of men and women in Pacific societies are so defined that women play a supportive role to men, irrespective of their status and task. He further states that not only do women play a supportive role, but they would do everything for their men folk in order that men's participation in the development process is effective and more productive. Another expert (12) states that in some Pacific societies it is relevant that the basic questions concerning women are, whether they are seen as equals, particularly in activities such as subsistence agriculture, or are they viewed as a minority group? Women in the Pacific as elsewhere, make up about half of the total population and are not in fact a 'minority'. If this is so, then why are they considered a minority group? It is because of the cultural expectations of the women's role as that of homemaker and that their contribution to economic development is not only unrecognized, but where women make up half the labour force in subsistence agriculture, their work does not get upgraded to equal terms and recognition.

(11) Nelson Delailomaloma, Divisional Commissioner, Eastern, Fiji

(12) Peter Larmour, M.B.E. Consultant in Local Government to IPS and ISAS, University of the South Pacific, until recently with Lands Department, Honiara, Solomon Islands.

The resistance to this recognition could be linked to various factors. One link could be that the women's role in child bearing is not considered as a productive occupation and that for certain periods of time they will be out of paid employment or not participating in subsistence agriculture. Women's full participation in work outside the home has always been a recognized factor in Pacific societies but with the new trend towards wage labour, their work outside the home could be viewed as a deterrent to fertility. The role of wife and mother cannot be under-estimated in Pacific societies as the primary purpose of marriage is said to be the procreation of children. (13) Opportunities that take women outside the home now in a wage economy is met with some resistance as large families are still the norm in some Pacific societies.

Other factors could be that women, by their physical and biological structures are not able to do all work required for rural development, and that some jobs are definitely reserved for the men. The lack of natural resources and limited employment in the cash economy gives men preferential treatment in job opportunities rather than the women; the new perception of the role of Pacific man as 'breadwinner' with the development of wage labour encouraging this trend. The 'breadwinner' concept for Pacific man is a new pattern based on western institutions.

Relating these new patterns and perceptions to the Uluisaivou example, the employment opportunities offered to the women are limited on two grounds: (1) that the first opportunities of employment would go to men and (2) the technology is such that the men are the main beneficiaries in the project. The 'breadwinner' concept plays an important function in the changes that are occurring between the male and the female roles. Cultural perception of the role of women is also a variable of great importance in the integration of rural women in development.

(13) Kite, M.P., (1979) The Will of God and Family Planning. Paper to the WHO Pacific Sub-Regional Workshop on New Trends in Fertility Regulations.

Adaptation

The objective of improving living conditions of the people in rural areas brings about the processes of changes which people seek and want. The development of wants of a people is inevitable and irreversible when seen in terms of the availability of better substitutes or when circumstances beyond their control dictates it.

In the Uluisaivou example, the landowners had become aware of the possibilities of a 'better life' offered by the introduction of a beef cattle scheme. This awareness raised the expectations and aspirations of the people to experience better living conditions, and such expectations translated into an urgent need for cash. Participation in the project was seen as the means by which the 'better life' could be attained. The land owners usually produced for subsistence as the lack of resources such as capital, markets, technology, knowledge and the inability to obtain credit from loan agencies are the kind of factors that hinder the achievement of goals for better life.

Although new goals are perceived and partially or fully acquired (sometimes) by the rural people, the efforts of certain sectors of the community to achieve them often fail and leads to frustrations. Examples of such frustrations are the men and the women who see that their employment and their involvement in the development project are not included.

The Uluisaivou example is the setting for our conceptualization of adaptation of the women in a rural development project. Frustration is taken here to mean simply as the occurrence of obstacles which prevent the satisfaction of a need. In other words, man becomes frustrated when he fails to achieve his goal. The consequent behavior resulting from this is the need to readjust or adapt.

When development takes place, the assumption is almost inevitably that new opportunities for women to work to give her a better life arise. Although in some Pacific societies, women's first commitment is generally to the work of the household and her family, her economic functions can be seen as easily transferable from a subsistence to a commercial enterprise, but this is not always the case.

The concept of adaptation has several facets, but one could well ask the question of what do we adapt? What does

the term mean? Adaptation could be in terms of attitudes, behaviour, family or work commitments, goals, reallocation of means, etc. in order to achieve a goal.

Two variables are relevant for this problem (1) conformity to the new economic pattern offered by the project and (2) conflict in both the family and work situation especially of the women who are employed.

It is possible to become aware of better living conditions without becoming motivated to experience them and it is also possible to conform to new goals without the stress and strain of adaptation, because man is able to select and limit the goals that motivate him.

