

creative associates

**AN EVALUATION OF:
WOMEN IN DEVELOPMENT TECHNICAL
ADVISORY SERVICE PROJECT
ENCOMPASSING ON-SITE EVALUATIONS**

**in
LESOTHO
and
ZIMBABWE**

**Conducted at the Request of
PPC/WID**

**by
Diana de Treville**

November 1983

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EXECUTIVE SUMMARY

The WIDTech project was designed and is administered by the Overseas Education Fund. The general purpose of WIDTech is "to strengthen the capabilities of organizations striving to improve the status of Third World Women" (WIDTech, n.p.). The project proposal states that the specific purpose is to provide:

"Short-term technical assistance for leaders and members of women's development organizations in the following areas: (1) Program Planning...(2) Project implementation and evaluation...(and) (3) Organizational management... As a complement to this technical assistance a limited amount of financial assistance will be available as "Seed Money"...(USAID P/IOT 1981: Attachment B: p.1).

This purpose is to be accomplished through short-term (2-3 week) training courses conducted by OEF staff and, where necessary, consultants. Courses can be conducted in any country. An underlying assumption of this project is that there will be a "trickle-down" effect: that participants will use learned skills to improve capabilities of their organizations; that these organizational improvements will result in better designed and managed projects; that the better projects will impact on the economic conditions of women; and finally, that there is "the potential for positive and lasting change at the community level" as a result of the training (OEF Proposal 1983: 3-4).

In two years, 20 courses have been held in 15 countries, the majority for NGOs. Cost of each intervention/course has ranged from \$1,000 to \$14,000.

1. Project Strengths

Site evaluations in Zimbabwe and Lesotho of three of these courses point to the following positive outcomes of WIDTech training:

1. Specific tasks listed under project purposes (above) were accomplished in the workshops (e.g., writing a proposal, doing a needs assessment, etc.). For example, the Needs Assessment Schedule developed by the Zimbabwe YWCA as a result of the WIDTech training course was sent to all their branch members (See Appendix 5). Responses to this needs assessment were generated at a regional conference attended by branch members (See Appendix 6).
2. Skills were transferred most successfully in situations where the trainee received on-going (outside) assistance: In Lesotho, site visits confirmed that some of the "Group Plans" and "Individual Action Plans" formulated by officers of two primary cooperatives who attended the WIDTech training course in cooperative procedures (at the Institute of Extra-Mural Studies) had been accomplished (See Appendices 7a, 7b, 8a and 8b). Completion of these activities was facilitated by assistance from Institute trainers, who also participated in the WIDTech course and who are responsible for on-going assistance to these two primary cooperatives. (See Appendix 8b)
3. Personal and group skills were improved. Many participants mentioned: learning to feel positive about themselves; becoming more self-assertive; and learning to work in a group. Even though these attributes could not generally be recreated in the context of actual job settings, participants had, at least, experienced them in workshop conditions.
4. Access to training has been provided for some NGO groups that would likely be excluded from government organized, in-country training courses.
5. The courses have been important "boosters," for many participants. That is to say, the course was a forum in which participants could draw on their own resources to (e.g.) encourage group work; recognize group achievements; validate group goals.
6. WIDTech has served as a link for several different groups in a country. In Lesotho, the course on cooperative management brought together trainers from four major institutions (Institute of Extra-Mural Studies, Ministry of Rural Development and Cooperatives, CARE, and Basotho Hat Handicrafts Cooperative), in addition to members from several primary cooperatives. Several

trainers mentioned that it was useful to have this "cross fertilization".

2. Project Weaknesses

I. Delivery of Technical Services

1. Participants have difficulty transferring skills learned in the short training courses to their own work--or to branch members--unless there is on-going assistance (see 2, above).
2. Coordination and liaison between WIDTech and the host-country institutions is weak. This includes identifying and designing course content and selecting participants who would be most appropriate for courses.
3. In-country follow-up and support mechanisms have not been established. These are needed to assist trainees in applying course material to field situations, particularly as implementation problems arise.
4. Trainers do not always have sufficient familiarity with both in-country conditions and the institutions with which they will work. Trainees frequently remarked that trainers were not sufficiently cognizant of how things worked in-country.
5. Training materials are not always suitably adapted to both the level of expertise of trainees and in-country conditions. In all courses evaluated, trainees suggested that fewer topics should be covered in more detail, and that the materials were often too advanced for participants. Further, training materials were not always adjusted to take into consideration local social, economic and institutional conditions.

II. Administrative Mechanisms

1. Selection procedures for groups receiving WIDTech training are not systematized. While formal criteria have been developed, final selection remains problematic unless an OEF staff member has met personally with a prospective group (as in the case of one of the Lesotho courses.)
2. Evaluation procedures for groups having received training remain uneven. Examination of files at OEF, as well as field visits, indicated that the limited number of written evaluations submitted by training participants do not provide adequate data to determine real impact of training.
3. Linkage procedures with local USAID Missions have not been standardized. In some Missions, staff feel that WIDTech activities should be more closely linked to Mission activities and/or priorities.

4. A WIDTech data base has not been established. This would provide adequate background information for briefing trainers prior to travelling to countries to deliver workshops.
5. A mechanism for regular disbursement and monitoring of seed money has not been implemented. In the past two years, one grant of \$5000 has been disbursed.

3. Recommendations

Discussions with OEF staff, course participants, local training and development experts, and government officials, as well as site visits to talk with primary group beneficiaries, resulted in a series of recommendations that would alter the general structure of WIDTech in order to address the issues enumerated above, and hence bring WIDTech closer to meeting both the current project goal of "...enabling (women's organizations) to improve the socio-economic conditions of women in developing countries" (USAID P/IOT Attachment B: p. 1), as well as the project purposes stated in the most recent OEF WIDTech proposal (OEF Proposal 1983). The major point of restructuring delivery services would be to contextualize the training through an area approach which would link WIDTech courses with in-country training facilities. The rationale for this approach, and related recommendations, are detailed in the body of this evaluation. A summary of these recommendations include:

I. Delivery of Technical Services:

1. Training should be limited to several geographical areas--and within each of these areas, to perhaps three countries. These countries should have similar social, economic, development characteristics. For example, Lesotho; Zimbabwe; Botswana.
2. Training courses should be linked to indigenous training institutions. By involving local trainers in courses, this will allow maximization of follow-up and evaluation activities. Also, this will help minimize replication and overlapping of in-country training activities (see "Elaboration of Recommendation Three", Appendix 10).

3. One trainer should be assigned to, or responsible for, each area. In this way, such problems as lead-time and unfamiliarity of trainer with either local or institutional situations and dynamics can be minimized. This also would assist in tightening up both the selection process and evaluation procedures.
4. Training should not be viewed as a once only intervention, but should include a minimum of three sessions, spaced approximately 3-6 months apart. This will further strengthen follow-up activities, as well as evaluation, and allow for continued training in areas most needed by participants. ✓
5. Trainers should do a basic needs assessment with each group they are working with, to ascertain whether the skills requested are most suitable, given (e.g.) the characteristics of the organization, its staff, and its operating conditions.
6. Trainers should work with staff of local groups in selecting trainees, to assure that participants selected are those most likely to benefit from course content.
7. Training materials should be adjusted both to the level of participant understanding and to the operating constraints in-country. Articulate participants said that many of the trainees didn't really understand the basic concepts. Here, the critical distinction between learning and understanding should be stressed. The fact that people talk about "needs assessment"; "evaluation"; "marketing study" (etc.) does not mean that they understand the concepts or--yet more difficult--are able to apply the concepts in the field. To address this issue, trainers need to be familiar both with their trainees and with their working environment.
8. Classroom training should be linked to field work. For example, "homework" assignments that would require participants to conduct an actual needs assessment. The Zimbabwe YWCA now has a new building in one of the more densely populated areas of one of the Communal Lands, and this facility would be an excellent base for both class and field training. In Lesotho, if transportation can be arranged, it is relatively easy to get from the capital, where training courses would likely be given, to nearby rural settlements. This incorporation of field work will facilitate the movement from text to action--one of the biggest constraints found in the course of this evaluation. It will also further sensitize both trainer and trainees to rural constraints so that workable approaches can be incorporated into the training.
9. WIDTech should work to coordinate WID groups in each area. Such basic networking among these groups will facilitate

exchange of information on training and locally available resources.

10. Per diem should be provided for some trainees coming from rural areas. For many groups, this is a formidable expense. Perhaps "seed money" could be used here, to assist the local groups in meeting such costs.

II. Administrative Mechanisms:

1. Selection process and co-ordination with in-country organizations should be strengthened through an area-specific approach which links WIDTech to in-country training institutes, and coordinates WIDTech with other OEF in-country activities in a mutually supportive way.
2. An on-going evaluation system should be developed in conjunction with the in-country training institutes with which WIDTech would affiliate. The evaluation system OEF has presented as Appendix E of their 1983 proposal to extend WIDTech could form the basis of such a system.
3. On-going evaluations (both self-evaluations and outside evaluations) as well as critical comments and suggestions made by trainers in their trip reports, should be analyzed and used to strengthen project design and implementation.
4. WIDTech activities should complement and support USAID country objectives. This may be achieved through linkages with indigenous training institutions (see 2, under "Delivery of Technical Services"). Targeting countries in which AID Missions consider the delivery of services to WID groups an area of interest would further strengthen WIDTech/USAID Mission linkages.
5. A seed money disbursement mechanism should be formalized and the provision of loans and grants used as an integral part of the overall services delivered to WID groups.
6. A data base should be developed by WIDTech for each region and countries therein. There is a growing number of valuable in-country publications--private, government, NGO, bilateral and multilateral. All materials listed in the bibliography of this report (with the exception of WIDTech/OEF proposals and reports) were collected by the consultant during the course of this evaluation.
7. A time-use analysis should be conducted in OEF, to determine (a) the amount of time spent by WIDTech and other OEF staff (as well as by outside consultants) in project planning, implementation and follow-up; (b) the specific project activities carried out by staff working on WIDTech. This will

assist both in coordinating WIDTech with other OEF activities, as well as in determining the staff necessary to effectively carry out all project activities.

8. Training Materials developed by OEF should be modified by trainers to meet specific in-country conditions, thereby allowing the course to more closely correspond with both participant needs and operating procedures.

4. Conclusions and Summative Recommendation

Both site visits and analysis of trip reports and related documents suggest that the current WIDTech approach would be most effective either (1) where organizations have both the infrastructure and trained staff (or on-going access to trainers) necessary to implement training activities; or (2) where the course is linked to in-country training facilities which can assist in follow-up activities. In such cases, the projected outcomes of WIDTech, in terms of "the potential for positive and lasting change" to local institutions, will be most likely to occur.

The most successful course evaluated, in terms of trainees applying learned skills to strengthen their own institutions, was that sponsored by the IEMS in Lesotho. This can be attributed to the following factors. (1) IEMS staff who are responsible for on-going assistance to certain co-ops participated in the course; (2) managers from IEMS-assisted co-ops participated in the course; (3) the course had been pre-planned by an OEF staff member who had been in Lesotho several months prior to the course; (4) field trips to several primary, rural cooperatives gave trainees an opportunity to apply skills gained during workshops to actual field settings; and (5) the WIDTech trainer had previously worked several months in Lesotho on a rural works project and hence had some familiarity with local conditions.

However, in the other WIDTech courses evaluated, these supporting factors were not present and so training has not been institutionalized.

Participants were able to master specific tasks in the workshop environment, but had difficulty employing the skills in their actual work or transferring the skills to other individuals. In other words, while a 'passive' knowledge of skills may have been obtained, participants had difficulty in transforming this knowledge into sustained field action.

As one WIDTech trainer commented at the conclusion of her course: "It is believed that many of the women did acquire increased understanding of the topics covered under the area of financial management but that before any real competencies are evident additional training is required." (Gullatt, n.p.).

As will be elaborated in the descriptive sections on Lesotho and Zimbabwe, given the institutional capability and operating constraints (economic, technical, social, political, ecological) which characterized local nongovernmental organizations visited, it is perhaps overly ambitious to expect that the areas covered in short courses will be transformed into sustained project activities unless there is significant, on-going assistance to facilitate the transition from "learning" to "doing". What can be demonstrated is that: (1) certain tasks were accomplished in the workshop; (2) certain activities were undertaken in primary cooperatives--where there was on-going support from in-country trainers; and (3) participants benefitted personally from the training--particularly aspects dealing with confidence building and working together as a group.

Administrative and technical delivery difficulties should not obscure the fact that WIDTEch is an innovative project which seeks to address a critical need: technical assistance to women's "grassroots" groups. And in the course of two years a great deal of administrative and field experience has been gained.

It is therefore recommended that OEF redesign their proposal so that it incorporates valuable experiences and responds creatively to the issues, findings, and specific recommendations presented in this evaluation to develop an effective WIDTech program that can play an important role in assisting women to meet and deal effectively with the burdens of change. While the task is not easy, the need is great. As one women in Zimbabwe commented: "you need to appreciate the long, painful process the (local women's) groups have gone through (just to get this far)..."

METHODOLOGY

1. Pre-Trip Activities

- A total of 6 days were spent working at the OEF offices in Washington, files and related materials of WIDTech courses in countries other than the two visited were examined in depth. (Zaire, Thailand, Costa Rica, New Guinea and Jordan). Discussions were held with OEF staff who have been WIDTech trainers, and a variety of statistical data were examined.

- Several meetings with staff were held at the WID/Washington offices. WID files relevant to the WIDTech project, as well as country background materials available in the WID library, were examined.

2. In-Country Activities

- Country visits to Zimbabwe and Lesotho comprised 18 and 12 days, respectively. In each country, meetings were held with staff representing:

- o USAID Mission
- o Selected ministries
- o Selected NGO's (both local and international)
- o In-country training centers
- o Multilateral/donor agencies

A listing of these institutions and persons talked with will be found under "Personal Contacts".

- Site visits were made in both countries, to projects run by groups having received WIDTech training as well as by groups operating similar projects. Ten site visits were made in Lesotho and eight in Zimbabwe. Listings of these site visits will be found under the section by that title.

- One Conference and two workshops were attended in part during country visits. These were related to in-country development and training issues and

were attended by many of the individuals who had received WIDTech training. A brief description of these sessions will be found in Appendix 11.

- A review of literature was conducted during the course of in-country visits: all materials listed in the bibliography relating to Lesotho and Zimbabwe were obtained in-country.

- Interviews were held with course participants. No strict questionnaire was used. Rather, the following questions were asked during the course of discussion. It was stressed that this was not an evaluation either of the in-country institution sponsoring WIDTech, or of the individual participants.

1. What skill taught in the course have you been able to use directly in your work?
2. What did you like about the course?
3. Did you follow through with assignments given you by the trainer, or plans made during the course?
4. What did you learn in the course?
5. What suggestions would you have in altering the course--or WIDTech program--so that it is more effective?
6. What skills learned in the course have you passed on to other members/branches? If none, why not?

- Discussions were held with the staff of various organizations, ministries, and other groups. The discussion was directed with a view to answering the following questions:

1. What activities of the group/organization are related directly (or indirectly) to women's activities?.
2. What are current in-country problems of rural women, as staff/members see them?
3. What plan does the group/organization have for addressing these problems--or what do they think should be done?
4. What difficulties have been encountered implementing their (or other) women-directed activities?

5. What training programs do they sponsor, or have access to?
6. What kinds of training do they think are important, given the situation of rural women in-country, and how should such training be organized/delivered?
7. What do you think of the WIDTech approach to training? What ideas do you have to improve it?

OEF: THE WIDTECH PROGRAM

1. Background

The aim of OEF is "...to promote the full participation of women in the social, economic and political lives of their countries...", and the specific goal of the WIDTech project is to help achieve this aim by "strengthening the capabilities of organizations striving to improve the status of Third World Women...through short-term technical assistance to leaders and members of development organizations" (WIDTech, n.p.) Technical assistance is offered by WIDTech in a variety of areas: training in leadership, organizational development and project management. The assumption is that "expressed needs could be effectively addressed through short-term assistance..." (ibid, n.p.)

2. Project Implementation

During the past two years, 20 organizations in 15 countries have received training. The following 'vital statistics' compiled by OEF document aspects of these courses:

1. Total number of requests:

organizations 77

2. Total number receiving technical assistance:

Organizations 20 Countries 15

3. Regional breakdown of organizations assisted:

Africa	8	Asia	2
L.A./Caribbean	5	Middle East	1
Multinational	4		

4. Kinds of organizations assisted:

Indigenous Nongovernment Organizations	12
International Organizations	4

Universities 2
 Quasi-government organizations 2

5. Total number of direct project beneficiaries:

Over 350 staff/members and women leaders of organizations were trained.

6. Total number of indirect project beneficiaries:

Organizations serve over 20,000 low-income women

7. Length of technical assistance (approximate):

21 days: 8 interventions
 14 days: 6 interventions
 35 days: 2 interventions
 2 days: 2 interventions
 1 day: 1 interventions

8. Forms of technical assistance:

Single workshop/training 12
 Consultation (with no formal training) 4
 Consultation or follow-up workshop 4

9. Technical Assistance Area:

Organization analysis/needs assessment 9
 Marketing analysis/small business 9
 Group building/cooperation 7
 Project design/proposal writing 6
 Financial management (budgeting, accounting) 5
 Planning 5
 Adult nonformal education 5
 Family planning 2
 Cooperativism 1

10. Cost

Range per intervention: \$1,000-14,000 (including field and administrative expenses). Budget profiles for select WIDTech consultancies are given in Table One.

Funding sources: The Women in Development Office/Agency for International Development has provided a grant of \$174,175, and the Hewlett Foundation has provided a three year matching grant of \$150,000. Several cost-sharing

BUDGET PROFILES -- SELECTED WIDTECH CONSULTANCIES 1

COUNTRY/ CONSULTANCY/ CONSULTANT	FUNDING BREAKDOWN		*LOCAL ORGANIZATION'S CONTRIBUTIONS	WHERE SPENT		SALARY BREAKDOWN	
	AID FUNDS	OEF FUNDS		IN U.S.	ABROAD	AID FUNDED STAFF SALARIES	CONSULTANTS' FEES
COSTA RICA/ Association of the Deaf/ Carol Furdell	\$11,224	\$1,628	-free lodging for trainer	93% \$10,406	7% \$ 818	54% \$6,120	36% \$3,450
LESOTHO/Nat'l. Council of Women & Institute for Extra-Mural Stu- dies/Christine MacCallum	\$ 9,252	\$1,628		91% \$ 8,461	9% \$ 791	76% \$4,590	24% \$1,472
LESOTHO/ Institute for Extra-Mural Studies/ Gill von Hannann	\$14,117	\$1,628		90% \$12,657	10% \$1,460	54% \$5,420	46% \$4,675
PAPUA NEW GUINEA/ North Solomon's Women's Invest- ment Corp/ Carolyn Gullat	\$13,760	\$1,628	- free lodging for trainer - \$1,977 financial contribution	86% \$11,870	14% \$1,890	64% \$6,120	36% \$3,410
THAILAND/ YWCA/ Carol Crompton	\$13,908	\$1,628		89% \$12,317	11% \$1,402	57% \$6,120	43% \$4,650
ZIMBABWE/ YWCA/ Marge Schuler	\$10,802	\$1,628		85% \$ 9,233	15% \$1,569	65% \$4,590	35% \$2,458

* It is estimated that the local organizations absorb one-third of the total cost of the training. However, many of these contributions are in-kind and can not be assessed a monetary value. In all consultations the following were provided: locale of training, trainees time, trainees transit to site, secretarial assistance and duplicating.

