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FINAL REPORT

GHANA ASSEMBLY OF WOMEN

LEADERSHIP TRAINING

(Summary of Activities)

Summer Workshops - 1977

- Madina
- Sunyani
- Axim

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AID Consultants

September 1977

Accra, Ghana

I. OVERVIEW

In 1970, the United States Agency for International Development (USAID), Mission to Ghana, awarded a two-year grant to the Ghana Assembly of Women (GAW), a voluntary women's body which serves as a central women's organization in Ghana. This initial grant assisted the organization with the publication of its quarterly newsletter, "The Ghanaian Woman," and in the expansion of its work to rural areas. Its objectives, among others, are to co-ordinate women's work regardless of race, colour and creed for the promotion of their common interest, provide a meeting ground for the exchange of information on matters of interest to women's organization and afford facilities for co-operation between women's organizations. The Assembly is also affiliated with International Women's Organizations, namely: The Associated Country Women Of The World, International Alliance of Women and the International Council of Women.

The GAW held a two-day workshop for its executive members in 1976 to identify program goals for a two-year period. Specifically, the workshop addressed the issue of providing assistance to affiliate private volunteer organizations (PVOs) which would strengthen their capabilities to provide meaningful services throughout the country. The workshop also provided an opportunity for the GAW to assess its role in co-ordinating the activities of the numerous groups which it represented and to determine how to effectively function in this role.

At the conclusion of the two-day workshop, the GAW had compiled a detailed plan for assisting affiliate groups through the provision of leadership training skills for selected members of each organization. As planned, the leadership training workshops would be held in several regions of the country and would cater to a broad cross section of organizations.

The USAID/Ghana Mission was again approached for assistance by the GAW and a subsequent agreement was entered into between the two bodies in 1977 for a two-year period. As part of the grant agreement, USAID agreed to provide two training consultants who would implement the training workshops in accordance with plans developed by the GAW. Both consultants would have skills in the training of trainers--one specializing in project design, implementation and evaluation, and the other in group and organizational skills.

Specifically, the purpose of the leadership training workshop is to provide leadership training skills for a target population consisting of key members of constituent groups as well as GAW executive Committee members with interest in the subject matter. The general workshop areas were to include: project design, implementation and evaluation, group and organizational skills, and teaching skills since all of the participants would be expected to do some training of members when they return to their respective groups.

The workshops were planned for the following locations:

Workshop No. 1: Madina--serving the greater Accra, Volta and Eastern Regions
Workshop No. 2: Sunyani--serving the Ashanti, Brong-Ahafo, Upper and Northern Regions
Workshop No. 3: Axim--serving the Central and Western Regions

As affiliate groups of the GAW operate throughout the country, the workshop participants would represent the following organizations:

- Accra Women's Association
- African Methodist Episcopal Zion Church Women's Fellowship
- Anglican Mothers' Union
- American Women's Association
- British Women's Association
- Christ Little Band
- Committee on Status of Women
- Evangelical Presbyterian Women's Fellowship
- Ewe Women's Association
- Muslim Women's Association
- Ghana Registered Midwives' Association
- Ghana Girl Guides Association
- Ideal Home Makers' Club
- International League for Peace and Freedom
- Legon Women's Organization
- Market Women's Organization
- Methodist Women's Fellowship (Accra)
- Methodist Women's Fellowship (Adabraka)
- Nigeria Women's Association
- Presbyterian Women's Fellowship
- Tsuisitoo Kpee
- Young Women's Christian Association
- Akosombo Ladies' Club
- Christian Mothers' Association
- Inner Wheel Club

As a follow-up to the leadership training workshops, the GAW agreed to assist affiliate PVOs by providing mini grants for select projects which meet specific funding guidelines. Provisions for the mini-grants had been included in the two-year agreement between USAID and the GAW. Concurrent with the funding and monitoring of PVO projects, the GAW will provide additional leadership training for groups within designated districts. During this phase of the project, the limited area of concentration will allow the GAW to deal more effectively with specific needs of the PVOs located in the same area.

Following the planning phase of its two-year program goals, the GAW then scheduled the workshops for the period June 19-August 31, 1977 and with the arrival of the first training consultant on June 19, the project officially commenced.