Although the thinking by the women that a good number would be employed on the project had to be adapted as the employment opportunities were only available to the few women engaged in sugar cane planting, those women employed, except for the Clerk/Typist are employed in the same level of occupation - equality of levels probably reducing the levels of stress that is likely to arise if employment opportunities available to women were at different levels and statuses. Although some women may be motivated towards higher goals, the similarities in employment offered to the women's group is the motivating factor for the limitation of their goals so that they are in conformity with the levels of the group.

But on the other hand, Pacific societies based on the village, the clan, or the extended family system makes the limitation of goals and frustrations much more difficult, because such groups are not based on socio-economic means, and it would probably take some time for solid groups to form along these lines. Groups formed mainly- on socio-economic lines can perform a vital function in that they can realistically limit the aspirations of their members to things that others in a comparable position have. This in a Pacific rural communal society may be difficult to achieve, at this stage, unless of course the village or the clan or the extended family was formed into a cooperative or a company based on commercial lines.

It is difficult to assess with any accuracy the conformity or the adaptation of women to the new economic pattern offered by the project, except to say that their efforts at adaptation did cause frustrations at various levels.

All women who were hoping to be employed were not employed and experienced frustration as they were not given the opportunity to be involved in the project. Women who were employed became less involved physically in the social and cultural aspects of the village communal life, but their earnings are shared amongst the family group. Their non-active participation in certain village commitments is heavily criticised not only by the community but also by the extended family, as the burden of village activities such as fund raising for the school or the church is left to those who are unemployed. Rural development projects seen from this perspective increases frustration in the non-attainment of goals and increases tensions in the community, a variable of importance for the overall involvement of the women and the success of the project in a rural community.

The second variable dealing with conflict in the family and the work situation especially for the women who are employed, follows and relates to the first variable.

In the review by Ravuvu, it was evident that there was an urgent need for the women to be made aware of the changes in their traditional role which have come about by coming into contact with regular wage employment. The women who work all day in the cane field are not only having to adapt to the new demands made on them but also to adapt the family living patterns to meet this new need. Instead of the woman spending her day doing her domestic work, caring for her children and tending her small food garden she is being affected by the need for cash and her domestic work is adjusted or adapted to meet this need. Instead of eating what she actually produces from the food gardens she is now dependent on imported foods because of the ease with which it can be obtained and prepared. There is an adaptation not only in the eating habits but also in meal times which has a negative effect on the family relationships. The women's absence all day from the home has also affected children in a negative way as there are no facilities provided by the Corporation where women could keep their small children close by during working hours. The absence of the women also has affected in a negative way the extended family system as the burden of care fell on the members who were not employed.

The adaptation of existing traditional family patterns and the adaptation of the role of women to the new goals brought about by rural development projects such as Uluisaivou can have both a positive and a negative effect on the family and the community. The second variable is of importance in the overall functioning of the women in relation to her family and to her work.

Participation

The loss of women-power on the introduction of such rural projects as Uluisaivou and the development of the new concept of 'breadwinner' for the male section of the community is now not an uncommon pattern. Women's work in Pacific rural sectors have always been part and parcel of familyhood, but with the development of the more western institutions brought about by wage employment they are not only excluded from the development project, but their work becomes classified as "unproductive household tasks, or disguised unemployment". With this kind of classification there is a tendency for moves to be made along such lines as "if more effective use is to be made of the potential women power, it will be necessary to increase women's work participation and to channel their labour into genuinely productive tasks."

In order to look at the women and the concept of participation, it would be necessary to look at fundamental rural societies in the Pacific and the concept of familyhood. The concept of familyhood used in this context refers to the extended family and the clan group working together on various activities as the basic unit of production. The woman is an active participant in familyhood and harmonizes her roles with such aspects as motherhood, food producer, homemaker and so forth. What in fact has happened is that the introduction of wage labour has excluded her from the development process and there becomes a need to seek ways and means to re-integrate her to her former state. Rural women have always been full and active participants of the development process in their community and what we are trying to do in fact is to give her a new set of introduced patterns and norms and rendering her efforts in the new system as useless and unproductive.

Pacific rural women's participation in development projects is not only measured from a western model, but one has to be myopic or blind not to see that one's angle of vision is coloured by traditional, cultural and social perceptions.

Sometimes National Development Plans do not suit cultural conditions and often the system is manipulated to harmonize with its objectives. The people and particularly rural women are not active participants from the beginning to determine the goals and needs. In some ways, the concept of adaptation uses man as an object where he has to adapt

to stated objectives. The suitability of the use of this concept when related to the role of women has caused some hesitancy as the concept of adaptation does not allow women to become full and active participants in the development process.