1 The Consultant requested budget profiles of a representative sample of courses and OEF made the selection.

TABLE ONE

projects have been arranged with other organizations such as the Pathfinder Fund and the Population Crisis Committee. (No breakdown by Project of the proportion contributed by different funding sources was available from OEF.)

A synopsis of specific WIDTech activities will be found in Table Two. From that, it can be seen that by mid 1982, trainers were moving into a program strategy of one or two day consultations generally linked to other OEF/WIDTech activities. These short consultations were to further investigate training requests and, if applicable, set up training courses. This strategy helped to provide the lead time needed to organize the short courses before they took place. In several cases, the trainer arrived a week or more in advance to plan for the course (Zimbabwe and Costa Rica). But in spite of these efforts to ease the arrival of 'a strange trainer in a strange place', some of the most frequent suggestions given by participants were that the trainer should arrive much earlier than she had (two weeks, many said) to become familiar with the local association, its situation and working constraints.

A listing of all applications received for WIDTech assistance is given in Appendix 12, together with the type of assistance requested, recommendations made by WIDTech, and action taken.

3. Administration and Staffing

- Findings

The WIDTech Project Director is funded one-half time by the WIDTech project. There is also a half-time assistant. Other OEF staff are brought in as trainers according to need. The OEF staff who conduct WIDTech training sessions are themselves well trained, have had sustained experience in a Third World Country, and speak a second language fluently. Nearly all of the WIDTech courses have been conducted by OEF staff.

APPLICATIONS SUBMITTED FOR WIDTECH ASSISTANCE

DATE	LENGTH	COUNTRY	ORGANIZATION	TRAINER	DEF?	MAJOR SKILLS	PARTICIPANT PROFILES	INTENDED OUTREACH	SEED MONEY?
06/81 10/81	10 days 10 days	England	International Alliance of Women	H. Dicker R. Hamon	Yes Yes	1. Organization needs assessment 2. Proposal preparation for USAID/WID. Build in management skills training development follow-up program to evaluate training impact on affiliates community activities.	Headquarters Staff	National Workshops	No
02/82	14 days	Haiti	Haitian Development Foundation	R. Hamon	Yes	Community needs assessment; Design women's loan program. Integrate project staff with Partnership for Productivity program.	Administrative and Outreach Staff - 10	Microbusinesses	Yes 5,000
03/82 06/82	7 days 14 days	Guyana	Guyart et Craft	R. Hamon	Yes	1. Study of existing and potential products and marketing of crafts. Defined product design and marketing options including craft coop project. 2. Produce a proposal for USAID/Guyana along above lines.	Business People - Craft Producers and Heads of Craft Organizations - 20	Coop Members Business Participants	No
04/82	14 days	Somalia	Somalia Women's Democratic Association	C. MacCallum	Yes	Community needs assessment; project identification and design, and evaluation proposal writing. Integrated family planning.	SWDD Members - 24	"Low-Income" Women	No
06/82	14 days	New Guinea	The Solomans Women's Investment Corporation	C. Gullatt	No	Financial management for small businesses. Product identification and design. Needs assessment. Worked with North Solomans Provincial Government Office of Women's Affairs, Division of Commerce.	Local Women Leaders - 17	Village-Level Investment Clubs	No

APPLICATIONS SUBMITTED FOR WIDTECH ASSISTANCE CONT.

DATE	LENGTH	COUNTRY	ORGANIZATION	TRAINER	DEF?	MAJOR SKILLS	PARTICIPANT PROFILES	INTENDED OUTREACH	SEED MONEY?
07/82	2 days	St. Vincent	National Council of Women	H. Dicker	Yes	Assess training needs; plan future training in small business management. Identify training resources - WAID (Women and Development Unit of the University of the West Indies) they can work with.	Headquarters Staff	Microbusinesses (agro-based)	No
07/82	1 day	St. Vincent	Extra-mural Center, University of the West Indies	H. Dicker	Yes	Clarify organizational needs. Determine where to seek funding for existing proposals rather than developing new proposals. (Had requested proposal writing).	UWI Centre Staff	Economic Programs for Low Income Women	No
09/82	2 days	England	International Planned Parenthood Federation	M. Schuler	Yes	Clarify that PPF's funding procedures are disbursed by regional officers. Led to consultant's meeting in Nairobi with PPF staff to discuss Zaire programs and other possible WID/Tech ventures.	PPF Headquarters Staff	Small Business Development and Management	No
08/82	1 day	Kenya	African Cooperative Savings and Credit Association	M. Schuler	Yes	Design training course requested in 1983 in technical aspects of credit and credit unions.	Headquarters Staff - 2	Training for National Coordinators	No
03/82	5 days (plus several pre-organizational meetings with staff)	Zimbabwe	YWCA	M. Schuler	Yes	Project planning and evaluation. Needs assessment development of community profile.	Headquarters Staff and Members - 12	Rural Chapters. Note: Curfews Prevented Rural Leaders from Coming to Harare for Training Programs	No

APPLICATIONS SUBMITTED FOR WIDTECH ASSISTANCE CONT.

DATE	LENGTH	COUNTRY	ORGANIZATION	TRAINER	DEF?	MAJOR SKILLS	PARTICIPANT PROFILES	INTENDED OUTREACH	SEED MONEY?
11/82- 12/82	21 days	Zaire	Cabinda Women's Refugee Association - UNHCR	J. Tuthill	No	Organization needs assessment; work organization and planning; basic marketing; analyzing and accounting setting objectives.	Refugee Women at 3 sites - 46	Women in Refugee Camps	No
10/82	14 days	Lesotho	Lesotho National Council of Women	C. MacCallum	Yes	Proposal writing - wrote proposal for technical school.	Executive Council Members - 12	Council of Women to Train Trainers	No
10/82 06/83	2 days 21 days	Lesotho	Extra-Mural Studies, Center University of Lesotho	C. MacCallum G. Vonlahmann	Yes No	1. Organizational analysis with IEMS staff to clarify objectives of workshops on coop training program. 2. Coop training in starting a coop, management, pricing, budgeting, and marketing.	IEMS Staff, Ministry of Coop Staff, Planning Coops Staff - 29	Primary Coops	No
12/82	21 days	Jordan	Soldiers Families Welfare Society	S. Roche	Yes	Addressed to current integrated credit program: - define training needs in group and confidence building skills; - develop a curriculum to train in these skills; and - practice conducting the training activities in the curriculum.	Community Development Workers - 18	Members of the Integrated Credit Project	No
11/82 08/83- 09/83	4 days 14 days	Nigeria	Planned Parenthood Foundation - Nigeria	S. Roche D. Svendsen	Yes No	1. Plan upcoming WID/Tech workshop. 2. How to teach family planning with nonformal materials: - ways to mobilize rural women to initiate economic development projects; and proposal writing - wrote proposal for three year project.	1. National Staff Rural Women 2. PPFN Staff Gert-Comm. Development Workers - 20		No

APPLICATIONS SUBMITTED FOR WIDTECH ASSISTANCE CONT.

DATE	LENGTH	COUNTRY	ORGANIZATION	TRAINER	OEF?	MAJOR SKILLS	PARTICIPANT PROFILES	INTEHDED OUTREACH	SEED MONEY?
N.D.	21 days	Thailand	YWCA	C. Compton	No	3 one week workshops at three regional sites: - community needs and resource assessment; - project planning and evaluation; and - begin designing and specific projects.	YWCA Regional Chapters and Members - 82	Members of Rural YWCA Branch Groups	No
08/83	14 days	Botswana	Christian Women's Federation	S. Roche	Yes	One week with CWF leaders on needs and background of trainees and organizational functioning. One week training with local leaders on: - group coop; - goal setting; - planning; - market analysis; and - financial management planning.	Local Women Leaders - 19		No
08/83-09/83	21 days	Costa Rica	Association of the Deaf	C. Purcell	Yes	One week planning. Two weeks training on: - human resource development; - group building; - design of income-generating projects; and - leadership skills.	Association Leaders/Hearing Teachers - 26	Members of Branch Groups	No

Discussions held with OEF staff on WIDTech organizational and operating procedures, reflected the following concerns:

1. There is sometimes not enough lead time before going to the field to familiarize oneself with the area, or with the group being trained.
2. WIDTech has not always been able to gather enough information on the group being trained before training is delivered--in spite of sometimes lengthy exchanges of letters, documents, telegrams and phone calls.
3. The impact of training interventions is not usually known.

- Recommendations

A time-use analysis should be conducted in OEF, to determine (a) the amount of time spent by WIDTech and other OEF Staff (as well as by outside consultants) in project planning, implementation and follow-up; (b) the specific project activities carried out by staff. This will assist both in coordinating WIDTech with other OEF activities, as well as in determining the necessary staff--and related staff time--needed to carry out all project activities.

In line with recommendations given under "Delivery of Technical Services", OEF should formalize staff input on this project such that specific individuals would be responsible for training programs in specific areas. This responsibility should be adjusted so that potentially competing OEF activities would not either (a) limit the time needed by the OEF trainer to perform adequately or (b) be the determining factor in "selecting" which group would receive training: i.e., trainer should not be giving a group training in a particular country solely because of other OEF work in that country.

4. Selection Process

- Findings

Selection procedures were refined as the project expanded. The following methods have been the most common means of generating requests for technical assistance:

1. Brochures and application forms (Appendix 1) were distributed to Missions which sent them to local NGOs and ministries which in turn disbursed them.
2. AID Missions may originate requests for WIDTech assistance for particular activities/groups.
3. A third-party organization may generate requests. For example, UNHCR requested WIDTech assistance for the Angolan Women's Refugee Associations in Zaire.

Criteria for selection were formalized soon after the project was underway, as follows:

- Organizations with a commitment - demonstrated by action - to the socio-economic improvement of women, particularly low-income women.
- Organizations whose projects are of a substantial scale, so that a significant number of low-income women are benefited.
- Organizations seeking to strengthen their organizational capabilities and the support they can provide for women-in-development efforts.
- Organizations with the existing or potential resources and skills (such as project design, implementation/oversight, evaluation, mobilization of resources) to carry out development projects.
- Organizations with the desire and potential to become self-sustaining.
- Organizations whose key decision makers and members will actively participate in the technical assistance process, and will assume responsibility for follow-up efforts.
- Organizations supportive of or responsive to a participatory decision-making process, in which the

beneficiaries are involved in the design, implementation and evaluation of projects.

- Organizations receptive to the social change advocacy and implementation which can grow out of the work of their OEF supported projects.

Some of the above data are gained from the Application Form (Appendix 1). WIDTech then tries to contact groups in the U.S. (or in the local country) who may know about the requesting group. And, further exploratory letters and phone calls are made by WIDTech to the group itself. Given the lack of rigor that is associated with a selection process based in the States, it is clearly not possible to be sure the organization or group meets these criteria. As mentioned above, this difficulty was ameliorated by having one or two day pretraining consultancies in several of the countries.

Selection may be influenced by other OEF activities in a particular area. For example, the training course in Zimbabwe was linked to two week's work by the trainer on OEF's Women in Law program.

When the final decision is made by OEF, concurrence is requested from WID; The WID Office then seeks concurrence from the local Mission.

- Recommendations

From field visits, it was clear that for all the local groups visited, the formal selection criteria should be refined, based on WIDTech's current field experience.

If WIDTech limits its program, as recommended, to several areas, this will automatically restrict the number of applications for assistance and hence facilitate a more rigorous selection procedure.

Given the problems of providing short-term technical assistance to fledging and/or institutionally weak organizations, WIDTech should limit assistance to organizations having sufficient institutional capability,

financial support, and (minimally) trained staff, that would enhance trainees' ability to utilize training in on-going activities. As determination of the existence of these minimal conditions is best done by site visits it is recommended that training be limited to specific geographical areas in which WIDTech can develop a portfolio. The selection process should be coordinated so as to complement the USAID Mission portfolio in a given country.

WIDTech should have sufficient knowledge of--or provide assistance in selecting--course participants to ensure that trainees are in positions to effectively both utilize and have support for their training and that trainees in a particular course are all at similar levels of expertise.

5. Evaluation and Follow-up

- Findings

Evaluation of training is done by employing the following:

- a. A 'Reaction Form', filled out by each trainee at the end of training;
- b. An 'Action Plan', filled out by each trainee;
- c. A questionnaire sent to trainees six months after training;
- d. Consultant/trainer's reports;
- e. Letters from local or other organizations which report on post-training activities;
- f. Mission feedback.

The Reaction Forms (Appendix 2a) are filled in by participants at the completion of training. A systematic analysis of these forms would be useful both in monitoring specific projects and in general project implementation.

The Action Plans (Appendix 2b) are completed by each trainee at the end of the course. These plans list activities relating to course training which s/he wants to apply either to her own work or to activities of the

organization. In principle, the Action Plan can be used in conjunction with the six month questionnaire to measure activities accomplished.

The Six Month Questionnaire (Appendix 3) is usually sent out to the sponsoring organization which is to distribute copies to trainees. WIDTech is having difficulties getting these returned. This has prompted the development of a new evaluation system (Appendix E of OEF's 1983 proposal to the WID Office requesting WIDTech expansion).

The Consultants' Reports for the areas I visited were informative, providing details of course content, how training was delivered, and any problems encountered. In one instance, the trainer's own evaluation/suggestions of the course she had conducted proved to cover the same issues which participants brought up with me.

- Recommendations

An on-going evaluation system should be developed in conjunction with in-country institutions with which the WIDTech courses would be linked. The evaluation system which OEF has presented as Appendix E of their 1983 proposal to extend the WIDTech Project could form the basis of such a system. However, considering the English language facility and level of training of many of the participants, this new system may be difficult to understand/complete by trainees and should be field tested in conjunction with a WIDTech course.

Regardless of how construed, a written, mailed self-evaluation is both difficult to administer and problematic to analyze--particularly when working with individuals who have never before done, or heard of, an evaluation. Participants of the courses I evaluated had returned evaluation forms to OEF in which they claimed to have accomplished tasks which I discovered in the course of field visits had not been done. This was not intentional

misrepresentation on the part of respondents as much as wishful thinking and/or not really understanding the purpose of an evaluation. These are some of the reasons why an effective evaluation system needs to be developed in conjunction with an in-country training facility.

As regards 'Action Plans', site visits indicated that planned activities had generally not been undertaken in cases where implementation difficulties arose. For example, the Action Plans of one cooperative in Lesotho called for marketing of handicrafts. Because marketing structures for handicrafts in Lesotho are unevenly developed and tend to be oversaturated with certain commodities, the cooperative had accumulated a four month's backlog of handcrafted items, and was becoming understandably discouraged at the whole idea of cooperativism. This is another example of why training courses need to be linked to in-country training institutions which can provide on-going assistance to trainees and their groups, and why there should be several, spaced training courses rather than just one.

As soon as the evaluation system is finalized by WIDTech, results should be regularly analyzed and fed back into project design and administration. Evaluations can also provide a monitoring function for groups receiving training, and hence assist both trainers and trainees in project activity.

Consultant's reports should contain an evaluation section, in which they assess the course and WIDTech programming strengths/weaknesses and make recommendations (see Appendix 4 for a good example - New Guinea).

6. Liaison with USAID Missions

- Findings

Discussions with host-country Mission staff, as well as with USAID/Washington staff, indicated that WIDTech should formalize their training

activities in-country. Specific comments on the linkage issue by host-country Mission staff are given in the section "Mission Responses to WIDTech".

- Recommendations

Formalized presence could be achieved either through linkage with in-country training activities (see "Recommendation 2, under "Delivery of Technical Services"), or through (e.g.) Training or Human Resource Development Officers in host-country Missions.

Targeting countries in which USAID Missions would consider WIDTech activities of priority would further strengthen WIDTech/Mission linkages.

7. Seed Money

- Findings

Only one grant has been given during the last two years. WIDTech trainers let it be known that monies were available, if local groups desired to submit applications, but did not push the issue. As mentioned under Recommendations, a more in-depth and sustained training approach, linked to in-country institutions, would facilitate Seed Money use. Several of the groups I talked with were more interested in on-going technical assistance by way of training than in Seed Money--again demonstrating that the need for training is great; but the method of delivery needs to be improved.

- Recommendations

By focusing on specific areas and organizations therein, and by linking training with in-country training facilities, WIDTech should then be in the position to establish disbursement and monitoring procedures for seed money grants. Seed money can be used in a variety of innovative ways: Based on discussions in the field, some items considered should be (a) helping organizations to start a local resource center (b) helping to finance per diem

of trainees from provincial areas to attend a training session (c) helping to sponsor attendance at a course to which women from several neighboring countries--who have attended WIDTech sponsored courses in their own countries--could come.

8. Training Materials

-Findings

During the past two years, OEF has developed a series of training modules which employ participatory methods. The most frequently used modules are those by Svensen and by Kindervatter (see bibliography). Both are OEF publications. Trainers have also used a variety of other nonformal materials, depending on the subject matter of the course. In addition, OEF staff is developing additional modules for publication.

The three courses evaluated did not use OEF publications, and hence it is not possible to evaluate the effectiveness of these OEF materials. Nevertheless, training was conducted in a "participatory" manner. This was received enthusiastically by trainees, who commented frequently that in the course they were able to become more self confident, self assertive (etc.). Common complaints relating to training materials included: (1) an insufficient amount of time being spent on each topic; (2) training materials not being suitable for trainees; (3) trainees learning "how to" accomplish a task in the session, but being unable to replicate the process in the course of work.