Each of the three leadership training workshops was held on the grounds of local Rural Training Centers operated by the Department of Social Welfare and Community Development. The facilities at the center included a classroom where the workshop sessions were conducted, a dormitory which housed workshop participants, a dining room with catering services each day for workshop participants, office and storage space for the GAW executive members and the consultants. In addition, the Department of Social Welfare and Community Development provided transportation services during the course of each workshop. With the exception of the Madina workshop, an excursion was planned for the workshop group to visit places of interest.

Official opening and closing ceremonies were held for each of the three workshops. The ceremonies were generally attended by executive members of the GAW, representatives of USAID, representatives of the Regional Commissioner, the Department of Social Welfare and Community Development, local Chiefs and Elders, members of affiliate and non-affiliate groups of the GAW in that area, the training consultants and workshop participants. During each closing ceremony, workshop participants presented parting gifts to both consultants. Parting gifts were also presented to both consultants and the Director of USAID by the GAW at the conclusion of the last workshop. In addition, both consultants were named honorary members of the GAW.

II PRE-WORKSHOP ACTIVITIES

The two consultants arrived June 19 and 26 respectively. Each was met at the airport, upon her arrival by a delegation from the GAW and was honored at a welcoming luncheon at the home of an executive member of the GAW. The arrival of the consultants was carried by the press and broadcast media.

A schedule of pre-workshop activities was planned by the executive members of the GAW. (See attachment No. 1 of this report). During the first two weeks, the consultants pursued those activities.

Visits made to the following projects provided consultants with a view of some of the work carried on by the PVOs:

- Madina Women's Training Center: A vocational training Center operated by the Department of Social Welfare and Community Development.

- Danfa Women's Group: A program providing training in vocational and homemaking skills to women in the Danfa Area.

- Young Womens' Christian Association Creche: A child care Center.

- Legon Women's Society Weighing Clinic: A facility providing weighing and immunization services for children from infancy to two years of age. The Center also serves as a dispensary for powdered milk to eligible mothers.

- [illegible] Women's Day Care Center: A child care center for infants of working mothers and children of preschool age.

- [illegible] Women's Group: A homemaking and craft center [illegible] program operated by the Y.W.C.A. for women in [illegible] villages of Dardanur

Other aspects [illegible] were part of a public relations nature - visit to [illegible] (prayer service), recognition [illegible] Y.W.C.A. Hall, visit to [illegible] sportsmen, sightseeing [illegible] to Ahmedabad [illegible], Udayvada, [illegible] and Kalola market. During [illegible] months of pre-[illegible] activities [illegible] was specified for workshop participation.

[illegible] WORKSHOP APPROACH

An objective [illegible] was to get workshop participants actively involved in the [illegible] For this reason, topics were [illegible] in mind-[illegible] about 20-30 minutes. During [illegible] (culture [illegible] or other needs) on a [illegible] basis, including the [illegible] and other needs which [illegible] possible were [illegible] were covered during the [illegible] A discussion [illegible] followed the mini-lecture [illegible] exhibition, [illegible] groups. During some [illegible] participants in the group to direct [illegible] the objective [illegible] participants with regard to working in [illegible] of these behavior [illegible] and feelings [illegible] group activity. The following [illegible] for the [illegible] of the time [illegible] as well as the [illegible] taken during the group activity and for [illegible] of interaction. [illegible] group activity took [illegible] as well as during [illegible] (Most [illegible] handicraft [illegible] were not [illegible] drawing.) Group [illegible] involved communi-[illegible] sharing ideas, [illegible] understanding [illegible] and a basis [illegible] additional [illegible] of [illegible] the world [illegible] some concepts [illegible] workshop [illegible] (The [illegible] participants [illegible] building [illegible] "The Center for Women."

Workshop [illegible] to an order of [illegible] advanced [illegible] based on [illegible] for the [illegible] workshop sessions. [illegible] the part of working participants rather than more [illegible]

Best Available Document

The principles of Andragogy(adult learning) prevailed throughout the workshop. The setting was informal. Tables for participants were arranged in a "U" formation. Participants were free to sit where they chose. Participants and consultants communicated on a first name basis(though participants had the opportunity to identify how each wished to be addressed). There were mid-morning and mid-afternoon breaks for tea. At the beginning of the workshop, participants were apprised of the schedule and the nature of the activities which would be included. Assignments to be done outside of workshop sessions were encouraged, but they were not mandatory. Participants were encouraged to plan their time outside of the sessions to optimize their participation in the whole workshop experience.

Participants were encouraged to draw upon whatever experiences they had had in leadership, group membership, professional training or experiences and personal life experiences to facilitate a better understanding of human behavior and needs. Workshop topics were related not only to organizational needs, but personal development needs as well.