The concept of participation used here is full and active participation where women are defining for themselves, for their families and for the community whatever they want and need. Woman in this context is being a creator and a creative partner with men and not an end product in a planning process nor an object of development. This brings about the possibilities for the woman to use her cultural patterns and transforming them into institutions which enhance her dignity and her skills so that she may be able to cope better with any- new introduced programmes that brings about changes and to make her master of her own destiny and her own environment. One may well ask the question as to whether the indigenous communal structures are conducive to development? It has been said that the expansion of the money economy brought about by rural development projects such as Uluisaivou releases the villagers from a great deal of traditional dependence on the local community and that participation in the money economy is incompatible with the traditional social structures. But on the other hand the traditional kinship system with its traditional systems of mutual assistance could be used for mobilizing all sections of the community to participate in the development process.

In Pacific societies, land is regarded as the most important resource and the relationships between the individuals, the family and the kin group and the land on which he lives and cultivates is more than an economic relationship. It is part of his whole social identity and he relies on the land not only for subsistence but also for recognition as member of the community. The family or clan lands are operated through a multiplicity of interlocking rights and women are part and parcel of this system. Their participation is full as long as they remain a part of the system.

Turning to the Uluisaivou example two variables are relevant for seeing the effects of the project on the role and the status of women: (1) women's participation in the project is patterned by both the organization of the

development project and the prevailing family system in which she lives and (2) the possible effects of the recruitment of women on fertility rates.

Some of the changes associated with economic progress actually make it difficult for women to work. Before the establishment of the Corporation, the women in the family, both single and married were the basic unit of production and combined their work with their household responsibilities. But since the trend for economic development is toward large scale enterprises such as Uluisaivou, such changes not only affects the woman and her responsibilities to the community but changes must also be made in her family structure if she has to go away from the home and work for wages.

Women's participation cannot be explained by the levels of development alone and then the relationship between the family and the economy must also be taken into account. Whether women's participation in the wage economy rises or falls with economic progress will depend on the level of participation at the start and on the speed with which adjustments are made between family and work. One cannot state therefore without qualifications that women's work participation expands with economic development, since economic development in rural Pacific areas do not involve all sectors of the community in the development process. The Uluisaivou project has caused a decline in the involvement of the male and female employed on the project in the subsistence sector of agriculture and has increased their participation in the project, giving rise to two opposite trends in participation. The sum of the two may have either a positive or a negative effect, depending upon the circumstances.

The effect of women's participation on the increased productivity of the Uluisaivou project is negative as the numbers are fairly small. The opportunities for their participation is limited and most jobs are available to the men, but the limitations are not only the results of cultural prohibitions or social resistance. The project itself does not provide the opportunities for women's full participation.

The second variable is also considered of importance even though its effect on the women who are employed at Uluisaivou at present is negative. This variable is included here because for some Pacific countries it is worthy of high priority in development strategy.

With economic development in rural areas, the changes that occur are not only in existing family structures, but there could be such modifications such as the postponement of marriage and lowered fertility, typical patterns that are likely to emerge. As long as the woman can combine her roles of wife and mother with her economic activities there would not be a positive effect on her fertility patterns. Once the woman is involved in wage labour and moves away from the home a lowering of the fertility pattern is likely to occur.

In the Uluisaivou project it is difficult at present to establish conclusive evidence between fertility and the employment of women. The general assumption is that working women tend to have fewer children, but this is not enough as we would need to know whether those women who are employed are not as fertile as those not in the work force. Although this question cannot be given any detailed consideration here, it is necessary to draw attention to the association of fertility with women's participation in a wage economy.

Although there are differences in patterns of development, when development does take place, new opportunities for women arise in varying degrees. Although the first commitment for the women in rural areas is to the home, they are increasingly accepted in secondary roles in the wage labour economy. The family's dependence on cash income makes it desirable for the women to work for wages rather than spend the entire time in house work. This pattern could have positive effects on fertility patterns as the cost of children come to be measured in terms of food, education, housing and clothing.

It is common to assess the benefits derived from rural development projects such as Uluisaivou in terms of productivity and the increase in the national product which is expected to result. The possible indirect effects of rural development projects such as Uluisaivou upon fertility, if there were a high level of female participation is also considered of equal importance, at least for some Pacific countries.

3. Some Guidelines for Programme Approaches, Methods and Techniques for Assisting Rural Women in Developing Basic Family and Community Services

In the foregoing, I have tried to direct attention to the introduction of a project in a rural area and the consequent economic and social changes that have occurred and are likely to occur. Although the primary purpose of the Uluisaivou project was to reduce the importation of beef, the objective was also to improve the economic and social life of the people in the community. Particular reference has also been made on the effect of such a project on the local community's ability, including those of the women, to participate in it.

The underlying assumption in a project of this nature is that the population of the area must realize the possibilities of change and that changes are likely to occur on several fronts.

A primary direction of change is associated with the introduction of a beef cattle scheme in order to reduce the beef imports at a national level. This fundamental strategy of the project concentrates on bringing the local community into a money market, but what is not immediately available to the local community is an orientation about the incentives of market production so that the land and related resources could be fully utilized, not only for cattle but also for such related activities as mixed crop farming for cattle feed and fertilizer by-products.