- Recommendations

Training materials need to be more carefully developed to match the level of the trainees; their specific needs; and the constraints both of their institutions and of the socio-economic context in which they operate. This

can be done most effectively by employing an area approach whereby trainers are familiar with local operating procedures, and by linking the training sessions to in-country institutions.

A comment by the evaluator on the participatory approach used by WIDTech: the implicit working assumption in WIDTech training sessions is that all participants are "equal". Hence training proceeds in a manner supportive of equalitarian procedures--indeed, in a depoliticised context. The beneficial result is that participants learn to work together (as equals); to gain self confidence; to learn to express themselves--within this environment. But problems arise when trainees return to their work settings, in which operating procedures are not participatory but are highly political and (perhaps) highly inegalitarian. Hence, problems arise in applying the apolitical/participatory models and processes learned in WIDTech training to the "real world".

The personal benefits gained by trainees in this form of egalitarian participatory approach are greatly appreciated by trainees. But, when used in short training courses, they do not seem to be replicable. OEF needs to give thought to this particular difficulty: trainees are being taught a form of social interaction which may not be consistent with everyday life. How can this discrepancy be ameliorated? Should training attempt to more closely replicate "real world" situations, by addressing the types of political/patronage (etc.) dynamics which trainees must learn to negotiate effectively if they are to be successful in their own project work? If so, how could participatory training be modified to respond to these realities?

9. Data Base

- Findings

The majority of data which the WIDTech project has compiled are obtained as a result of correspondence with groups requesting WIDTech services. Trip reports by trainers having conducted a WIDTech course are incorporated into specific training files.

WIDTech became involved in a project which would provide a link into a shared computer data base: "WIDATA". This, however, proved to be too unwieldy and was subsequently curtailed.

- Recommendations

A data base should be developed for each of the regions in which WIDTech concentrates, specifically related to in-country WID activities. Such information would be useful as background material for briefing trainers. There are a growing number of valuable in-country publications pertinent to such activities--private, government, NGO, bilateral and multilateral. All materials listed in the bibliography (with the exception of WIDTech/OEF proposals and reports) were collected by the consultant during the course of in-country evaluation work.

10. Changes in the Project Document (Scope of Work)

- Findings

The original project description lacked clarity of purpose and specific operating procedures. Major gaps in the document necessitated a considerable amount of homework on the part of OEF in the first months of the project and a related series of negotiations between (the then) WIDTech Project Officer and

(the then) WID Office Director. Some important results of these activities included:

1. Deciding to concentrate on indigenous groups rather than international organizations.
2. Establishing selection criteria for the groups that would receive WIDTech training.
3. Formalizing concurrence procedures with the WID office as to when and where training will take place and the notification of relevant AID Missions.
4. Producing a pamphlet and application forms which were mass distributed through Missions and other organizations.
5. Continually refining training modules used in the courses.
6. Formalizing Seed Money procedures.

- Recommendations

The lessons which have been learned in this project should be used to redesign the project to focus on specific geographic areas and organizations.

11, Selected training courses.

A detailed review was made of 5 training courses in countries other than Lesotho and Zimbabwe. These were held in Zaire, Jordan, Costa Rica, Thailand, and New Guinea.

Zaire and Jordan programs offered potentially the best opportunity for sustained impact of training since each course was linked to an on-going, in-country training facility (see Appendix 9 for the list of follow-up activities which the WIDTech Trainer in Zaire prepared for the in-country ILO staff member). Since no formal on-going relationship was established between WIDTech and these in-country training centers, it is not possible from here to monitor the progress of the groups which received WIDTech training.

The course in Costa Rica was unique because it was conducted in sign language--the group is deaf. The WIDTech trainer had just returned from this course, and detailed the enthusiasm and initiative with which these trainees "took" to the course. Training proceeded smoothly in large part, the trainer felt, because she was in the country with sufficient lead time to organize effectively with staff. Also, she is familiar with the area. The Costa Rica group hopes to extend this training to other deaf groups throughout the country.

The course in Thailand was apparently weakened by the trainer having to give several very short courses rather than one long course. Additionally, there were organizational problems.

The New Guinea course, according to the trainer's trip report, was successful, but for skills to be applied, more training would be needed. She saw greatest success in the group's having learned to work together in solving problems and achieving personal and community goals. Her brief evaluation of the course is given in Appendix 4 .

LESOTHO

During the course of field work, meetings were held with representatives of 14 organizations: Government of Lesotho, Nongovernmental Organizations, and local offices of bilateral and multilateral organizations. In addition, ten site visits were made to on-going projects run by groups having received WIDTech training, as well as other rural projects of a similar nature. Lists of these organizations, persons contacted, and projects visited will be found in the section 'Personal Contacts'.

1. Training Courses

I. Lesotho National Council of Women (LNCW)

- Findings

The LNCW is a non-profit, non-governmental, charitable society which acts as an umbrella organization "...for the amalgamation of women's voluntary organizations of Lesotho..." (LNCW Constitution, p. 1). The groups affiliated with it include:

1. Lesotho Homemaker's Association
2. Lesotho Women's Institute
3. Beiteko Women's Association
4. Housewife's League
5. Lesotho Business and Professional Women
6. Ikhaheng Women's Club
7. Lesotho Council of Workers (Women's wing)

Altogether, the LNCW claims upwards of 30,000 members nationwide, divided into over 250 local clubs and organizations. The LNCW has no central or regional offices or formal program/promotional activities. There are no paid

staff. Contact between Executive Council members in the capital and rural groups is informal and, because of transportation constraints, irregular. Nevertheless, it was the opinion of all queried that this amalgamated group has great potential for assisting local groups in their development efforts. However, it was felt both by members of the LNCW as well as by resident professionals in training and development that the group's ability to respond systematically to the needs of its members are constrained by:

1. The lack of trained professional staff (or regular assistance by trained professionals);
2. The lack of formal program planning; and
3. Irregular communication with rural groups.

WIDTech training in proposal writing was given to 12 Executive Council members. The two week course focused on project planning and design, culminating in a written proposal for a vocational training school in Leribe. All participants took part in planning, writing, and critiquing different sections of the proposal. This proposal was subsequently funded by the Canadian International Development Agency and an Italian aid agency; several people in other organizations commented to me on the 'professionally written' proposal which the LNCW had prepared. It should be noted, however, that the final draft was polished by staff at the Lesotho Distance Teaching Center.

About 50% of the trainees were interviewed, both in groups and individually. The following questions were asked:

	<u>Response</u>
1. Did you follow through with assignments given to you by the trainer?	0
2. Did you assist other LNCW affiliates/members in learning the skill of proposal writing?	0

3. Did you write any further proposals using skills from this workshop? 1

4. What did you like about the course?

- we got money for our vocational center 5
- confidence building (I felt like a businesswoman) 3
- working together 3
- trainer very good 5

5. What suggestion do you have in altering the course, or the WIDTech program, so that it is more effective to your needs?

- course too short 5
- need to have follow-up courses 5
- WIDTech should train district leaders in proposal writing 5
- LNCW needs training in planning projects all the way through 1

- Analysis

1. The lack of follow-through with assignments seemed to be due to several factors:

- o Since the goal of the workshop was, from the point of view of the participants, to write a proposal for funding, no further activity on their part seemed necessary.
- o The LNCW does not have a regularized institutional structure which could provide the basis for sustained 'feedback' and support in carrying out follow-through activities. As mentioned, it has no offices; regular reports; clerical or secretarial services, or transportation. All activities are carried out informally in the homes of different members.

2. That proposal writing and needs assessment skills were not transferred to rural centers, as was anticipated by the trainer, is due also to the above two factors. It was suggested by several persons involved in on-going training with both government and NGO groups in Lesotho, that without liaison with and support from local institutions involved in training, it was unlikely that these skills would be passed on by workshop attendees. It should be stressed that the failure here lies not in either the unwillingness or

potential inability of LNCW workshop attendees to transfer or replicate these skills. Rather a two week course given to Executive Council Members cannot generate the type of organizational 'spin-off' response beyond the arena of the workshop unless there is sustained follow-up. This is reflected in the suggestion by all attendees that WIDTech should come and conduct the same course in several of the rural areas. The 'self confidence' generated in the workshop group was, as several persons commented, not easy to sustain or apply in the field.

3. One of the attendees did use the skills directly in proposal writing. She is Director of the Visual Problem Center, a nonprofit technical school for the blind, and in that capacity is actively engaged in fund-raising and proposal writing.

4. All participants were enthusiastic about the course and would like to participate in additional workshops. For them, the exercise was highly successful since it resulted in funds for the vocational center.

5. Under "suggestions", the desire to have follow-up courses can perhaps be viewed along the lines of linking the course participants into an on-going, in-country, training facility that would be responsive to, and help direct, the training needs of the group.

II. Institute of Extra-Mural Studies, National Univ. of Lesotho (IEMS)

- Findings

"The purpose of the IEMS is to bring the University to the People by using the facilities and resources of the University for the education of adults for economic, social, and cultural development." (IEMS bulletin). The Institute organizes courses, seminars, workshops and conferences and provides training in both rural and urban community development.

The WIDTech course at IEMS was organized by one of the staff members. The OEF trainer for the first LNCW course was able to spend two days at IEMS to plan for the course, the general content of which was management and other organizational skills associated with running cooperatives. During the course of the evaluation 19 of the 28 participants in the course were interviewed, either individually or in groups of 3 or 4. This was a very mixed group of participants--ranging from non-English speakers from village co-ops to trainers of trainers in the University. There were also nine employees of the Ministry of Cooperatives and Rural Development in attendance. About 1/3 of the attendees were men.

In addition to open-ended discussion, the following questions were asked:

	<u>Response</u>
1. Did you follow through with assignments given you by the trainer, or plans made during the course?	6
2. What skills taught at the workshop have you been able to use directly in your work? (Open response)	
- Training in cooperative law	6
- Setting out time bars	2
- In general, understanding what a co-op is	3
3. What did you like about the course? (Open response)	
- Training in co-op law most valuable	5
- That working in a group is possible/This is very difficult to replicate in the field	3
- Confidence building and working together	5
- Trainer was very good and worked very hard	6
4. What suggestions would you have for altering the course -- or WIDTech program--so that it is more effective? (Open response)	

- Uneven level of participants; there should have been separate courses for: 9
 1. Trainers as (such IEMS, Ministry, and CARE staff who attended)
 2. Primary Co-op managers
 3. Co-op board of directors
- Course too short 11
- Should have concentrated on a few things in depth 5
- Trainer needs to come earlier; do field visits; so s/he understands local situations; economy, institutions, etc. and understands needs of those being trained. Develop course to fit local needs. 8
- Bookkeeping and records should be stressed "the backbone of a business; and co-ops are a business". 2
- Need for training to include field work: i.e., not just visits, but training in the field 6
- Link training program with in-country training facilities to assist in follow-up activities 3
- Analysis

1. Two of the persons who had completed the follow-up assignments were co-op members who had developed twelve month time bars which sketched out activities the cooperative would aim to complete during the course of each month. Where problems had arisen in meeting these goals, there seemed to have been little outside assistance in helping to work out solutions. It was explained to me that advisors to cooperatives who work under the IEMS umbrella were often over-extended in terms of the number of rural development and co-op groups with which they work; in one case, one trainer is responsible for assisting approximately 104 rural groups. Assistance to these local groups by Ministry of Cooperatives and Rural Development staff is also problematic since, as one Ministry official explained, there are no regular staff stationed in rural areas below the District Officer level, the Ministry is

currently understaffed in respect to outreach advisers and they lack sufficient transportation. Nevertheless, both Ministry and IEMS trainers had assisted the two co-ops visited in basic procedural activities, such as registration and forming by-laws.

The other four persons responding positively to follow-up assignments were IEMS staff. They had prepared for me an outline of the activities which had been accomplished by the three cooperatives with which they are working (see Appendix 4). Officers from all three of these cooperatives attended the workshop. I was able to visit two of these co-ops (Luka and Kolo). Not all of the activities appearing in Appendix 4 were carried out as a result of the workshop; rather, this list reflects the current status of these co-ops. From discussions at the cooperatives, it appeared that direct input from the workshop was linked to co-op registration activities and drafting of by-laws. A comparison of activities listed in Appendix 4 with those prepared during the WIDTech course (Appendix 7a) provides an indication of tasks completed.

2. Training that dealt with cooperative law was mentioned frequently as the most valuable skill dealt with in the course. As one participant said (who is a trainer/advisor for primary cooperatives) "each time I go to the cooperatives, members ask me to again explain to them how the laws and by-laws operate".

3. Several participants said that while learning to work together (setting goals, etc.) was an important skill learned, it was not one that could be easily translated into action in the field. Everyone remarked that the trainer was very good, and worked quite hard to try to meet everyone's needs.

4. Problems in this course, from the participants' viewpoint, centered around issues of time, content, participant selection, and follow-up activities. Suggestions to resolve these issues are discussed under 'Recommendations'.

- IEMS course: General comments

Participants shared one interest--cooperatives--rather than being members of a single organization. There is sustained emphasis by the Lesotho Government to promote 'grassroots' cooperatives. These cooperatives can be specifically income-generating: handicrafts (primarily crocheted clothing), poultry and piggeries were favored in the various cooperatives I visited. There are a variety of bilateral and multilateral supported co-op projects: CARE has established a series of cooperatives for the spinning of mohair that is exported; UNICEF will be working with a series of cooperatives for the coming 3 years. The IEMS provides technical assistance to 3 cooperatives (Appendix 8b); An extended ILO program will begin in 1984 that will aim to set up 60 local cooperatives. The LDTC provides credit and training to coops. Finally, the Ministry of Cooperatives and Rural Development assists in the formation, development of by-laws, and registration of cooperatives. But in spite of all these activities, several trainers and Ministry officials emphasized the usefulness of short-term training in some aspect of cooperative organization, marketing, or management, providing (1) there would be sufficient liaison and coordination between WIDTech and in-country institutions receiving the training, (2) course content would be designed to meet the needs of these particular participants, and (3) follow-up mechanisms could be developed. These activities have been detailed under 'Recommendations'.

2. Lesotho: Background analysis

"In 1863 Lesotho was described as 'the grainary of the Free State and parts of the (Cape) colony'. Today it is an impoverished labor reserve." (Murray 1981:xi). Of the total population of 1.3 million, over 90% of all males will, at some point in their lives, spend time working in South Africa. Because of this heavy dependence on out migration, it has been estimated that 70% of households are effectively managed by women (Murray 1981:155). Furthermore, the village self-help groups which are organized by the Ministry of Cooperatives and Rural Development to undertake community improvement projects--such as road repairs--are 98% women (Gay 1982:66). A diminishing natural resource base has contributed substantially to the increased outflow of male labor migrants. Indeed, the correlation between marginal returns from agricultural activities and the increasing dependence on labor migration is born out by the following survey figures collected in 1976: (1) 71% of overall household income was derived from migrant labor; (2) the poorest households in the survey (27% in the 'very low' income category) derived only 8% of their income from migrant earnings but 70% from farming, (Murray 1981:95). The implication here is that for most areas, increased cash to meet household expenses cannot be expected to come from improving agriculture whereby a surplus can be sold. Cash sources must come from non-agricultural activities, although there is now experimentation with poultry and piggery projects.

Wealth is traditionally associated with livestock (cattle) rather than land. This is reflected in the relatively equal distribution of land among households whereby size of holdings tends to correspond closely with family size. Land allocation to individual families is determined by the local chief:

"Essential for an understanding of the administration of land is that the land belongs to the people as a whole. Traditionally, the land was kept by the Paramount Chief in trust for the nation, while the actual administration of land was executed by Chiefs through a form of deconcentration within the traditional political structure...Traditionally, a man was entitled to three arable fields: one for sorghum, one for wheat and one for maize. As land became more scarce the size of holdings decreased. Pressure on land became eventually so great that today a sizeable part of the population is landless" (van de Geer 1982:134-5)

"Livestock, (on the other hand) is concentrated in relatively few hands. About 50% of the households do not own stock at all..whereas 20% (of the surveyed households) possess 80% of the total livestock" (van der Wiel 1977:85). Economic disparities, linked to the amount of migrant labor income and domestic productive capacity (crops and livestock) controlled by a family productive unit, have led one authority to suggest that "small, female-headed households are particularly disadvantaged in respect both of their migrant earning capacity and of their domestic productivity capacity; and it seems legitimate to single out such households as the proper focus of any programme designed to relieve absolute poverty in Lesotho. They constitute perhaps a quarter of all households, though a rather lower proportion of the population altogether." (Murray 1981:97).

These background data help to demonstrate the unique position of women in Lesotho. As the rural economy becomes more firmly embedded in the formal sector, ready cash becomes an increasing problem. Decreasing allocation of land per household plus increasing depletion of soil quality means that more and more goods must be purchased to meet household consumption needs. Hence, the near 'explosion' in recent years of women's groups seeking to produce and market saleable goods. But, because of the paucity of natural resources and raw materials, there are severe constraints on just what can be made and sold at a profit. The dilemma is compounded by a limited local market for

goods that women are most frequently engaged in producing (sewing; crocheting) and a lack of infrastructure for international marketing of handicrafts (with a very few exceptions: Basotho Hat Cooperative, Leribe Handicrafts, and the CARE - sponsored Mohair project). Additionally, unlike most geographical regions, Lesotho has no traditional marketing systems by which locally produced goods can be circulated: this is an important factor in understanding part of the dilemma of village producers who, having saturated their local village needs, find they have 'no market'.

Given these facts, just what skills would be most appropriate to teach women who will be entering the LNCW vocational training center, and just which income-generating activities village cooperatives ought to be focusing on, and how can marketing be improved, become critical issues; and therefore areas in which further technical assistance is critically needed. Indeed, a more detailed understanding of these social and economic dynamics by WIDTech trainers would have enhanced training by linking course content directly to these issues. Additionally, knowledge of the magnitude of linkage difficulties both between urban and rural areas, as well as between different rural areas, would have been useful in designing follow-up activities in both of these courses. In field visits made with LNCW central staff to rural sites, it was the first visit to these areas by these WIDTech-trained women since the WIDTech course.

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While the original schedule called for 12 working days in Zimbabwe, flight cancellations and related travelling complications allowed the work period to be extended to 18 working days. This made possible a more detailed analysis of the dynamics of development strategies and associated training outreach and follow-up activities of (1) the organization which received WIDTech assistance and (2) several other Government of Zimbabwe and nongovernment organization project activities. In addition, further site visits and discussions with both GOZ and NGO officials made possible a greater understanding of the conditions faced by post colonial states such as Zimbabwe, in which the historical development of radically separate (but economically linked) modern and subsistence-oriented sectors creates enormous challenges to the new Government in its primary goal of "growth with equity" (Republic of Zimbabwe 1982: passim).