The schedule for each of the three workshops was flexible to accommodate program changes that were required.

IV WORKSHOP TOPICS

The topics were selected for the workshop by the executive members of the GAW, who also planned a tentative schedule for each of the three workshops. The consultants planned the workshop sessions and selected the methods of presentation and those bearing activities which, in their opinion, would best meet the developmental and functional needs of the participants. The schedule was also modified by the consultants to present related topics in sequence and to facilitate more time within the session for group participation.

Communication: This session was designed to provide a basic understanding of those elements of clear communications and provide guidelines for effective communication skills. The session included a mini-lecture presentation on the communication process, kinds of communications and communication problems. A communication model was presented which identified the communication needs and responsibilities of the sender and receiver as well as identified the kinds of distortions which take place during the filtering process in communication. Group discussion focused on communication experiences which participants had had, the basic causes of some problems in communication and the communication needs of participants in the PVO groups which they represented.

Group activities included the following exercises:

One-way/Two-way Communication Exercise: During one-way exercise, volunteer leader gives oral instructions for constructing a series of five squares on paper. Participants may not ask questions and the leader may not observe participants during the task. During two-way exercise, leader gives instructions. Participants are allowed to ask questions for clarifications. Leader may observe participants, repeat and/or modify instructions to facilitate participant's accuracy in drawing the squares. Participants are then allowed to compare their work with the original square arrangement and identify the accuracy and ease which two-way communication allowed. The leaders are also able to identify the constraints of one-way communication as well as the need for clarity and preciseness when one-way communication must be used.

Rumor Clinic: The presenting consultant initiated a short story which was recorded on a flip chart. The story was told by the consultant to one participant and was passed by word of mouth from one participant to another until all participants had heard the story. The last participant to hear the story, then told the group the story, as she heard it Her version was compared with the version on the flip chart. Each participant had a rumor clinic exercise sheet on which she recorded the name of the person who told her the story and what additions, deletions or changes existed in what she heard as compared with the original. The Rumor Clinic continued during the week, with a participant volunteering to initiate a story or "rumor" and the participants spreading the story one-at-a-time among themselves. Rumors were conveyed over a 24 hour or 48 hour period to identify the effect of "time" on the filtering process of communication. The Rumor Clinic exercise sheet accommodated four rumors.

Fact/Inference: The consultant read a brief accounting. Participants then had to identify statements based upon that accounting as being fact or inference. The discussion following the fact inference exercise further identified the way inferences can be made and how to distinguish fact from inference.

In addition, handouts were provided which reinforced concepts related to communication.

Public Speaking: A mini-lecture and discussion were used in conducting this session. The parts of a public speaking talk were explained with examples as well as guidelines given regarding preparation for a public speaking presentation. At the conclusion of the session, participants were instructed to prepare a public speaking presentation

to be delivered the following day. Each participant was encouraged to select a topic which was relevant to some aspect of the work of the organization which the participant represented. The following morning's session was devoted to the deliveries of participants presentations. Participants used critique sheets to make constructive criticism and evaluation of each other's presentations.

Public Relations: A mini-lecture by the consultant and discussion covered the definition and purposes of public relations activities, the kinds of activities which could be classified as public relations, the abilities and personal qualities needed to be an effective public relations representative. After the discussion, participants had some time to prepare for a public relations encounter where she would represent her organization in a meeting with either a community leader, a resource person or an individual who could provide financial assistance to her project or organization. During the role play activity which followed, consultants and participants took turns in one of the three roles mentioned above. Each participant also had an opportunity to take the role of a public relations representative and interact on behalf of her organization.

Kinds of Leadership: A mini-lecture and discussion covered the five basic kinds or styles of leadership: autocratic, persuasive, consultative joining and delegative, as well as those factors which impact on the kind of leadership: forces/characteristics in the leader, forces/characteristics among the membership of the group and forces/characteristics of the situation involved. Participants worked in small groups to develop lists which identified, in their opinion, characteristics and abilities of a good leader. A handout was distributed which reinforced developmental and functional aspects of good leadership.