The other aspect of the project strategy relates to the improvement of the local communities ability to participate in the development project and the processes of change. The underlying assumption is that, if Uluisaivou is to be successful then the local community must want to improve its own position as well as the social system in which they live.

The general position of the project officials has been that local participation hinges on to local government officials and the representatives of the community who sit on the management board. What is of interest is that there was no direct effort made to involve all sectors in the community especially the women and to win their confidence and support of the project. Further, there does not appear to be any consideration for related activities to

develop social facilities such as health, nutrition and Family Planning facilities, elementary education for children, rural water supply and so forth.

Basically the project runs against many interests and especially those of women and children. Perhaps there is general reluctance for any programme to extend beyond "economic growth". From an economic point of view the benefits accruing from the marketing of beef cattle and the limited employment offered, the project on the face of it appears a sound investment, but one does question such investment when minimum benefits both economically- and socially for the total community is not reached.

However, Uluisaivou and such other development projects does show that economic growth does not bring about the expected changes in living conditions, health facilities, food consumption patterns, improved public transport and communication service, increased women's participation, minimum education and many other variables relating to the other basic dimensions of change: development, transformation, and modernization.

Possible guidelines

In order to assist rural women in developing basic family and community services, I propose to discuss two main themes. One theme discusses the role of woman and her 'natural' development and the other theme deals with the various aspects that defines specifically for woman her role in the development process to ensure her participation.

Although there is no question about the vital importance of the role of women in the development process, an important question appears to be 'what kind of women are we trying to develop?'

The theme of natural development for the rural woman involves at the first instance that the woman is given the opportunity to define her needs and wants for herself, her family and her environment. The natural development concept will allow the woman to satisfy her needs based on her cultural patterns, felt needs that are attainable and satisfying so that she is not made to cope with development processes that are far beyond her skills, capabilities and her environment. The 'natural' development process enables

woman to identify her own problems and her own programmes to meet her needs. If, for example, the women feel that running water should be tapped and brought to a central point in the village, or that sanitary conditions should be improved, they are defining for themselves their felt needs and by mobilizing resources they are able to achieve their goals. The raising of funds for such development programmes is usually done by the women and although such activities can fall under the concept of 'self reliance' they tend to be usually deprived of the benefits of legitimate claims on the resources at national levels.

Government rural extension services should be broadly based so that practical skills such as mending leaking taps or the fundamentals of hygiene and nutrition are incorporated to make rural women more aware and better equipped to cope with her environment. The upgrading of knowledge and skills for women, through training and education would not only enhance her own dignity, but will help her to participate more fully in her development, the development of her family and the development of her community. Development projects such as Uluisaivou need not be considered as a hindrance to women's development, as for those women who are employed could benefit from practical training programmes such as family budgeting, nutrition and the use of introduced tinned foods and so forth.

The other theme of the development process is to specifically define for women through directions, regulations, or legislation their role in the development process. This would necessitate women not defining for themselves their felt needs in a fluid and innovative way where their development goals and strategies could be adjusted to changing circumstances.

Specifically defining for women their roles, participation and involvement in any development programme could bring about greater equality with the men through greater access to education, training and employment. In order to specifically define women's role it is necessary to resort to legislation or administrative directives to open up for women the responsibilities and opportunities in all aspects of development. Women's "development" would be institutionalized in bodies of laws but the chances of deviation would probably be high.

In the Pacific as elsewhere, it is difficult to measure the extent of women's involvement in economic activities and the positive and negative impacts that rural

development projects such as Uluisaivou have on their lives. There is also no readily available data in areas such as law, administrative directives or specific studies based solely on Pacific women to explain the situation of women. The data on women exists but are scattered and not readily obtainable. There is need to focus research on the economic, social, political and legislative factors that affect women to provide the basis for action programmes. Without basic data the evaluation and the assessment of the effectiveness of women's participation in any development programme would be difficult.

Programmes for rural development emphasize the improvement of the 'quality of life' encompassing both the development of men and women and the community and women are in theory not excluded from this comprehensive statement. But when men's skills are upgraded in agriculture or any related field, the women's access to these programmes are very limited or they are closed to them. The upgrading of skills and knowledge on an equal opportunity basis for women will not only ensure the success of projects, but women will continue to be equal partners, actively participating in the development of rural areas.

ACKNOWLEDGEMENTS

A very special debt is owed to the following persons for their advice and comments:

Mr. Nelson Delailomaloma

Mr. Peter Larmour

Mrs. Marjorie Crocombe

Mr. Vilaime Liga

Mr. Asesela Rvauvu

I am also indebted to the number of informants who willingly participated in the interviews for this paper.