During the period of study, meetings were held with representatives of 18 GOZ and NGO organizations and 8 site visits were made. Several days were spent going by Land Rover through Communal Lands (former Tribal Trust Territories) in the Midlands viewing YWCA projects and talking with individuals, as well as participating in discussions with several women's groups. A list of these organizations, persons met, and groups visited will be found in the section "Personal Contacts". In addition, an invitation was extended to attend a conference on development presented by the Zimbabwe Council of Churches and a workshop on cooperative organization presented by the Friedrich-Ebert Foundation at the request of the Ministry of Lands, Resettlement and Rural Development and CACU (The Central Association of

Cooperative Unions, Ltd.). These and several other activities are detailed in Appendix 11.

1. Training Course: YWCA

- Findings

The Zimbabwe YWCA was established 25 years ago. It now has over 90 branches throughout the country. While YWCA activities have traditionally been service oriented, since independence the organization has been moving in the direction of community grassroots development projects, particularly in the Communal Lands. To facilitate this transition, a Development Officer was added to the staff two years ago. There are now about four major projects and a variety of smaller projects which the YWCA has organized. The major projects include: (1) a uniform-making center which can also be used as a training center; (2) a dairy project to provide milk to a local community; (3) a transportation project (in planning); (4) primary health care for workers in a mining town. Smaller projects include such activities as: communal gardening, soap making, and poultry raising. Visits were made to several of these projects. The energy and enthusiasm with which both the YWCA Development Officer and members of the local groups are approaching these projects is remarkable. Also remarkable is the progress in development-oriented projects made by the YWCA in the two short years since the organization has embarked on a specifically development-oriented program course. Local enthusiasm is high and need for sustained technical assistance equally so.

The one week WIDTech training course held in August 1982 focused on project identification and design. The trainer was in Zimbabwe for two weeks prior to the session for other OEF project work, and during this time held

several meetings with two of the YWCA officials in order to plan the course. The participants were to be local and regional staff responsible for program design and implementation. However, a few days before the course, travel restrictions were enforced throughout the country. Hence, twelve participants were selected from the Harare area. These women ranged from the National Program Director, to dressmakers, to YWCA members. The five day workshop covered the following topics:

1. Definitions of planning
2. Dimensions of planning
3. Assessment of the organization's planning progress
4. Problem/need analysis
5. Developing a community profile and identifying problems
6. Tools of research (especially survey and questionnaire)
7. Defining problems and determining priority needs
8. Defining objectives
9. Review Session
10. Developing a strategy (part I)
11. Developing a strategy (part II)
12. Making an implementation plan
13. Wrap-up and evaluation

The course met six or seven hours daily, which would allow an average of two hours for each of the above topics. Several participants commented that in-depth coverage of two or three of the topics would have been more effective.

At the YWCA Headquarters, I asked participants to discuss the positive results of the course:

1. The major outcome of training was the production of a needs assessment schedule (Appendix 5). This schedule was circulated

in early 1983 to all branches to assist them in writing proposals that would be presented at a conference in May 1983. I was also given a list of responses to this Needs Assessment Schedule (Appendix 6). It had been compiled during a regional YWCA conference attended by branch members.

2. Course helped to raise self confidence 3

Suggestions for improving the WIDTech course included:

1. There should be training in the community. 2
2. The YWCA office should have had more knowledge beforehand as to what the training content would be. 2
3. If there had been more lead time, the rural participants could have come to Harare. 3
4. Course content was too sophisticated. 3
5. Course was too short to understand the many different topics that were covered. 3

- Analysis: What was Learned from the course

1. The schedule (Appendix 5) sent to branch offices was to assist in proposal preparation. This preparation was organized as a competition among the different branches. At a May 1983 National Conference, 21 branches presented their proposals. The presentations were in written form, oral, or presented as drama. These activities coincided with the Zimbabwe Council of Churches (ZCC) similar training activities, culminating in the Conference on Development attended by the consultant (Appendix 11). As part of the year-long preparation for this Conference, the Zimbabwe Council of Churches (of which the YWCA is a member) held a several day workshop in March 1983 run by Ranche House College (a Training Center in Harare) on project identification and design leading up to proposal writing. Development Officers from regional ZCC member organizations attended. The production and distribution by the YWCA of the schedule to its branch members coincided with the training

at Ranche House and subsequent writing of project proposals by the different ZCC affiliates which attended the Ranche House course. Likewise, the May 1983 YWCA conference, at which 21 branches presented proposals, was held just shortly before the June ZCC Development Officers met to critique the project proposals written after the March Ranche House course.

These exercises by the YWCA and other ZCC members culminated in a Five Year Development Plan which was presented and discussed in the ZCC Conference on Development in October 1983. This plan, and the preceding activities above described above (in which YWCA and other ZCC members focused on developing projects for their respective areas), were generated in response to National Development Goals, as expressed in Prime Minister Mugabe's speech of 30 April 1983 to a gathering of Church representatives: "We should be ad idem (at one) and accept that the States' struggle for social transformation is also the church's struggle...The emphasis in the (National) Plan will be on rural development and the upliftment of the peasantry and the workers so we can proceed to bridge the gap between the developed and developing communities within Zimbabwe" (as reproduced in ZCC Five Year Development Plan p.2-3). It was in this spirit that the YWCA requested WIDTech assistance in project identification and design.

2. Consciousness raising was, as in the Lesotho case, considered an important spin-off of the course.

- Analysis: Suggestions for improving the course

1. Getting from the written schedule to implementation was difficult: One person said, "local groups usually need help just in pin pointing what it is they need most". Site visits suggested that the schedule (Appendix 5) was too sophisticated for any of the groups visited to use effectively, in that

this was the first experience in formal project identification and design. It would have been useful if course participants had been given 'home work' assignments, in which several would go to a neighborhood in one of the Townships of greater Harare (since travel to rural areas was not possible during the course period), and work through a needs assessment schedule with representatives of the community. They could then have returned to the course for further assistance, (for example, several days classroom - several days field work - followed by several days in class).

2. The problem here seemed to be that YWCA organizers were not informed before the trainer came as to the exact course content, and they felt that this created problems in selecting participants.

3. YWCA officials said that official arrangements could have been made to get the participants to Harare, but it was unclear how this would have taken place.

4. Remarks in (1), above, regarding the schedule, reflect the problems participants had with the level of instruction.

5. This was an ambitious course content; if just a few of the topics had been gone into in depth it may have been a better approach than a brief introduction to a number of topics.

- YWCA course: General comments

While this course resulted in the preparation of a schedule sent out to branch offices to assist in project identification, from field visits it was unclear how useful this form was to the rural groups in actually identifying and planning projects. In discussions with groups during these field trips, it became clear that projects were often selected in terms of what was wanted--not necessarily what would be most practical to implement. For example, I talked with one group which wanted its next project to be bread making and selling. No thought had been put into issues such as: Who will buy the bread? Where will the flour come from? - Cost analysis... Where will the fuel come from? (this area is very sparsely wooded and fuel for household cooking is already a problem). What are the time factors involved? (etc.) By the time we finished this exercise, it was thought that a communal vegetable garden might be a more appropriate project by which both to supply a local demand and make money. This was one of several groups visited where I

found myself assisting in the "field implementation" portion of "needs assessment"--that difficult transition from learning to doing. In short, as stated by one WIDTech participant, "The major problem is that it takes time for people to understand what a training course is all about--how to apply the principles...". The WIDTech course was a first step.

The YWCA is making a concerted and impressive effort to both promote and support local development projects. But, as one national-level officer forthrightly commented, "The YWCA leaders have linked into the government policy of grassroots participation; self help...but it is not always clear how this is in fact going to be implemented. While there is the problem of funding, there is the bigger problem of how projects are going to be organized and run..." The issue here is: how to transmit training from the classroom to sustained activities.

As in Lesotho, there is a general lack of infrastructure in the informal sector; most roads in communal areas are rough tracks requiring a Land Rover or suitably rugged vehicle, and to reach many areas several hours of travel along such tracks is necessary. Moreover, both water and firewood are problems. In one area visited, a single borehole served the entire population (about 600 families) in a radius of about five kilometers. The amount of work required by women to meet basic water and fuel needs can consume four hours a day. That, in addition to normal household and farm work, leaves little time for project activity for many women. In such situations, identification of suitable projects is critical. Similarly, project implementation can be difficult given such constraints. How can short term training courses best respond to the critical needs of such marginal communities? For a variety of reasons, participants cannot be expected to articulate such conditions and

institutional constraints to outside trainers (For example, where it is "normal" for women to spend x hours daily gathering dung, firewood, and water), such background information may be considered irrelevant by some--or embarrassing by others. Hence the need for training to be contextualized and to be linked with an in-country training group--if sustained impact is the goal.

2. Zimbabwe: Background analysis

"The main thrust of the Government's development strategy is the need to integrate the Communal Areas into the mainstream of the socio-economic development of the country." (Ministry of Information n.d.:9). As in the case of Lesotho--and indeed other countries in which labor export from informal/subsistence oriented sectors to industrial areas, mines, or commercial farm areas is an ongoing fact of economic life, the informal sector is increasingly depleted of a viable male working force, thereby leading to the disintegration of preexisting family-based productive units.

One result of this labor-drain is that the workload and associated decision-making activities of women in such areas are steadily increasing. These women, as de facto heads of households, do not always receive either the necessary or appropriate facilities or inputs (economic, educational, technological, extension, legal, marketing, transport) that would allow improvement both of their own and their families' conditions. "Dualism is the dominant feature of most less developed countries, but in few countries are the differences between the modern and traditional economies as marked as in Zimbabwe...while the modern economy produces 95% of GDP...the traditional economy provides a livelihood for over 60% of the population..." (USAID Country Development Strategy 1984:3). "... A high productivity wage sector

and a low productivity subsistence sector stand side by side, linked together in an unequal interdependence." (ibid, pg. 2) (see Appendix 13).

Zimbabwe has a total population of over 7.7 million (1981), 3.0% of which is white (ibid p. 23). Prior to independence, 5,000 commercial farms covered 50% of the land and 750,000 families resided in the Communal (Tribal Trust) Lands which are of inferior quality (ibid p. 59) The traditional sector is centered in the Communal Lands, where subsistence farming households predominate. These households and related agricultural activities are increasingly managed by women, as men migrate to the cities in search of steady employment (see Appendix 14).

With nearly 80% of the population situated in the Communal Lands--which now support a population nearly double the estimated carrying capacity (Zimbabwe, National Plan 1982:4)--it is critical that training activities are geared to the problems and constraints and related government priorities associated with the informal/rural sector, and are designed and implemented in such a way that producers in this sector--now mainly women--are the immediate beneficiaries.

These issues are particularly germane in countries such as Zimbabwe in which severe skewing of resource allocation and infrastructure has developed to favor the formal sector. People living in the rural areas simply do not have the margin for error. How can training skills best be imparted to local groups? Problems of staffing, transport, and distances between areas make it very difficult for either ministries or NGOs to service areas regularly. In one field trip, I spent \$60.00 on gas for the YWCA Land Rover to visit four projects. If the YWCA Rural Development Leader were to make bimonthly follow-up visits to only these four projects, it would cost \$120.00 just for

gas. In countries like Lesotho and Zimbabwe, this harsh economic reality must be built into design and follow-up activities of projects. And participants need to be sensitized to these direct cost issues in the course of training--just as the trainer must also be familiar with them. In short, to be maximally effective, the content of a short training course in project identification and management needs to be socially and economically contextualized.

ZIMBABWE & LESOTHO: A COMPARATIVE ANALYSIS FOCUSING
ON NONFORMAL TRAINING REQUIREMENTS

Lesotho and Zimbabwe share a number of similar constraints that impede development of the traditional economies and make the formulation and practical application of technical assistance difficult. The most important include:

1. Outmigration of the male population to urban areas, commercial farms, and mines, leaving a large percentage of rural households, and management of agriculture, in the hands of women.

2. An impoverished agricultural base--in Zimbabwe, this is applicable to the Communal Lands, where the majority of the rural population reside. The fertile 50% of arable lands have been taken up by commercial farms. In Lesotho, the Paramount Chief united a number of tribes in the area in the 1870's. They made a stand in these remote, mountainous highlands, defending the territory and eventually establishing a state. For the first few decades, agricultural production was sufficient to allow export of maize to South Africa. However, gradual erosion, soil depletion, drought, over grazing, lack of fertilizer, etc. turned Lesotho into an importer of basic food goods by the 1940's. Both Masotho & Zimbabwe rural populations are traditionally pastoral-oriented societies; unlike fully peasant-agrarian societies, wealth is primarily invested not in land but in cattle. One result is that large numbers of cattle and small livestock have contributed significantly to erosion and soil loss.

3. Increasing importance of alternative forms of income generation, for rural people--particularly women--as agriculture has become more difficult,

and as population has increased. These factors are related to increasing landlessness, herd depletion and general natural resource depletion. In Lesotho, income generation activities are concentrated largely in handicraft production; in Zimbabwe there is some handicraft production, but the relationship between agricultural production and local consumer needs has apparently not reach the level of constraint that is has in Lesotho, where it is becoming increasingly necessary to purchase commodities and therefore to have access to cash. Furthermore, the production of vegetables in some areas of Zimbabwe make it possible for women to sell surplus commodities either locally, or in nearby towns. In both countries, concentration on sewing-knitting-embroidery projects, together with local market saturation and an absence of indigenous regional marketing systems, has exacerbated the entire "income-generating" issue.

4. Lack of infrastructure--particularly transportation and marketing channels--make it yet more difficult for women to move into non-traditional productive activities. This is particularly the case in Lesotho, where all cooperatives I visited had backlogs of handcrafted items they were unable to sell. (This is not the case of the CARE cooperatives, which have their own marketing systems). Some items have marketing outlets: in Lesotho, an Apex Co-operative Marketing Organization is being established (Kingdom of Lesotho 1980:120) and an egg marketing cooperative now exists--though it is unclear whether this caters to the small producer. In Zimbabwe there is, for example, the Grain Marketing Board--although some women complained they were unable to get their own cards and hence have control over the cash earned from their produce (the cards being in their husband's names). However, both countries lack the kind of indigenous marketing systems that are found in many areas of

the world, by which (1) local surplus and handicrafts are circulated through the local marketing system for sale; (b) urban goods also enter this circulation of goods in a regional marketing system (c) money circulates within the region. The impact of this absence of local/regional marketing systems cannot be overstressed. Villages--and kraals--are disbursed and oftentimes isolated. Hence, as soon as the immediate area is saturated with a certain good, the only alternative for sale is for the producer to go by bus to a local town or perhaps sell at a low price to a middleman. Selling in town may mean a day's ride, a high bus fare, and obtaining a hawker's permit in the city to be allowed to sell the goods.

To meet the difficulties, similar approaches are found in both countries:

1. Reliance by Government on nongovernmental organizations to assist local groups in service and development projects. In Lesotho, the more than 200 branches of the Lesotho National Council of Women's affiliate organizations, as well as missionary and church organizations, have been traditionally important, particularly in education. In Zimbabwe, local religious organizations have also been critical in both service and educational activities. Both Governments now have formal policies which encourage NGOs to move into specifically development-related activities.

2. Official policies to coordinate both Government and NGO activities. Fragmentation and often overlapping activities of both government and NGO activities in rural areas have resulted from the growth and diffusion of NGOs as well as from Ministry programs being channelled vertically to rural areas independent of other Ministry activities. The importance of coordination is officially recognized in both countries. Prime Minister Mugabe has called on "partnership between the State and the church...(in order that) more inputs,

financial, human and technological, can be marshalled..." (Zimbabwe. The Prime Minister's Speech...1983:7). In Lesotho's Five Year Development Plan, it is stated that "Lesotho's bureaucracy is organized along vertical and largely technical lines. This has resulted in insufficient coordination of inputs from different sectors. It is now recognized that development in rural areas must integrate activities fully for full impact..." Kingdom of Lesotho 1981:128). The lack of coordination in relation to training and outreach was brought home in Lesotho, when at one point I realized that both the Institute of Extra-Mural Studies and the Ministry of Cooperatives and Rural Development had separately arranged field trips for me to visit the same primary cooperative--for which both organizations technically have the same training/outreach responsibilities. Indeed, different organizations claiming primary responsibility for assisting in the operation of certain primary groups is not uncommon. This situation was also found to exist in Zimbabwe. One rural women's group I visited was "claimed" by (1) the local church (2) an outside NGO for developmental activity (3) the women's wing of the ZANU party. One could argue that the benefits here for members of the group were thereby enhanced, since spiritual, material (developmental) and political needs were being simultaneously offered. Nevertheless, Prime Minister Mugabe continues to stress that it is important for both Government and NGO's to coordinate "grassroots" activities, so as to avoid overlapping and duplication of efforts (personal communication, 19 October 1983).

3. A common approach to local developmental needs has been an emphasis on the formation of primary cooperatives (both production and marketing). In Lesotho, this process dates back to 1948 when the Cooperative Societies Proclamation No. 47 established a Registrar of Cooperative Development

(Kingdom of Lesotho 1981:112). That cooperatives have not been an easy venture is recognized in the National Plan: "The movement's difficulties stemmed from a lack of adequate organization and resources for cooperative education and training, lack of efficient supply and marketing infrastructure, and lack of a clear cut policy on cooperative development" (ibid). Cooperative matters are handled by Lesotho's Ministry of Cooperatives and Rural Development. In Zimbabwe, the new state is just moving into an era of cooperative development. "Self-management will be encouraged through the implementation of a programme of promotion and financing of cooperatives..." (Republic of Zimbabwe, National Plan... 1982:20) The Ministry of Lands, Resettlement and Rural Development has a Department of Cooperative Development to manage cooperative affairs. In addition, the Central Association of Cooperative Unions, Ltd., has been established. These organizations are just now in the process of writing up a handbook for committee members of primary marketing and supply cooperatives, and setting up training courses in cooperative law and management. The Government of Zimbabwe envisages the formulation of cooperatives by resettling people on formerly commercial farms. Other, more modest cooperatives are also being established, such as the vegetable cooperative under the sponsorship of the Zimbabwe Women's Bureau.

In Zimbabwe and Lesotho, communal organization of agricultural work is a central, traditional feature of both societies. However, such communal/cooperative groups were--and remain--largely face-to-face, informal, temporary arrangements. The challenge is to transform such informal communal arrangements into formal, ongoing commercial ventures. It is in this effort that training could have potential impact.