Working with Groups: A mini-lecture and discussion covered the definition of "group," kinds of groups, characteristics of groups, responsibilities of a leader regarding group work. Lists identifying and distinguishing task-related and maintenance-related functions of groups were developed with the participants. Group activity also included the Cooperation Exercise. The purposes of that exercise are: (1) to develop awareness of need for cooperation to successfully complete group projects or tasks; and, (2) to develop awareness of the need for sensitivity on the part of group members to the needs that exist within the group. Participants were divided into groups of five. Each group is given five envelopes containing random pieces which are parts of squares. The task of each group is to form five squares of equal size by combining and arranging the pieces. Members may not talk. A member may receive, but not take a square portion. No one is designated as the leader within a group. A discussion followed the exercise.

completion of the exercise to identify the kinds of cooperation(or lack of cooperation) which prevailed in each group during the tasks. Each participant received a copy of the Cooperation Exercise to facilitate her using it within her organization.

Involving Others (Motivation): Mini-lecture and discussion covered the concept of motivation. Group activity was also included. The exercise "Involving Others In Group Work" facilitated participants understanding of attitudes and behavior which are conducive to motivating others and effective group work. In this activity, participants worked in small groups. Each group selected its leader from the group. The group leaders met with the consultant who explained the group task to the leaders who would organize, instruct, motivate and supervise their small groups in performing the task. The task of each group was to construct a design for which instructions had been given. Instructions, materials and equipment were given to the leader of each group. The discussion which followed enabled leaders to identify their approaches and techniques in directing and motivating their groups and enabled group members to identify their reactions to the various methods used by the leaders.

Financial Planning: During this session, participants were instructed in basic principles of managing project funds. Work sessions were included on budgeting, simple accounting (using ledgers) and financial reporting. At the end of the workshop session, participants were given a group assignment which required them to: (1) plan and describe a group project; (2) identify and justify resources needed to operate the project and estimate total costs; (3) project one month's operation and enter transactions on a ledger sheet; (4) prepare a financial report of funds received and expended.

Income-generating, small scale industrial projects: Discussion and audio-visual aids were used to present the concept of community development through self-help. A presentation of the approaches, projects and accomplishments of a private self-help group located in rural, southeast Alabama was given during this session.

Project Design and Program Planning: Mini-lecture and discussion covered the following aspects of project design and program planning; aim, funding, facilities, services, staffing, publicity, other support areas and evaluation. Participants were to draw upon concepts presented in Communication, Public Speaking, Working with Groups and Financial Planning in preparing a project design and program plan for a hypothetical project. Participants worked in small groups to prepare the assignment. Each group made a presentation of its project design and program plan which was evaluated by the workshop group.

Attachment No. 2

Time	9th Day	10th Day	11th Day	12th Day
8:30 - 10:30	Project Design and Program Planning	Decision making and Problem Solving	Evaluation and follow-up	Preparation for closing
10:30-12:30	"	"	"	
12:30-2 p.m.	LUNCH	LUNCH	LUNCH	LUNCH
2 - 3:30 p.m.	Crafts (Resource Person)	Crafts (Resource Person)	Crafts (Resource Person)	Closing Ceremony and Exhibit
3:30 - 5 p.m.	"	"	"	
6 - 7 p.m.	DINNER	DINNER	DINNER	DINNER

ATTACHMENT NO. 2

GENERAL WORKSHOP SCHEDULE

Time	1st Day	2nd Day	3rd Day	4th Day
8:30 - 10:30 a.m.	Opening Ceremony (9-11 a.m.)	Public Speaking	Kinds of Leadership	Involving Others (motivation)
10:30 - 12:30	Announcements and introductions (11:30-12:30)	Public Speaking (Practicum)	Working with groups	"
12:30 - 2 p.m.	LUNCH	LUNCH	LUNCH	LUNCH
2 - 3:30 p.m.	Communication	Public Relations	Family Planning	Income-generating and small scale industrial projects
3:30 - 5 p.m.	Communication	Public Relations (Practicum	Family Planning ((Resource Person)	"
6 - 7 p.m.	DINNER	DINNER	DINNER	DINNER
7--8:30 p.m.	Preparation for practicum assignments or Free			

Attachment No. 2

Time	5th Day	6th Day	7th Day	8th Day
8:30 - 10:30	Teaching Skills	Excursion or free	If Sunday, Church Service (Optional)	Teaching Skills (Practicum)
10:30-12:30	"		Free	"
12:30-2 p.m.	LUNCH	LUNCH	LUNCH	LUNCH
2 - 3:30 p.m.	Functional Literacy (Resource Person)	Excursion or free	Free	Financial planning
3:30 - 5 p.m.	"		Free	" "
6 - 7 p.m.	DINNER	DINNER	DINNER	DINNER
7 - 8:30 p.m.	Preparation for practicum assignments or free			