Conclusion

The topics enumerated above are major conditions, constraints, and formal policies that training programs directed to primary production groups need to address. The basic dilemma for both countries is serious: How to best assist local groups, whose agricultural production in many areas is increasingly marginal, to diversify into non-agricultural activities both in the formal and informal sectors, or increase agricultural production projects in order to provide both needed money and goods? And how to organize regular supplies of inputs and marketing structures for these groups? Unless short term training courses are designed on the basis of an understanding of these issues (many of which, because they may be 'common local knowledge' to training participants, will probably not be articulated to the trainer), OEF's goal "...to improve the economic condition of low income people, particularly women. "(OEF 1981 Annual Report, p. 1) will likely be restricted--as in the case of the three projects evaluated--largely to achieving a single task in workshop conditions. In order for WIDTech training to better achieve "improved planning and management of programs" (United States Agency for International Development PIG/T p.4) and thereby "...increase the potential for positive and lasting change at the community level." (Overseas Educational Fund. Proposal...1983:3), certain modifications need to be made in project design and implementation (See Recommendations). The need is critical; the challenge no less so.

MISSION RESPONSES TO WIDTECH

During the course of discussions with Mission staff in both countries, the following issues were discussed:

1. Liaison between WIDTech and the Mission.
2. Whether the WIDTech program duplicated or complemented ongoing or planned training programs in-country (whether or not Mission-supported).
3. Whether or not the WIDTech program approach was thought to be an appropriate WID Office-supported project (in general, and in the particular country).

Responses to these issues are summarized below:

1. The issue of liaison:

- a. The Zimbabwe Mission felt there was adequate liaison among WIDTech staff, the WID office, and WID/Washington and saw no reason to formalize the procedures. However, several Zimbabweans stressed that unless this type of short term assistance is formally linked into an on-going institution (whether government or NGO), there could be negative repercussions for those receiving training as well as for American interests.
- b. The Lesotho Mission Director said that the Mission should have been briefed in more detail and given more lead time before the trainer came out; that it presented difficulties to the Mission when a telegram was received that an unknown representative of an unknown group was coming out to give a training course, the content of which was unknown. She stressed that since the Mission is responsible for its local profile, and by extension USAID-funded persons coming in-country, these kinds of issues are important.

2. Does WIDTech duplicate or complement on-going training?

- a. The more training at this point the better (Zimbabwe).
- b. It does duplicate--there are already four training centers established in the country doing just what WIDTech is doing (Lesotho).
- c. It's a good addition to what is here (Lesotho).

3. Is WIDTech an appropriate WID Office-supported project?

- a. The WID/Washington office should spend this money in sensitizing Mission staff in-country (i.e., in all countries with AID Missions), as well as in training Mission WID Representatives, so as to create a more positive environment for WID activities.
- b. Short courses like this don't have the sustained impact to justify the expense.
- c. It's an effective way to really raise the self-confidence of a group of women, I saw that, and was very impressed...the trainers are great...for this reason (alone) it's a good investment. But you can't expect this kind of short course to have any lasting impact (spin off) on the (running/management/etc.) of the local institution.
- d. In a country like this, where women already are overburdened with work, it would make more sense to invest money in devising projects directed to labor-saving technology.
- e. A good investment.

PERSONAL CONTACTS:

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2. Site Visits

U.S.A.

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Christine Mac Callum (Director for Middle Eastern Region)
Marge Schuler (Coordinator of Women, Law and Development Program)
Carol Purcell (Latin American Program Officer)

ZIMBABWE

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Prime Minister Robert Mugabe

Ministry of Community Development and Women's Affairs
Mrs. Kachingwe (Deputy Secretary of Women's Affairs)

Ministry of Lands, Resettlement and Rural Development: Department for
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Mr. Mathema

Ministry of Post and Telecommunications
Dr. Nhiwatiwa

Ministry of Agriculture
Extension Worker in Zvishavane

Ministry of Culture and Education
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Central Association of Cooperative Unions, Ltd.
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Mrs. Rosemary Munyukwi (Gweru Branch, Trainer)
Mrs. J. Mpafu (Zvishavane Branch, Project Organizer)
Mrs. Isabel Sibonda (Zvishavane Branch, Project Organizer)

Zimbabwe Women's Bureau
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Zimbabwe National Women's Organization
Dr. Nhiwatiwa (Assistant Director)

ZIMBABWE (cont.)

The Savings Club Movement

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Mrs. Mandi Motsi (President, Seke Branch)
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The Grain Marketing Board

Mr. Percy Njikizana (CPS Manager)

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Dr. Moya (Theological College)

Ranche House College

Peter Joyce (Director)

Zimconsults (Socio-economic Consultants)

Mr. Stuart Stevenson (Advisor for Cooperative Handbook; Ministry of Cooperatives)

Private Consultant

Mr. Philip Mpunzwana (Advisor for Cooperative Handbook; Ministry of Cooperatives)

Zimbabwe Christian Council

Rev. Kuchera (Director)
Mr. Percy Kadzutu (Projects and Development Secretary)
Ms. Naomi Kowo (Director of Women's Programs)
Mr. Madenyikah (Glen Norah - Harare; Development Officer)
Rev. L. Nyanungo (Waterfalls - Harare; Development Officer)
Mr. Richard Percival (Anglican Diocese, Gweru; Development Officer)
Mr. A. Swekwerere (St. Martin's Mission, Kwe Kwe; Development Officer)
Rev. Canon Makoni (Busabe; Development Officer)
Rev. James Gumbo (Church of Christ, Zvishavane; Development Officer)
Mr. M. Chambara (Mutare Mission; Development Officer)
Mr. Baleni Mathema (United Congregational Church, Plumtree; Development Officer)

OXFAM

Ms. Kate Mhlanga (Programs Officer)

Christian Care

Mr. Valentine Ziswa (Director)

Bread for the World

Mr. Wolfgang Mal (Africa Director)

World Vision

Mr. Quenda

ZIMBABWE (cont.)

Church World Service
Mr. Michael Appleby

Site Visits

Ameva Bible and Vocational School
Staff and Students

Old Harare Townships and Squatters Quarters

Gweru Vocational School (YWCA)
see under YWCA

Zvishavane Vegetable Cooperative (YWCA)
see under YWCA

Zvishavane Soap Group (YWCA)
see under YWCA

Nhema Uniform Shop (YWCA)
see under YWCA

Nhema Cooperative (YWCA)
see under YWCA

Seke Savings Club Garden Cooperative
see under Savings Club Movement

Seke Savings Club Uniform Shop
see under Savings Club Movement

LESOTHO

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Ms. Mary Kalake (Extension Worker)
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Ministry of Agriculture

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Ms. Francine Moloi
Mr. Potsane Mohale
Ms. Mapali Morolong
Mr. Joang Khethisa
Mr. Greg Davenport

LESOTHO (cont.)

Lesotho Distance Teaching Center

Ms. Mathato Khitsane (Non-formal Officer)

Mr. Theo Derkx (Non-formal Trainer)

Mr. Paul Motlatsi Morolong (Non-formal Trainer)

CARE

Mr. Jim Pucchetti (Country Director)

CRS

Ms. Selloane Seekane (Food and Nutrition)

Ms. Maletuka Moorosi (Rural Works)

UNDP

Mr. Joachim Hoffman (Telecommunications Advisor)

Ms. Kristen Berger-Poulsen (Training Advisor, Women's Bureau)

ILO

Mr. George Green (Training; Community Needs Assessment)

Ms. Rosemary Woodall (Training; Community Needs Assessment)

Basotho Hat Handicrafts Cooperative

Mr. Khotso Matla (Manager)

Lesotho Homespun Mohair (CARE Project)

Ms. 'Mapaul Madolo (Field Trainer)

Mr. Justine (Directory)

Ms. Carol Cassidy (Technical Advisor)

Mr. Sol Pooe (Field Trainer)

Site Visits

Vocational School - Maseru (Lesotho National Council of Women)

Uniform Project - Teyateyaneng Branch (Lesotho National Council of Women)

Mrs. Taole (Director)

Nursery - Maseru (Lesotho National Council of Women)

Setsofo Tapestry Firm - Teyateyaneng
Supervisor

Visual Problems Center - Tsenola Village
Mrs. Rose Ramabitsa (Director)
Mr. Hank Stelzer (Technical Advisor)
Ms. Margaret Flanagan (Irish Volunteer; Technical Advisor)

Leribe Handicraft Center and Vocational School - Leribe
Sister Margory-Jean (Manager)

Village Cooperative - Nyakosaga (CARE)

Village Cooperative - St. Michael (CARE)

Village Cooperative - Luka (Institute of Extra-Mural Studies)
David Sekonyana
'M'amonoso Taka
'M'ateboho Takalamane
Zaccheus Molemon
'Mamolibeli Mokati

Village Cooperative - Kolo (Institute of Extra Mural Studies)
'Mamolapi Sebatane
Goris Matlanyane

APPENDICES

LIST OF ACRONYMS

GOL	Government of Lesotho
GOZ	Government of Zimbabwe
IEMS	Institute of Inter-Mural Studies
ILO	International Labour Organisation
LNCW	Lesotho National Council of Women
NGO	Nongovernment Organization
OEF	Overseas Education Fund
USAID	United States Agency for International Development
WID	Women in Development
WIDTech	Women in Development Technical Advisory Service Project
YWCA	Young Women's Christian Association

APPLICATION FOR WIDTech ASSISTANCE

PART A. IDENTIFYING INFORMATION

Name of Organization: _____
 Address: _____
 Telephone Number: _____ Cable Address: _____
 Name of Person to Contact: _____
 Position/Title: _____

PART B. ASSISTANCE REQUESTED

1. Are you interested in receiving field training or consultation from OEF? Place a check mark (✓) next to your one answer.
 Yes No (go to question 3.3)
2. What are your organization's most important training needs? Select up to three subjects from the list at the right.
 1st most important: _____
 2nd most important: _____
 3rd most important: _____
3. Please provide the following background information about the people you would like to be trained.
 - a) How many people would you like to include in the training?
 _____ number of participants
 - b) Participants would be (check one):
 Both men and women
 Women only
 - c) Average age of participants: _____
 - d) Most of the proposed participants are:
 Professional staff of our organization
 Community leaders
 General members of our organization
 Other (specify): _____
 - e) In which language would you prefer to have the training conducted? Check one of the following.
 English Spanish
 French Other (specify): _____
 - f) What is the average level of education of the participants? Check one.
 Pre-literate Secondary school
 Primary school Vocational or technical school
 College or university
4. How long would you like the training/consultation to be?
 1 week 2 weeks 3 weeks Other (specify): _____
5. Please indicate which dates are most convenient for the technical assistance.
 1st choice: From _____ To _____
 2nd choice: From _____ To _____
6. Explain briefly how the training assistance you are requesting would improve your organization's ability to help low-income women:

7. Indicate below what your organization could contribute towards the cost of the training. Please check all items or services that you could provide.

<input type="checkbox"/> Cash (up to U.S.\$ _____)	<input type="checkbox"/> Training facility & equipment
<input type="checkbox"/> Training supplies	<input type="checkbox"/> Secretarial/support services
<input type="checkbox"/> Transportation	<input type="checkbox"/> Refreshments/meals
<input type="checkbox"/> Subsistence for trainees	<input type="checkbox"/> Lodging for OEF trainer/consultant
<input type="checkbox"/> Other (specify): _____	
8. Are you interested in receiving written information through the WIDTech information serv about other women-in-development organizations, projects, resources, etc?
 Yes No (go to question 3.10)
9. Describe the written information you would like to receive:

10. Check here if you would like to receive a list of OEF publications:

AREAS OF WIDTech ASSISTANCE
Organizational Analysis
Long and Short-Range Planning
Financial Management
Personnel Management
Effective Meetings
Project Identification and Design
Project Budgeting
Proposal Writing
Project Implementation
Project Evaluation
Workshop Design
Community Needs Assessment
Resource Identification
Marketing Research
Feasibility Studies
Organizing Cooperatives
Business Skills for Entrepreneur
Family Planning & Women's Development
(Others Available Upon Request)

PART C. ORGANIZATIONAL INFORMATION

1. In one sentence, what is the major purpose of your organization? _____

2. What is the scope of your organization's activities? Check one of the following:
 - International National Local
 - Other (specify): _____

3. How long has your organization been in existence? _____

4. Is your group legally incorporated or registered? (IMPORTANT NOTE: A "No" response does not mean your organization cannot receive assistance.)
 - Yes (since what year? _____)
 - No

5. Are your members (check one):
 - Other organizations
 - Individuals
 - Both organizations and individuals

6. Please complete the following.
 - a) If your members include organizations, how many organizations? _____
 - b) What is the total number of individuals who belong to all of these groups? _____
 - c) If your members include individuals, how many individuals? _____
 - d) Total number of individuals which your organization reaches (b + c): _____

7. What are the occupations of your members? _____

8. Are your members (check one):
 - Mostly women Mostly men Only women
 - About an equal number of men and women

9. How often do you hold meetings of your members?
 - _____ times per _____
 - week
 - month
 - year

10. Does your organization have paid staff?
 - Yes No

11. How does your organization obtain its operating and project funds? Check all items that apply, and specify where requested.
 - Membership dues or shares _____
 - Profitmaking activities (what type?) _____
 - Funds from your country's government _____
 - Funds from foreign governments (which countries?) _____
 - Non-governmental organizations (which ones?) _____
 - Other (specify): _____

12. In which of the following activities is your organization involved? Check all items that apply.
 - Designing and implementing development projects at the community level
 - Conducting research
 - Providing training for members
 - Providing funding for individuals or groups to implement projects or conduct research
 - Maintaining a library or resource center
 - Publishing newsletters, reports, etc.
 - Sponsoring seminars, conferences, workshops
 - Influencing governments or private agencies on women's issues
 - Others (specify): _____

13. Of those activities you've identified in question 12 above, which one is the most important? _____

Please look to see that each question in Parts A, B, and C has been carefully answered. Return application, along with brochures and other materials describing your organization, to:

WIDTech Project Director
 Overseas Education Fund
 2101 L Street, NW, Suite 315
 Washington, D.C. 20037 USA

(completed by trainees at conclusion of WIDTech course.)

ACTION PLAN: _____

WORKSHOP TITLE: _____

NAME: _____ DATES: _____

ACTION ITEMS

Start to implement

I Plan to:	within 2 months	within 3 months	as arises

QUESTIONNAIRE

1. What was the most valuable thing you learned during the training?

2. With what you know now, how would you make the training different?

3. In your work with the YWCA, what are you doing differently now as a result of the course?

4. During the course your group practiced these skills:
 - analyzing problems
 - developing a community profile
 - using surveys and questionnaires
 - determining the community's priority needs
 - defining objectives
 - developing a step-by-step strategy to reach objectives

Which skill(s) have you used the most since the course?

Please write a paragraph on the back of this page describing how you have used this (these) skill(s). You can include:

- what you did
- when you did it
- who else was involved
- what happened
- what problems you had
- what else it would have been helpful to know
- how you will use this skill in the future

5. How has your personal or family life changed since the training?

6. Please make any other comments that you think will help us improve our training courses.

from" Trip Report by Carolyn Gullatt, Consultant for
 WIDTech course for The North Solomons Women's Investment
Executive Summary Investment Corporation--June 7-25, 1982

The following report is an account of the technical assistance provided by the Overseas Education Fund to the North Solomons Women's Investment Corporation, an indigenous organization having as its primary objective the promotion of women's participation in the economic and social development of North Solomons Province.

The technical assistance took place June 7-25, 1982, in Arawa, North Solomons Province, Papua New Guinea, and was carried out under a short-term consultancy contract. "

The purpose of the technical assistance was two-fold:

- to provide field training and consultation for local women to enable them to more effectively work together to solve problems and achieve personal and community goals;
- to assist the participants to acquire knowledge/skills to enable them to more effectively control the finances of club and small business enterprises.

Under the guidance of the OEF Consultant and with the assistance of two participant-observers, approximately 60 hours of experiential learning in needs assessment/problem identification, problem-solving, and financial management was facilitated for 17 women of North Solomons Province. The approach to training was a non-formal one which, for most of the participants, was a new and challenging experience. The training methodologies used were varied, e.g., games and structured experiences, guided discussions, mini-lectures, etc. These were selected to maximize the involvement of the participants and to provide numerous opportunities for them to experience the planned learnings.

In-process and post-training assessment of the technical assistance by participants and participant-observers lead to the conclusion that, overall, the technical assistance was successful in meeting the needs reflected in objective number one:

- 94 percent of the women, at the end of training, felt they had acquired skills for working cooperatively with others to engage in project planning/implementation within their clubs and communities.
- 16 of 17 indicated that they had acquired sufficient knowledge/skills to enable them identify/define personal and community problems and to devise strategies for addressing them.

In addition to increased competencies, many of the women appear to have undergone significant personal growth as a result of their experiences in the training program. Indicative of that growth are comments such as:

- I learned to respect myself
- I now know a way to tackly my problems and its given me insight about the running of my life . e
- I now have courage to act and do things.

The evaluation results regarding the satisfactory achievement of objective number two are inconclusive. It is felt that an adequate instructional program was facilitated for the participants, however, the learning outcomes were not easily assessed. It is believe that many of the women did acquire increased understanding of the topics covered under the area of financial management but that before any real competencies are evident additional training is required. Such follow-up training should most appropriately be organized by the Women's Project Officer, Division of Commerce and/or the Women's Project Coordinator, Office of Provincial Affairs.

PRELIMINARY GROUP DISCUSSION SCHEDULE

INTRODUCTION

1. Where is the community?
2. How many people live in it?
3. What is the physical description of the community?
4. How do they make a living? (details of production)
5. What facilities are there? school, clinic, store, grinding mill
water, electricity, road conditions in wet/dry season,
transport availability.
6. How many miles to nearest facilities?
7. What Government Services are available? e.g. extension
workers, health assistance?
8. What shortages exist? How are people dealing with these
shortages? Why are there shortages in the area.
(e.g. food, bread, vegetables, clothing, meat, tools etc)
9. Are people literate? Are there literacy classes? Do people
think literacy is important? Why?

COMMUNITY PROBLEM-SOLVING (These questions must be handled carefu-
lly)

10. Who are the authorities in the area?
11. What customs need to be observed?
12. How are problems?

HISTORY OF GROUP

13. Have the people worked together communally before to do
something?
14. What did they do?
15. How did they organise themselves?
16. How many members of the new group? Men or women or both?
Give numbers.
17. How did they come together and decide what to do?

HISTORY OF GROUPS

18. Have they started anything already? What?
19. What do they see as their main difficulties in achieving it?

THE PROPOSALS

20. How do the group see the pattern of overall development in their area?
21. What things do they want to do?
22. What are local/national government plans for the area's development?
23. Who is to manage and administer the project?
24. How were they (or are to be) chosen?
25. Is there a development committee?
26. How are decisions taken about the project's management and aims?
27. Who is going to benefit? How?
28. How are the finance to be organised?
29. Where will the money be kept?
30. Bank Account number and address? In what name will the account be?
31. Who has authority to take money from the account?
32. Names and addresses and positions of groups office-holders?
33. What projects do they wish to start with? Why?
34. Will the projects make enough profits to start others?
35. Are there prepared budgets available?
36. From the profits what part will go to group members or the community and what will be banked for investment in further projects?
37. How will the group continue to have sufficient funds to do the things it wants to do?

PRODUCTION PROJECTS

(e.g. vegetables, carpentry, building, sewing, etc)

38. Who will buy the produce? Where? At what price?
39. What are the production costs? Materials, labour, tools transport?
40. Will the product make a profits?
41. What are the potential production problems? e.g. engine maintenance , feed supply What are the group's solutions to these problems?
42. Has advise been sought from Government services? e.g. Devag, ADF
43. Who has available skills already?
44. What extra training will be required?
45. Is a licence necessary?

BUILDINGS

46. Are building needs?
47. What size, fitting, location, roofing, bricks, costing?
48. Plans. Permission from local authorities? Power and water connection? Sanitation?
49. What does the community plan to contributefunds, labour material?

SERVICE PROJECTS

50. How will non-profit projects be paid for? Detailed costs?
51. Is it reasonable to say that the production projects will meet the costs of the service projects?
52. Will the local council or other body be prepared to take over long term costs?
53. How many people want to have the service?

Appendix 6

YWCA - Zimbabwe
Results of Community
needs assessment
Schedule (Appendix 5)

QUESTIONS AND ANSWERS FOUND AT YWCA CONFERENCE GROUP DISCUSSIONS

1. What things take up women's time?

Answers

1. Household chores - cooking - cleaning - washing
2. Looking after children and child bearing
3. Food production and preservation
4. Looking after domestic animals
5. Collecting firewood
6. Fetching water
7. Going to beer parties
8. Selling crafts and produce
9. Travelling long distances either to grinding mills/clinics/shops
10. Keeping family together (kuriritira mhuri)

2. What can you or your community do about this?

Answers

1. Proper planning on a daily or weekly basis
2. Pre-schools provision
3. Getting helpers
4. Co-operatives
5. Educate all parents (men included); family planning.
6. Introduce appropriate technology - water pipes and solar energy (easy ways of doing things)
7. Start projects
8. Introduce paddocks for animals
9. Re-afforestation to provide firewood

3. Why are so few women in district councils?

Answers

1. We look down upon ourselves
2. We lack confidence
3. We lack courage and determination
4. We dispise each other
5. We are jealous of each other
6. Too much other work to do
7. Customs oppress women

8. In our own homes we are oppressed
9. Men do not vote for women
10. Women are unwilling to liberate themselves and do not vote for other women.
11. Some women fear to be in councils with men who are not their husbands
12. Making work an excuse
13. Women fear to uplift themselves
14. Not getting the opportunity to be given seats
15. Men despise women
16. Our culture does not allow a woman to uplift herself
17. Lack of understanding
18. Some men do not want to be led by women

4. What can be done to change the situation?

Answers

1. We should be more determined
2. We must be honest and truthful
3. We must be committed to attending leadership courses etc.
4. Attending many meetings
5. Teaching the whole family to help at home
6. Women should vote for other women
7. We should be informed about all that is happening in our area
8. Educate both men and women
9. Educate ourselves on the work of councils
10. Fight for representation on councils
11. Be united and support those women who are chosen
12. If only we can put into practise all that we say. We are tired of making suggestions which are never followed
13. Courses to teach leadership to women are needed - to talk sensibly at meetings
14. To volunteer in doing things
15. Invite councillors to your meetings and ask questions

5. How would you go about familiarizing yourself with your district development plans?

Answers

1. Attending meetings regularly
2. Invite women councillors and listen to their reports
3. Choosing people who will present your views and report back to you
4. We must work with different groups
5. Invite people who know about council business and learn from them
6. What would you like to know about the way government or ministries work?

Answers

1. We want to know about equality - equal salaries but women pay more income tax.

2. We want to know how women advisors work with people
3. Differences between local government, central government and their responsibilities
4. To whom can we send our complaints, we need books on this
5. Ministry of Women's affairs should come to the rural areas and teach us on development plans
6. Ministry should write newsletter or books on their work in all languages
7. It should run training workshops on the Government development plans and show where women fit in.
8. When we have meetings Ministers should come and explain about their work
9. We want to know why it is that certain areas are selected for development projects when others are not
10. We want to know more about income tax
11. Government should consult us on certain legislation like the majority age did not please us.

7. How do you go about planning a community based project?

Answers

1. Look at peoples' needs
2. Select priorities
3. Get help from community service
4. Invite people from co-operatives
5. We call all villages and agree on what we want, then approach officials
6. We first identify what needs to be done then we ask from those who know what to do
8. What do you want to know about: Savings clubs
Co-operatives

Answers

1. How they work and training for these
2. We need courses and training on these and books about how to run them
3. How to start them and how they succeed
9. What would be the best time to have workshops?

Answers

1. After harvest
2. August holidays
3. June - July - August - September
4. Schools holidays
10. What things would you like to learn at such workshops?

Answers

1. Co-operatives
2. Crafts

3. Income generating skills
4. Leadership
5. How Government works
6. Hostessing
7. The use and repair of household utensils - stoves, irons etc.
8. Priorities on how to start a project
9. Budgeting
10. What is the YWCA
11. Its international structure and objectives

IEMS WIDTech course, Lesotho: these plans prepared during the course.

Rural Group Plans *

- A. Luka (a village whose fields were destroyed to build the new international airport)

Goal at beginning of course as a result of top problems exercise:

"To get money."

Final goal at end of three weeks of planning:

GOAL: To encourage 66 coop members to contribute M3300 by December 31, 1983.
(M1 = \$1.08)

Objective One: To plan a meeting of coop members.

- Tasks:
1. Meeting of committee members to learn about this course
Who: Elected representative from course participants
When: 25th June
Inputs: Representative gives information to the committee
 2. To plan a meeting of the General Meeting: day and venue
Who: Coop Committee
When: 25 June
Inputs: Literal information (from course rep.)
 3. To call all coop members to the General Meeting.
Who: secretary
When: 2nd July 1983
Inputs: information to members about meeting

Objective Two: To have the General Meeting

- Tasks:
1. To learn about and draft by-laws
Who: Mr. Masupha
When: beginning 11 July
Inputs: Masupha begins educating members about by-laws
 2. Registration of the coop (learning about procedure)
Who: Mr. Masupha
When: beginning 11 July
Inputs: Information from Masupha about registration requirements and procedure

* Each group reached a different point in planning, indicating the varying levels of participants understanding of the process.

B. Kolo (a farming coop)

Beginning goal: staff training*

Final plan:

GOAL: To form a sewing cooperative.

Objective One: To plan dates to encourage coop members to form a goal.

Task: 1. Delegates from course meet to discuss what to tell members about what was learned in the course.

Who: delegates and secretary

When: 6th July

Inputs: Discuss how to finance shares to buy cloth; teach about by-laws once a week; practice sewing.

Objective Two: Examine the sewing for quality.

- - - - -

SEE FOLLOWING PAGE: Letter from the Secretary of the Kolo Cooperative to the WIDTech trainer confirming that the above activities relating to the Kolo co-op had been initiated. See also Appendix 8a, prepared by IEMS staff, listing activities with this cooperative with which they are/plan to assist. Site visit by the consultant to Kolo and meetings with cooperative members indicated that they expected their cooperative to be registered within three months. However, increasing problems with project identification and marketing of handicrafts were not being addressed. ..

Letter from the Secretary of the Kolo
Cooperative to the WIDTech trainer con-
firming certain activities planned during
the WIDTech course were being initiated

- C O P Y _

Kolo Hantsie
Lesotho

Gail von Hahmann:

Madame,

With a great pleasure we write this letter, to let you know that we had fulfilled our promise to start at once, when reach (sic) at home to hold a general meeting. We did so, on the 6th July. On the 13th we had chosen the committee of seven members, the registration was R2.00 per member.

On the 22nd. July the members learned the rules of Co-op, the 29th day we collected R50.00 for for registration of 25 members. We prepared that each member have to pay or to suscribe R20.00 per a year (sic), to raise up our handiwork.

With thanks,
Your's faithfully,

'Mamalefane Malefane
(secretary)

IEMS WIDTech course, Lesotho: These plans prepared during the course.

Appendix 8a/1

Individual Action Plans

Name	Plan	When
1. Matabcho Takalimane	<ul style="list-style-type: none"> - Increase # of coop members - Teach about coop law 	Immediately
2. Mampolapi Sebatane	<ul style="list-style-type: none"> - To re-look at our plans - To teach about management and coop law 	Immediately
3. Ntabiseng Kalaka	<ul style="list-style-type: none"> - To teach leaders in my area - To mobilise villagers towards forming cooperatives 	July 27-30, 1983
4. Kekletso Kolobe	<ul style="list-style-type: none"> - To tell villagers about on-going training sessions. - To encourage the office of the Commissioner to register this coop. 	beginning July 1983 October/November
5. Matsele Moahloli	<ul style="list-style-type: none"> - Tell my village about this course - Continue what we were doing before (handicrafts) - Construct village water supply - Begin poultry farming 	22Aug - 25 Aug, 1983 July 6, 1983
6. Tsitso Rapapa	<ul style="list-style-type: none"> - hold a training session for village committees and chiefs at Ha Ramabanta - visit development projects at Semokong, Ramabanta, Nkhana and Topa. 	1 July, 1983
7. Matsebo Makoanyane	<ul style="list-style-type: none"> - Practice good bookkeeping for my family and my coop 	Immediately July - December
8. Maseeiso Nkuebe	<ul style="list-style-type: none"> - Teach village committees and chiefs - Teach villagers advantages and disadvantages of coops - Teach bookkeeping to existing coops 	" "
9. 'Mamolibeli Mokati	<ul style="list-style-type: none"> - Tell members about this course - Tell committee about this course - encourage members to pay shares - Tell members the importance of learning about by-laws from Mr. Masupha 	June 24, 1983 June 25, 1983 February 7, 1983 " " "
10. Mathabang Au	<ul style="list-style-type: none"> - Teach members coop law 	July - December
11. T.M. Mpoa	<ul style="list-style-type: none"> - Review coop law, principles and planning 	from 27 June
12. Masebia Mareka	<ul style="list-style-type: none"> - begin poultry farming 	between July and April
13. Maphul Madolo	<ul style="list-style-type: none"> - Plan and draw programme for study group - lead meeting, nominate coop officer - evaluate course, and write report 	28 July, 1983 8-12 July after the course

Name	Plan	When
14. Doris Matlanyane	<ul style="list-style-type: none"> - re-examine our plans - teach my villagers by-laws and to love each other 	immediately
15. M. Liphoto	<ul style="list-style-type: none"> - visit Mpatana C₂ and teach about advantages of coops 	July 29 - 30
16. J. Khethisa	<ul style="list-style-type: none"> - compare my plans to what I have learned here - make plans for teaching villagers and invite Mr. Machepha and Mr. Matla where necessary - continue to learn marketing and bookkeeping 	28 July

and presenters
 NOTE: Out of 29 participants, eight staff members/did not complete personal action plans. Of the remaining five, one participant was ill on the final day of the course. The other four did not complete action plans (Tsasanyane, Kalake, Sekonyana, and Molemchi).

LESOTHO

List prepared for consultant by IEMS staff who attended the WIDTech training course on cooperative management, and who are responsible for assisting the three cooperatives listed below. Managers from these cooperatives were also trainees in the WIDTech course. The Ministry of Rural Development and Cooperative's extension staff also regularly assist these cooperatives in some of the tasks listed below.

- C O P Y -

ROMA

- Cooperative training continues
- Choosing committee
- Training for committee: 15 - 18 November
- Application for Registration submitted
- Applied for site. Negotiations not yet final.

LUKA

- Cooperative training continues
- Completed coop law, by-laws drafted and submitted
- Application for registration submitted
- Training for committees 8 - 11 November
- Chicken coops measured
- Membership raised to M60

OBSERVATION: Luka needs full-time manager/coordinator of programmes.

KOLO

- Held general meeting
- Elected committee
- Collected registration fees (M2) from 25 people
- Shares fixed as R20 per person
- Started working on handicrafts
- Applied for mohair spinning project (CARE). Got a negative reply
- IEMS visited KOLO -- gave advice concerning nutritionist and mohair spinning.

WIDTech course in Zaire: follow-up recommendations prepared by trainer for the local ILO representative. ILO had requested this course.

TO: RICHARD LIVINGSTON, ILO EXPERT
 FROM: JANET C. TUTHILL, OEF TRAINING CONSULTANT
 RE: SCOPE OF WORK FOR WOMEN'S ASSOCIATION ANIMATRICE
 DATE: DECEMBER 13, 1982
 (typed at OEF December 27, 1982)

Emphasis in training has been on developing income-generating projects which rely more on materials available on or near the sites rather than transported from distant points (Boma or Matadi). The women have expressed interest in beginning (or attempting again) food processing and marketing activities rather than relying on a very uncertain and unproved handicrafts market. In addition to the work areas identified in the job description you developed I would like to suggest the following activities which are needed at all the sites:

- 1) Weekly sessions of about 1-2 hours on budgeting and accounts keeping followed up with assignments which the women must complete in pairs. This will reinforce the dual accounting responsibility within each production unit which was fostered during training.
- 2) Assisting the Association leaders and group leaders in task organization, work planning and scheduling by serving as a facilitator but not decision-maker in the working groups.
- 3) Emphasizing individual responsibility within production groups by asking for task differentiation and plans until the planning habit is acquired.
- 4) Organizing group work sessions on a weekly basis with different members of the Association to do exercises in group activity such as those described in Kindervatter's training text (to be supplied by OEF).
- 5) Reinforcing de-centralization by encouraging leaders to complete activities and report to Association on progress.
- 6) Look for any opportunities for confidence-building through careful execution of well-planned and realistic activities.
- 7) Assist the women in maintaining economic incentive to workers without neglecting working capital. (A su-su, rotating benefit system may be feasible.)
- 8) Craft skills acquisition can be used as a training experience and association interaction activity as long as its economic potential is kept in realistic perspective.

Report to Richard Livingston
December 13, 1962
Page 2

- 9) Ask women to develop a profile of all the marketing and economic resources at each site based on the methodology taught in the training session. Certain women could be responsible for tracking economic changes (prices for goods and transport) on a regular basis and reporting to association.
- 10) Encourage the women to present their ideas to the group as a confidence-building activity.
- 11) Use large numbers of examples for any new concept introduced and ask women to provide their own examples as much as possible.

Educational Facilities: Elaboration of Recommendation 3

Linking WIDTech assistance into ongoing training facilities was suggested by several trainers and Mission staff. This possibility was discussed with persons in the following institutions:

LESOTHO

Background: There are two well established nonformal educational centers which, amongst other activities, provide short and long-term technical assistance, of the type WIDTech offers, to a variety of GOL and NGO institutions and small groups. The recognized importance of these two institutions in training is elaborated in Lesotho's five year plan (Kingdom of Lesotho 1981: 317ff).

1. The Lesotho Distance Teaching Center (LDTC) (see Appendix 10a). Trainers in the LDTC expressed concern over coordinating training efforts as well as over problems of follow-up and evaluation associated with short-term training. By next year, they will have a staff of nine MA trainers. It was suggested to link short-term WIDTech courses with the LDTC, so that some of these trainers could attend and thereafter be involved with the trainees in certain follow-up and evaluation activities. This would (a) allow greater liaison and coordination of training content both with the group being trained and with country conditions, since the LDTC trainers in the course could work specifically on these details with the outside WIDTech trainer; (b) provide an outside trainer's insights; this would be valuable for LDTC trainers in the course; and (c) provide these trainers with practical field experience in follow-up and evaluation exercises: the textbook-to-implementation transition.
2. Institute of Extra-Mural Studies, National University of Lesotho (IEMS) (see Appendix 10b) The IEMS organized the WIDTech training program on cooperatives. Staff in the institute who had attended this workshop made suggestions along the lines of those given above, stressing the following issues: (1) Importance of follow-up; (2) lack of familiarity by the WIDTech trainer of local conditions, so that course content was not as relevant as it could have been.

ZIMBABWE

Background: Nonformal/vocational training is still in developmental stages. The restrictions by the former government on the level of technical training which Africans were allowed to attain, plus a neglect of nonformal education in general, has created an urgent need for skills to be imparted in these areas, particularly with GOZ's stress on the formal organization of small enterprises and cooperatives in rural areas. USAID Mission has plans to assist in this area, but it will be several years until institutes such as the LDTTC and IEMS in Lesotho are well established. Now, there are a variety of short-term courses organized under the auspices of different NGO and GOZ organizations. For example, the current on-going training of local branch leaders of the Savings Club Movement in bookkeeping, which is being funded by a private foundation. I discussed linkages of WIDTech with the following two institutions:

1. The Adult Education Division, University of Zimbabwe (see Appendix 10c). Both the Dean and Assistant Dean of the Faculty of Education were highly in favor of linking short-term training with their division. The reasons given were similar to those listed above (under Lesotho training centers). The Assistant Dean is also President of the YWCA (one of the groups having received WIDTech training). She was particularly keen that outside assistance be linked with the Division, saying that they had plans to create a program along the lines of the LDTTC, which she has visited.
2. Ranche House College (see Appendix 10d). Courses here are offered to individuals; also, seminars and workshops are provided for indigenous groups (such as the Zimbabwe Council of Church's Workshops on Project identification and proposal writing held earlier this year). It seems that the College is willing to hold training and workshop courses for any indigenous group. The Director stressed that content and aims of these, or any training course coming in from the outside, must be complimentary with national policy and development plans.