Decision Making and Problem Solving: Mini-lecture and discussion covered the elements of decision making as a leadership skill, elements of the decision-making process and the analytical process of problem solving. Group activity involved a survival-problem situation. The basic approach of the exercise was similar to that of the NASA exercise. The situation: "you four other people are caught in a storm at sea. You must abandon ship in a small raft and head for a deserted island which is in view. Each participant was to select 8 of 12 items listed which she would take in the raft. Then participants worked in groups of five to decide, as a group, which six items they would take in the raft. The group had to prioritize the six items. Each group member had to be prepared to defend her choices and priorities to other members of her group. The groups, when presenting their prioritized lists of the six items also had to provide the rationale for their decisions. Other groups and consultants questioned and challenged group decisions. Individuals and groups were encouraged to "consider the result if...." and to weigh alternative decisions.

Teaching Skills: Among their expectations from the workshop, many participants indicated they would like to improve their ability to teach others in their organizations or groups. This topic was approached as "communications with a special purpose--instruction". Instruction (teaching) and learning were defined in a mini-lecture presentation which included the concept of learning, the difference between pedagogy(the teaching of children) and andragogy(the teaching of adults). In a discussion the characteristics of the adult learner were identified as were those elements of adulthood which impact upon adult learning and which have specific implications for the teacher or trainer of adults. Discussion also covered lesson planning; methods or techniques in teaching and guidelines for selecting methods, the differences in approaches for teaching information, skills and concepts; and the use of experiential exercises. The teaching skills practicum involved participants in lesson planning and presentation of lessons.

Evaluation and Follow-up: Using a mini-lecture and group discussion, consultants and participants developed purposes, guidelines and procedures for the evaluation of programs and projects. This topic was related to foregoing sessions on project design and program planning, financial planning and financial and program accountability. Evaluation forms for the workshop(which were later completed by participants) were used as examples of a kind of program evaluation.

Family Planning: Resource persons from the Department of Family Planning presented a lecture on the development and services of the family planning program. This session included a presentation and discussion of available contraceptive methods and devices. Questions from participants were encouraged.

Functional Literacy: Resource persons presented lectures on the development and description of the functional literacy program being used by the Ghanaian Government. Participants had an opportunity to practice teaching from the functional literacy chart as demonstrated by the resource persons.

Crafts: A resource person provided instructions and demonstrations of crafts which have potential as income-generating projects for individuals and groups. Crafts included calabash painting, soapmaking, tie and dye and fabric wall hangings. Crafts made by participants during the workshops were displayed at the closing ceremonies.

V CONCLUSIONS

It is the consultants' opinion that the workshops were well received and that the participants enjoyed and benefited from them. The theme "sharing ideas" was consistently implemented. Participants and GAW executive members, resource persons and observers contributed from their respective backgrounds and experiences.

For some participants, a leadership training workshop was definitely a new and different experience. Some of the topics were challenging to those participants whose experiences had been in less related areas. However, most participants enthusiastically attempted to give the kind of involvement which would enable them to expand their thinking, their knowledge and their skills.

It is the opinion that all participants left the workshop with some new ideas and a feeling of responsibility to share those ideas with her fellow members in the PVOs she represented.

The following recommendations are made in order to assist the GAW in assessing an effective means of advancing its leadership training objectives.

(1) It is recommended that there be less disparity between the levels of involvement and responsibilities of participants, with regard to prior leadership training and experiences. This will enable the participants to more fully benefit from the total training workshop.

(2) It is recommended that all participants possess maximum ability to comprehend spoken and written English (or the language of the trainer). This would ensure that all participants receive optimal benefit from their involvement in the training program.

(3) It is recommended that all participants be given the opportunity to thoroughly and critically evaluate the training program at the conclusion of each workshop. This will aid in improving subsequent training programs and in identifying other needs and areas of concern to the participants.

(4) It is recommended that advance planning be made on the part of the GAW as well as constituent member groups to enable all workshop participants to begin workshop participation at the beginning of the workshop. This will facilitate maximum benefit for participants when topics and sessions are planned in a developmental and progressive sequence

(5) It is recommended that the duties of the participant who is selected as the prefect or the duties of assistants to the prefect, not take those persons away from workshop sessions.