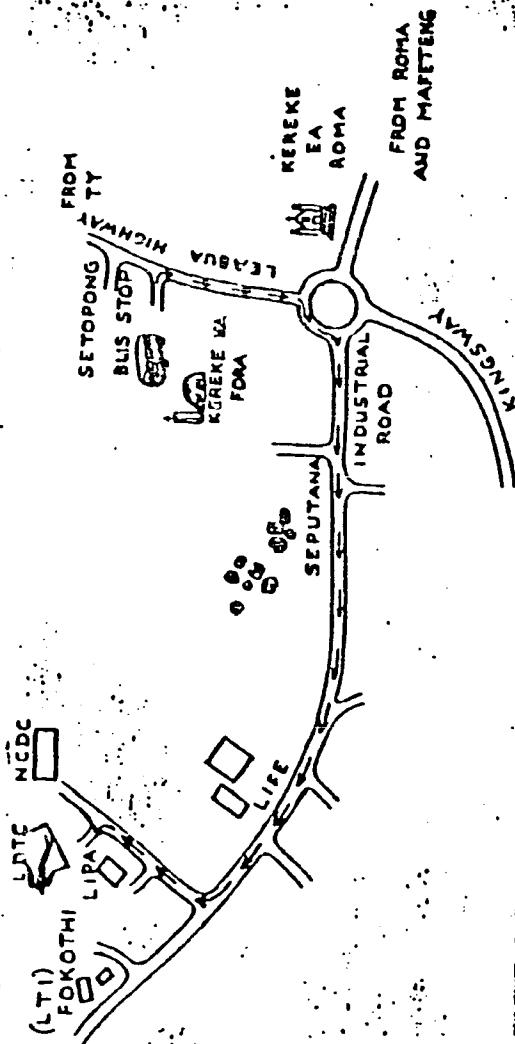
Some Of The Organizations We Have Assisted

- Lesotho Cooperative Credit Union
- League
- Fare
- Private Health Association of Lesotho
- Lesotho Planned Parenthood Association
- Ministry of Health: Health Education Unit
- Bololo Valley Project
- Thaba Tseka Rural Technology Unit
- Ministry of Agriculture



LDIC Seminars on Nonformal Education (radio workshop, instructional materials, operational seminar on functional literacy, photography workshop, Assistance Fund and NFE Survey Seminar, Nonformal Education Workshop for Practitioners, NFE Skills Development Workshop) which are open to practitioners of Nonformal Education in Lesotho

Thaba Bosiu Rural Development Project UNICEF



Service Agency

LESOTHO

DISTANCE

TEACHING

CENTRE



What Is The Service Agency ?

One of the main aims of the LDTC, since its inception in 1974, has been to assist the national development effort by providing a range of educational services to organizations involved in rural education and development. The Service Agency is the section of the LDTC entrusted with the responsibility to carry out this task.

Services We Offer

MATERIALS DEVELOPMENT ASSISTANCE

- Develop, pre-test, and print instructional materials such as booklets, pamphlets, photostrips, learning games, posters and flipcharts.

TRAINING ASSISTANCE VIA LDTC NON-FORMAL EDUCATION SEMINARS OR VIA SPECIALLY DEVELOPED AND IMPLEMENTED STAFF TRAINING WORKSHOPS IN THE AREAS OF:

- Nonformal Education Skills Development
- Nonformal Education Facilitator Training
- Nonformal Education Materials Development
- Group Dynamics And Leadership Training
- Program Planning and Evaluation

EVALUATION ASSISTANCE

- Share results of the LDTC Non-formal Education Survey.
- Provide research and evaluation assistance in the form of baseline surveys, evaluation of projects.

COMMUNICATIONS ASSISTANCE

- Development and use of radio programmes through the use of our fully equipped Radio Studio.
- Writing, layout and printing of newsletters for use by rural groups.

- Provide a forum for all organizations interested in rural education and development through LDTC Seminars on Nonformal Education

FINANCIAL ASSISTANCE

Provide necessary financial assistance to rural groups where specific selection criteria have been met. This financial assistance may be in the form of:

- loans to those rural groups with primarily an income generating focus
- grants to those rural groups with primarily an educational focus.

Whom We Can Help

As an educational organization the Service Agency is committed to the main goal of the LDTC which is to use nonformal education and distance teaching methods to bring education to the people of Lesotho to improve their lives. We are especially interested in educational activities that involve raising awareness, for example, of social, economic, and health problems and communicating skills designed for the improvement of rural employment opportunities.

Thus, we will gladly work with all governmental and private agencies that experience the need to use educational approaches to help the people of Lesotho. Unfortunately, we can not undertake work that is primarily promotional or administrative.

How We Help

1. Upon receiving a request from an organization for assistance, we will arrange a meeting to discuss the nature of the assistance.
2. It is not necessary for the organization to come to the meeting with a specific plan for assistance. We will provide advice on the most effective educational program.

3. Once an educational workplan has been jointly developed, we will do everything possible to ensure that the workplan is completed on schedule. However, for this to happen we need close cooperation from the organization requesting the work. All of this would be agreed to in a letter of agreement.

As an educational institution we strongly believe in the effectiveness of a participatory approach to providing assistance. Thus in all cases we involve the organization in the program. For example, this might involve pre-testing of instructional materials with assistance from the requesting organization or collaboration on the design and implementation of a training program.

What Does It Cost ?

We must cover the expenditures we incur as a result of Service Agency work, but we try to charge as little as possible for worthwhile educational projects.

Charges are as follows:

1. Ministry of Education or division of the Ministry - cost of materials only.
2. Other Ministries and Lesotho Based voluntary agencies - cost of materials and labour.
3. All others - cost of materials, labour and overhead.

IF WE MIGHT BE OF ASSISTANCE TO YOUR ORGANIZATION OR IF YOU NEED FURTHER INFORMATION, CONTACT:

SERVICE AGENCY COORDINATOR
 LESOTHO DISTANCE TEACHING CENTRE
 P.O. BOX 781
 MASERU 100

Telephone 22017 OR
 stop by our office, we are located on the L.T.I. Campus beside LIPA and the NCTC/Self Reliance Complex.

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THE INSTITUTE OF EXTRAMURAL STUDIES

National University of Lesotho

The purpose of the Institute of Extra Mural Studies is to bring the University to the people by using the facilities and resources of the University for the education of adults for economic, social and cultural development. It endeavours to do this in consultation with the appropriate Government Ministries and Departments, agencies, parastatals, academic faculties and private sector institutions.

The aims and objectives of the Institute include:

- (a) Organizing courses, seminars, workshops and conferences for specific interest groups, associations, professions and cooperative organisations;
- (b) Carrying out educational activities aimed at sound and effective organization of Lesotho labour force through the Division of Labour Studies;
- (c) Educating and organizing local businessmen;
- (d) Providing training in general, community development, including rural, urban and other non-formal educational and development programmes aimed at enlightening the out-of-school population for economic, social, cultural and spiritual development;
- (e) Organizing courses and classes for part-time students interested in obtaining University degrees, diplomas and certificates;
- (f) Promoting research in non-formal education programmes and related fields;
- (g) Disseminating knowledge and promoting scholarship through publications.

Appendix 10b/1

The courses described in this booklet can be offered at times and locations requested by any group of ten or more people. To discuss prospects for a programme for your groups, please contact:

Head
Community and Leadership Development Division
National University of Lesotho.
P.O. Roma,
Lesotho.

Additional courses not described in this booklet, can be developed on request

NB: The resource materials recommended are those available in the National University of Lesotho Library. Other resources may be available elsewhere, and instructors are encouraged to use them.

December, 1982

LEADERSHIP SKILLS COURSE: LEVEL I

Suggested Duration : 48 hours

Participation : Potential and Practising leaders - School Committee Members, Village/Organisational Committee Members, Chiefs, Chieftainesses Volunteer and Organisational Employees.

Standard for Receiving a

Certificate of Attendance: Attendance in at least 80% of the class time

Minimum Qualifications

for Instructors : Experience in community development and integrity.

Course Description : This course will introduce participants to main things that a leader in an organization or community should be aware of: leadership styles, meeting procedures, committees, human relations, identification of resources, organisational structures, execution of plans, youth, and basic office procedures.

Objectives : At the conclusion of the course, participants will be able to:

1. Choose and run committees.
2. Arrange, chair and conduct meetings according to standard procedures.
3. Record minutes accurately.
4. Follow-up on information from meetings accordingly.
5. Practise standard office procedures, files, telephones, writing letters.
6. Be active in community development programmes.

UNIVERSITY OF ZIMBABWE
FACULTY OF EDUCATION
DEPARTMENT OF ADULT EDUCATION

1. DIPLOMA IN ADULT EDUCATION (DAE)

1.1 Qualifications for Admission

- (a) Holders of passes in at least five subjects, including English Language at O' level who have had at least 2 years relevant experience approved by the University.
- (b) graduates holding an appropriate university degree;
- (c) holders of professional and other qualifications approved by the university.

1.2 Programme of Study

The programme is designed to meet the present - day problems and the needs and interests of persons working in the various fields of adult education in Zimbabwe. It is designed to reflect an approach to adult education that emphasizes the acquisition of measurable skills, knowledge and attitudes of demonstrable importance and relevance to professional adult educators.

1.3 Programme Content and Organization

All students take four core courses plus a project in the student's own special field. The project is assessed as a full course.

AE 200: Foundations of Adult Education

- . History and Philosophy of Adult Education
- . Sociology of Adult Education
- . Psychology of Adult Education

AE 201: Design and Delivery of Instruction

- . Curriculum Development in Adult Education
- . Instructional Methods and Techniques in Adult Education
- . Specifying and measuring Learning Outcomes
- . Selecting and Using Media.

AE 202: Organization and Administration of Adult Education

- . Theory, practice and method of adult education programming
- . Programme management and Supervision of Personnel in Adult Education
- . Public and Private Agencies of Adult Education
- . Programme Evaluation in Adult Education.

AE 203: Research Methods

- . Elementary Research Methods
- . Role of Research in Programme Planning and Evaluation
- . Report Writing.

AE 204: Field Project and Local Investigation

A Special Field study based within the student's own area of Adult Education. Overview of special field; relationship of special field to other forms of adult education; relevance to social and economic development; problems and trends; application of core courses to special field.

Special Fields

Adult Functional Literacy and Basic Education
Agricultural Extension
Community Development and Training
Cooperative Education
Continuing Education
Distance Education
Health/Nursing Education
Industrial and Vocational Education
Workers' Education
Women Studies

1.4 Scheme of Assessment

(a) The Diploma is awarded on the assessment of three areas:

Course Work
Field Project
Examination

(b) The examiners shall be at liberty to test any student by means of oral questions.

- 2 -

September	13 - 24	Seminar - I.C.F.T.U.
September	27 - 8 October	Course - Businessman
October	2	Examination - T.O.E.F.L.
October	4 - 8	Seminar - Danish Volunteer Service
October	9 - 10	Harare Municipality Workers Union
October	9 - 15	Course - Businessmen Co-operatives
October	5 - 18 December	Course - Diplomatic Training
October	18 - 29	Course - Leadership for Women
October	19 - 22	Course - Stock Control
November	1 - 5	Course - Businessmen Co-operatives
November	5	Independent Nurses Association - Seminar
November	3 - 19	Course - Businessmen
November	6 - 18 December	Air Zimbabwe Language Course
November	10 - 26	Examinations - A.E.B
November	13	ZAWA - Meeting
November	20	Examination - T.O.E.F.L.
November	22 - 26	Seminar - Self Help & Reliance
November	22 - 26	Course - Danish Volunteer - Orientation
November	22 - 3 December	Course - Leadership for Women
November	29 - 1 December	Course - Typing Supervisors - Public Service
November	29 - 3 December	Course - District Literacy Co-ordinators
December	4	Examination - G.K.A.T.
December	6 - 10	Child-Care and Nutrition - Course
December	11	Examination - G.R.E
December	11	ZAWA-Meeting
December	13 - 18	Ministry of Education Writers Workshop
December	18	Institute of Mass Communication Graduation Ceremony

Notes: + Denotes Residential Course

COURSES CONTINUING DAILY THROUGHOUT THE YEAR

'A' LEVEL - EVENING CLASSES

English, Accounts, Economics and Mathematics

'O' LEVEL - DAY CLASSES

English Language, Mathematics

English Literature, Accounts

Economics, Religious Studies

COMMERCIAL - DAY AND EVENING CLASSES

Typing

Book-keeping

SECRETARIAL - EVENING CLASSES

Typing

Shorthand

Office Practice

FRSESHAWING - DAY CLASSES

Beginners

Advanced

CHONA - EVENING CLASSES

Intensive Chona

Conversational Chona

Beginners Chona

Additional activities by consultant in Zimbabwe

1. Attended a three-day conference sponsored by the Zimbabwe Christian Council, the culmination of one year's effort by numerous churches and religious organizations affiliated with the ZCC to produce general development strategies that are in line with national development goals, and to prepare specific projects for their respective areas. This Conference was addressed by President Banda and Prime Minister Mugabe. About twelve representatives of bilateral and multilateral agencies were in attendance. The Conference was an important step in (a) defining church-state interrelations and coordination; (b) bringing together for the first time in this country a number of regional and national representatives of religious bodies for an intense, open, and often-times fiery -- but constructive -- dialogue. Since participants were together for lunch, dinner and tea breaks, it was possible to further pursue various aspects of training and development related issues with many of those in attendance. Three of the women who attended the WIDTech training course given to YWCA members were Conference participants.

2. Attended portions of a two day workshop organized by the Friedrich-Ebert-Foundation and Zimconsults, at the request of the Ministry of Lands, Resettlement and Rural Development and CACU, the Central Association of Cooperative Unions, Ltd. This workshop was an initial "brainstorming" session to discuss aspects/problems of cooperative organization and management. The final results are to be a handbook and related training sessions for persons in primary marketing and supply cooperatives. Again, the frank and open discussions amongst participants provided important insights

into the cooperative movement, as it now stands in its infancy, and related land resettlement policies in Zimbabwe, as well as into the content and types of training felt relevant to meeting the needs of primary cooperative members and officers. The content of these discussions and further personal meeting the needs of primary cooperative members and officers. The content of these discussion and further personal meetings with participants were particularly useful, in Lesotho, when I evaluated the WIDTech course on cooperative organization and management, and in discussions with officials involved in the Lesotho cooperative movement. Both Zimbabwe and Lesotho are in the initial stages of developing "grass roots" cooperative societies, and are faced with similar issues and constraints in this process.

3. Invited to attend the Zimbabwe Women's Bureau Second National Conference, "Women in Action". I was unable to do so, but did talk to the Director of the Bureau about their activities and related training. The Bureau is in the midst of evaluating a large-scale vegetable cooperative marketing project they are sponsoring.

4. Invited to appear on Zimbabwe National T.V.'s "VIP Guest of the Week" program, specifically to discuss Women in Development concerns. However, the morning of the taping, articles began to appear in the local paper reporting the Regan Administration's announcement that American Aid would be cut in half to Zimbabwe, as a result of Zimbabwe not voting in the Security Council to condemn the shooting down of the Korean Airliner. I therefore declined, feeling that at that particular time, a low profile was suitable in as much as I was on a USAID funded contract, evaluating USAID funded programs.

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: June, 1982

Date rec'd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
7/82	Africa Cooperative Savings & Credit Association (ACOSCA)	Internat'l Org., headquartered in Nairobi, Kenya	<ol style="list-style-type: none"> 1. Community Needs Assessment 2. Organizational Analysis 3. Workshop Design 	Maybe-would like to work with a credit organization; Marge Schuler could conduct & also look into WLD/Kenya.	Called 6/18 to propose trip next month. They can't convene their members (trainees) before March-April 83. Possible first visit in August 82 before Zimbabwe (see below).	Awaiting their confirmation of proposed 1st visit. Need to decide if ACOSCA really an appropriate group; there are different reports.
14	YWCA of Zimbabwe	Harare, Zimbabwe	<ol style="list-style-type: none"> 1. Project I.D. & Design 2. Project Budgeting 3. Financial Mgmt. 	Yes-seems the Y does a lot of work with income generation for rural women. Also would fit with Marge's WLD/Zimbabwe efforts.	Called 6/24 to propose trip this summer. They agreed to August 15-30. Marge will conduct training as requested.	Awaiting letter of confirmation from them plus bios for trainees.
14	Church Women United	Marabella, Trinidad	<ol style="list-style-type: none"> 1. Community Needs Assessment 2. Project Implementation 3. Organizing Coops 	To be determined.	Hortense Dicker will meet with them during OEF Caribbean program development trip, July 4-31.	No further action to be taken until August, after Hortense's report.
14	National Council of Women	Maseru, Lesotho	<ol style="list-style-type: none"> 1. Business Skills for Entrepreneurs 2. Proposal Writing 3. Project Impl. 4. Journalism 	Maybe-would fit in with Africa program development strategy.	Need to determine whether/when will assist group, then call them.	Decision to be made in WIDTech/Program Dev. Meeting 7/7/82.
18	Kankalay-Muslim Women's Assoc.	Freetown, Sierra Leone	<ol style="list-style-type: none"> 1. Long/Short Range Planning 2. Resource I.D. 3. Project Implementation 	To be determined.	Need to determine whether we should assist group; notify them.	Decision to be made in WIDTech/Program Dev. meeting 7/7/82.
/19	African Adult Education Assn	Nairobi, Kenya	Request for more WIDTech brochures to distribute to their members.	Send brochures		50 brochures in English and French sent 6/24/82.

Appendix 12/1

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: June, 1982

Date Rcvd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
6/21	SOLIDARIOS (Organization)	Santo Domingo, Dominican Republic	Request for more WIDTech brochures to distribute to its 14 member organizations in Latin America & the Caribbean.	Send requested brochures		Brochures to be sent after applications are revised and reprinted.
6/22	University of West Indies (Organization)	Kingstown, St. Vincent	1. Proposal Writing 2. Long/Short Range Planning 3. Marketing Research	To be determined	Hortense Dicker will meet with them during OEF Caribbean program development trip, July 4-31.	No further action until August, after Hortense's report.

First Copy

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: July, 1982

Date Recd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
7/13/82	Ministry of Social Welfare & Women's Affairs (Bangladesh)	Bangladesh	<ol style="list-style-type: none"> 1. Community Needs Assessment 2. Marketing Research 3. Long & Short Range Plan. 	<p>No - no concrete information on women's activities given. Also, the ministry's structure isn't described, so can't tell how/if our help would reach community-level people.</p>		
7/13/82	Groupe Technologie Intermediaire d'Haiti (Haiti)	Haiti	<ol style="list-style-type: none"> 1. Written Information on WID projects, organizations, literature 		Information prepared and sent out on 8/10/82	Request answered
7/13/82	Service d'Education et de Participation de la Femme au Developpement (Upper Volta)	Upper Volta	<ol style="list-style-type: none"> 1. Community Development 2. Community Needs Assessment 3. Project Evaluation 4. Project Organization 	<p>Yes-it seems to be a good program and includes A.T., rural/community development, small farming, functional literacy, training. Also, the climate for WID is said to be favorable in Upper Volta.</p>		
7/15/82	UNICEF (Colombia)	Colombia				

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: July, 1982

Date Rcvd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
7/19/82	Planned Parenthood <i>(Country not specified)</i>	Nigeria				OEF letter of 8/16 not yet answered
7/27/82	University of Lesotho <i>(AID)</i>	Lesotho	1. Organizing Coops; 2. Proposal Writing; 3. Marketing Research	Yes- group works with low-income rural women.	Cable sent requesting dates of availability for training.	Christine to meet in 10/82 for 2 day training.

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REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: August - September, 1982

Date Recd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
8/9	Siamese Assoc. of University Women (direct mail)	Bangkok, Thailand	1. Project Eval. 2. Marketing Research 3. Workshop Design	Maybe integrate with OEF Thailand project	Cable for more info Sent 9-30	
9/10	Pakistan Voluntary Health & Nutrition Assoc. (direct mail)	Karachi, Pakistan	1. Training Trainers, voluntary workers, community workers	^{enough} Not information sent	Letter requesting more 9-16	
3/10	Assoc. In Egypt for Protection of Women & Children (direct mail)	Cairo, Egypt	1. Written Information		Information sent 9-16	
3/10	YWCA of Thailand (AID)	Bangkok, Thailand	1. Community Needs Assessment 2. Project Impl. 3. Workshop Design	Maybe integrate with OEF Thailand project	Cable for more information sent 9-30	
3/10	Paraguayan League for the Rights of Women (AID)	Asuncion, Paraguay	1. Project I.D. & Design 2. Budget Prep. 3. Project Impl.	No. Not right group, no programming possibilities	Tactful letter sent	
3/12	Catholic Women Association (direct mail)	Mutengene, Cameroon	1. Project I.D. & Design 2. Community Needs Assessment 3. Organizational Analysis	Maybe, if group really has outreach	Cable for more information sent 9-30	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: August - September, 1982

Date Rcvd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
8/25	Direction Nat. Alphabétisation Fonctionelle (Promotion Feminine) (AID)	Bamako, Mali	<ol style="list-style-type: none"> 1. Project I.D. & Design 2. Project Budgeting 3. Proposal Writing & Implementation 	Yes.	Cable sent proposing late 1982 training by Susan. If trip can be combined with one other W. Africa consultation.	
8/26	Christian Women's Fellowship (Direct Mail)	Gaborone, Botswana	<ol style="list-style-type: none"> 1. Community Needs Assessment 2. Market Research 3. Feasibility Studies 	Possible	Letter re: information on expected results of training sent 9-27	
9/7	Philippine Fed. of Women in Cooperatives (AID)	Quezon City, Philippines	<ol style="list-style-type: none"> 1. Project ID & Design 2. Marketing Res. 3. Business skills for Entrepreneurs 	9-29-82/SR - Maybe. application submitted by AID Mission. May be chance to do something small & specific on same air ticket to Thailand.		
9/16	All-India Women's Conference (AID)	New Delhi, India	<ol style="list-style-type: none"> 1. Community Needs Assessment 2. Project ID & Design 3. Project Eval. 		9-17 - letter clarifying OEF role to AID & AIWC	

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REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: August-September, 1982

Date Recvd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
9/24	National Council of Women (AID)	Bangkok, Thailand	1. Project Imp. 2. Project ID 3. Community Needs Ass.	9-29/SR - Maybe, T.A. project with Council fell through before.		
9/30	Fakatouato Comm. Training Centre (Peace Corps)	Nuku'alofa, Tonga	1. Project Budgeting 2. Workshop Des.			

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: October, 1982

Date Recd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
0/20	Ministry of Education	Mbabane, SWAZILAND	<ol style="list-style-type: none"> 1. Community Needs Assessment 2. Personnel Management 3. Business Skills for Entrepreneurs 	<p>Yes - seems to fit in with AID priorities. Ministry would make use of OEF skills in life skills and technical training</p>	<ul style="list-style-type: none"> - acknowledgement letter - meeting with James Philpott, Dept. Director of AID/Swaziland - letters to Shane McCarthy, AID/Swaziland and to M.J. Nsibande, Ministry of Ed. requesting more information. 	<p>Waiting for responses to letters</p>
0/27	National Council of Assoc. of Women	Antananarivo, MADAGASCAR	<ol style="list-style-type: none"> 1. Written Information on Legal Services and Assistance 		<ul style="list-style-type: none"> - information being researched - spoke to Marge Schuler about their interest 	
0/29	National Union of Plantation Workers	Kabwe, ZAMBIA	<ol style="list-style-type: none"> 1. Cooperatives 2. Community needs assessment 3. Family planning 	<p>Maybe - would seem good if we can work out a "training of trainers" course.</p>	<ul style="list-style-type: none"> - acknowledgement letter - following Joan's leads for recommendations on this group. 	<p>Still checking</p>

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: November thru February 1983

Date Rcvd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
11/9	Consultorio Radial de Orientacion Familiar	La Paz, BOLIVIA	Sex Education Family Plng. Alcoholism	Send letter explaining what we offer in curriculum dev/ life skills trng. See if they're interested. If not, no.	Letter sent	Awaiting reply
11/15	Federacion de Organizaciones Voluntarias (FOV)	San Jose, COSTA RICA	Market Surveys Business Courses Effective Meetings		Application under review.	
11/30	Association Malienne des Amis du Sahel	Bamako MALI	Project Id/Design Financial Mgmt. Family Plng/ Women's econ dev.	Yes, tentative date "Spring" Good P.D., good group	Planning underway.	Waiting to hear if AMAS can get \$\$ for per diem for participants.
11/27	Pathfinder/Soldiers' Families Welfare Society	Amman, JORDAN	Life skills trng Curriculum dev.		Susan Roche conducted training 11/27-12/20	New collaborative possibilities being explored with OEF & Pathfinder.
12/3	Alliance of Women	Ile Maurice, MAURITIUS	Community needs assessment	Yes, tentative date-Spring	Correspondence underway	
12/13	Beirut Univ. College	Beirut, LEBANON	Long & short term planning organizational analysis proj. evaluation	Yes, tentative date-July 11-23, 1983.		Awaiting confirmation.
1/25/83	Asociacion de Sordos	San Jose, COSTA RICA	workshop design org. of co-ops family plng./ womens progs.		Application under review.	
2/1	La Fraternite Mauricienne des Malades et Handicapes FMRH	Cassisi, MAURITIUS	(via Goodwill) lifeskills planning proposal wrtg.	Yes, tentative date-Spring	Negotiations/planning underway with Goodwill Intl	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: November thru February 1983

(Page 2)

Date Rcvd	Organization	City/ Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
2/1/83	Methodist Handicraft and Training School	Suva, FIJI	Proj. Budgeting Evaluation Feasibility Stud. Co-ops/Business skills	no: according to Gullatt no good PD prospects here	Letter to be sent: OEF works with larger groups, etc.	
2/23/8	Botswana Council of Women	Gaborone, BOTSWANA	long/short term planning workshop design		Application under review	
2/28/8	Kenya Women Workshop Group	Eldoret, KENYA	Workshop design Financial management Market research		Application under review.	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: February 1983

Date Recvd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
2-3	National Council or YWAs of India	New Delhi, India	information re: WIDTech	-send information -explain is not a funding agency -OEF brochure -new funding cycle hasn't begun, can't commit to any new projects	-letter to be written	
2-20	ZARAT	Kinshasa, Zaire	Request for financial assistance	OEF is not a funding agency, list of applicab agencies	-letter sent	
2-28	Ministry of Ed- ucation	Mbabane, Swaziland	training for rural women and youth in income generation and self-employment	pursue program development opportunities in Swaziland	-letter sent	
2-28	Fondation Nationale d'Action Sociale de Senegal	Dakar, Senegal	-request for technical assistance	insufficient information- no WIDTECH application	-letter and application sent	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: March, 1983

Date Recd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
3-8	Eglise du Christ au Zaïre	Kimpese, Zaïre	technical assistance in co-ops, how to involve women in village life	send WIDTech brochure possibly to do a project jointly funded by a UN agency	letter and application sent	
3-8	Hennonite Central Committee	Kinshasa, Zaïre	publication list	Summary description of <u>Women Working Together</u> sent. Possible collaboration but need more information	letter written	
3-8	Development Education Committee	Tirunelveli, India	Information	carry on similar activities that OEF is involved in, never worked in India before	letter written	
3-22	Hlekweni Rural Service Training Center	Bulwayo, Zimbabwe	-effective meetings -project evaluation -organizing coops	sent letter, expressed interest, possibly in 1984 funding cycle	letter	
3-28	Jamaica Federation of Women	Kingston, Jamaica	-proposal writing -project evaluation -feasibility studies	would like to work with, Jamaica priority in program development	have Hortense Dicker visit	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: April, 1983

Date Recd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
4-5	Girls' Educational Welding and Woodworking Coop of Amaladi	Zahkat-Bengerte Rabat-Morocco	-organizing coops -business skills for entrepreneurs -market research	sounds like an interesting group. Could use non-formal education to teach hard skills of accounting, budgeting, etc.	letter sent	
4-6	Office Nationale de Population	Kigali, Rwanda	referred us to Association of Women of Rwanda	pursue request URAMA	letter written to URAMA	
4-9	Centre Appropriate Technology	Suva, Fiji	more information	not enough information	sent application	
4-15	Umawake kwa Umawake	Dar Es Salaam, Tanzania	start up income generation project program planning	possible-need more information since this is an umbrella group	on letter sent registered need more information, suggest possible work with one of the smaller groups	
4-18	Acción "Un Maestro Mas"	Bolivia			letter to be written in Spanish	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: May 1983

Date Recd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
5-11	Direct Action	Kwe Kwe, Zimbabwe	-organizational management -project management -Income generation	write for further information	letter sent	
5-19	Neighbors, Population and Development Services	Zamboanga City Philippines	Information on WIDTech	sent WIDTech information and application	letter sent	
5-23	Peoples Education and Action for Social Justice	India	Non-formal education for women Income generation credit	Non-formal training with a WID organization	sent letter- unable to fund this cycle	
5-23	Department of Christian Education	Maseno, Kenya	-Income generation -project start-up	write for more information	letter sent	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: June 1983

Order	Organization	Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
-7	Home de la Vieje de Pauvres	Kigali, Rwanda	<ul style="list-style-type: none"> -Project implementation -specialization in women's work: knitting -long and short range planning 	possible candidate for future funding cycles	Letter to be sent	
-13	Associaçao Brasileiro	Rio de Janeiro	<ul style="list-style-type: none"> -copy of annual report -application -publication list 	sent requested information, clarified that OEF is not a funding organization, expressed interest but stressed that they need to find another organization to fund.	Letter sent	
-21	Karnataka Welfare Society	Karnataka, India	<ul style="list-style-type: none"> -WIDTech application -project report on Sri Lanka and Ecuador 	send information, explain OEF is not a funding agency OEF brochure, new funding cycle hasn't begun, can't commit to any new projects	Letter written	
-24	YWCA	Harare, Zimbabwe	<ul style="list-style-type: none"> -request further training, trainers in production of simple training materials, visual aides, visual aides, leadership training 	next funding cycle we will consider application	letter sent	
-26	Manga Komenya Women's Group	Homa-bay Kenya	<ul style="list-style-type: none"> -community needs assessment -project implementation -business skills for entrepreneurs 	persistent group, second time they've written- revised request explain funding cycle has problems, Navamaga might be useful		

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: July 1983

Date Rec'd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
-7	Eglise de Jesus Christ sur la Terre	Kinshasa, Zaïre	-organizational management -project management -income generation	Considering application	Letter to be sent in French	
-14	Ojims Functional Adult Education Center	Port Harcourt, Nigeria	-literacy teaching materials -grants	send publications list explain we are not a funding agency	letter sent including information on publications and organizations involved with education in developing countries	
-14	Association Maitienne des Amis du Sahel	Bamako, Mali	request for developing organization information	send PAID annotated list of members	letter written	
-15	Union Nationale des Femmes Maliennes	Bamako, Mali	training in use of french <u>Women Working Together</u>	pursue; good break in <u>WWI</u> in Africa, program development with WAFAM, AII	Homeyer commitment Oct. PACT \$ requested; tentatively approved	negotiations underway
-15	Catholic Church	West Bengal, India	financial assistance for orphans	Explain OEF is not a funding organization, send OEF brochure	Letter sent	
-17	Amaral Mandali	Gujarat, India	request for info re: org.s, projects and resources WID. Need help/info for seminar on income generation training course for craft production.	not enough info, will review next funding cycle if further interest is expressed	sent letter explaining OEF, sent publications list and brochure re: WIDTech	

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: July 1983

Date Recd	Organization	City/Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
7-21	Pan African Institute for Dev. E & S Africa	Kabwe, Zambia	-group building -non-formal ed. training -project management	good group-possible collaboration in next funding cycle	cable sent, 40 Navamagas sold	follow-up
7-27	Approtech Asia	Manila, Philippines	-organizational analysis -long/short-term planning -market research	exciting opportunity for technical assistance, utilize Women In Business, WID committee, begin association with Approtech	Lilia Ramos visited OEF in July	Collaboration plans underway

REPORT OF WIDTech APPLICATIONS FOR ASSISTANCE

Month of: August-September 1983

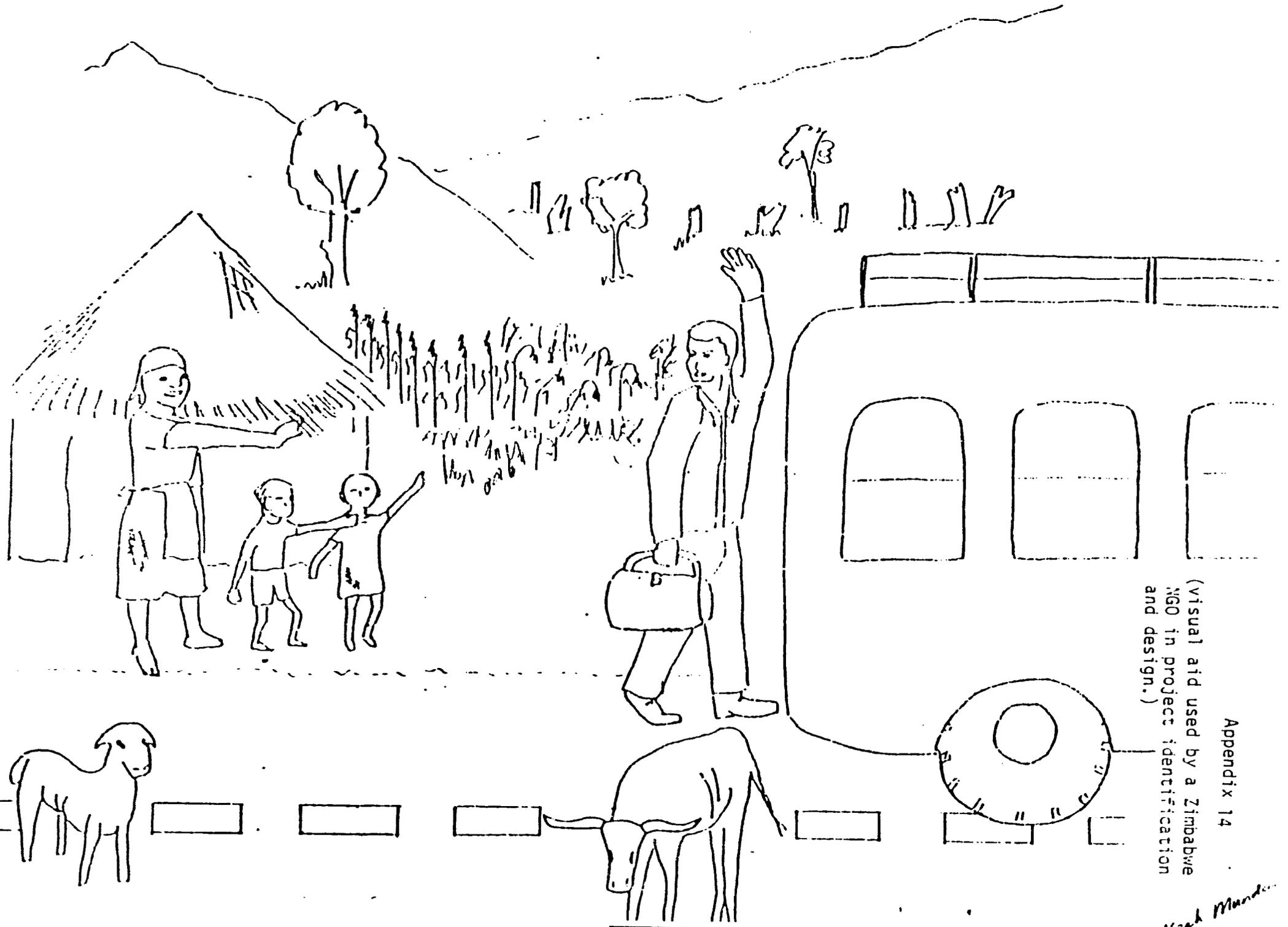
Date Rcvd	Organization	Country	Assistance Requested	Recommendation/Rationale	Action Taken/Planned	End of Month Status
3-2	Office of International Programs, Univ of Minn.	Minneapolis, Minn.	participation in a giant proposal project	interesting project but with our limited staff and resources not the type of project OEF gets involved in, we are primarily involved in technical assistance, not research	letter of explanation sent	
3-8	Green Meadows Community	Sierra Leone	improve business skills, market crafts	not enough information	letter written, get more complete application, sent application	
8-11	Integrated Social Services Center	Tanta, Egypt	-develop 5 yr plan for Ministry of Social Affairs -develop 2 yr pilot project -conduct seminar	exciting opportunity for program development in Egypt	letter to be written, hope to collaborate in Spring 83, 6-8 wks	
8-25	Metro Manila Council of Women Balikatan Movement, Inc.	Manila, Philippines	financial assistance to send staff for training in US	- Explain OEF is not a funding agency. Send brochure of what OEF does.	Letter sent	
9-83	Comissao de Condicao Feminina	Porto, Portugal	request for information and financial assistance	Explain OEF is not a funding agency. Send brochure of what OEF does, publications list	Letter sent with enclosures.	

Figure 1

(visual aid used by a Zimbabwe NGO in project identification and design)



PICTURE II



(visual aid used by a Zimbabwe
NGO in project identification
and design.)

each Monday

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