(6) It is recommended that, to the extent possible, the GAW have a general profile of potential workshop participants to include educational level, position and function within the PVO(perhaps a brief description of duties), occupation to facilitate more appropriate planning of workshop activities regarding the participants backgrounds and needs.

(7) It is recommended that the excursion during the workshop be of a more substantive nature, related perhaps to an endeavor which might be undertaken by a participant in her PVO affiliation. In addition, it is suggested that less time be spent in getting to and from the excursion site and more time be spent at the excursion site in a meaningful experience.

(8) It is recommended that future workshop participants be apprised of the nature of a workshop which is not primarily devoted to crafts. Apparently, many participants considered "workshop" synonymous with "craft workshop" and were somewhat disappointed when there was not a heavier emphasis on crafts. More accurate expectations would facilitate more interest and enthusiasm in the workshop topics.

(9) It is recommended that workshops which include sessions in crafts or other topics (which workshop consultants would not be conducting) be planned in such a way as to enable those consultants to be available to other PVO groups to provide assistance to those groups in areas related to the consultants field of expertise. This would facilitate a more cost effective use of the consultants' time.

(10) It is recommended that a workshop which extends over a two-week period, where participants are in residence at the cost of the program budget be completed by the end of the second week and eliminate the program expense of caring for participants during a second weekend. Perhaps such monies could be used for additional program materials or supplies.

(11) It is recommended that during the period of pre-workshop activities, the visits to PVO groups be less of a formal nature and more of a functional nature to discuss the training needs of the potential workshop representatives.

The following recommendations are made in order to assist the U.S.AID, Mission to Ghana in planning for future programs with national or local organizations:

(1) It is recommended that there be more direct communication between program coordinators of the local/national organization (redeiving assistance from the Mission) and the consultants who will be responsible for implementing the program. This is especially important at the program planning stage for a workshop to identify specific training needs.

(2) It is recommended that there be more front end time allowed for program planning and preparation of workshop materials.

(3) It is recommended that the Mission provide more assistance to the funded organization in planning, monitoring and evaluating the program from all aspects to ensure its cost-effectiveness. This would encourage a more effective self-accountability concept on the part of the funded organizations and strengthen its own resources to function independently.

(4) It is recommended that the Mission seek to have available a group housing facility for consultants who will be working together on a project and who may have not become acquainted prior to their arrival in Ghana. It would also facilitate much of the midnight oil-burning sessions which tend to be standard for endeavors of this kind. Such a housing arrangement would also ease the pressure on the per diem considering the high cost of living and services especially in Accra.

(5) It is recommended that the initial week of the consultant's time in Accra have some period set aside for "AID matters."

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Attachment No. 1

GHANA ASSEMBLY OF WOMEN
PROGRAMME FOR WORKSHOP CONSULTATION

JUNE 19TH - 4TH JULY 1977

SUNDAY 19TH JUNE 8:30 a.m.	Arrival - To be met by representatives of G.A.W. at Airport.
1 p.m.	-Lunch - President GAW (Mrs. Janet Tay)
MONDAY 20TH JUNE 9 a.m.	-Call at USAID Offices. Call on Director, Dept. of Social Welfare and Community Development. Discuss time table with President and Gen Sec., GAW.
AFTERNOON	-Sight Seeing - Accra.
TUESDAY 21ST JUNE 9 a.m.	-Visit to Madina Women's Training Centre, University of Ghana, Legon, Achimota School.
AFTERNOON	-Preparation for Workshop.
WEDNESDAY 22ND JUNE 9 a.m.	-Visit to Danfa Women's Group, Aburi and Gardens.
AFTERNOON	-Preparation for Workshop.
THURSDAY 23RD JUNE 9 a.m.	-Visit YWCA Crech and other places, Makola Market.
AFTERNOON	-Preparation continues.
FRIDAY 24TH JUNE	-Free Morning.
4 p.m.	-Reception at YWCA Hall, meet representatives of Women's Organisations.
SATURDAY 25th JUNE	-F R E E
SUNDAY 26TH JUNE 8:30 a.m.	-Church Service - Optional
MONDAY 27TH JUNE 9 a.m.	-Visit Presbyterian Women's Fellowship Vocational Training Centre.
2 p.m.	-Legon Women's Society Weighing Clinic.
TUESDAY 28TH JUNE 9 a.m.	-Preparation for Workshop continues.
5 p.m.	-Visit Tsuisitoo Kpee(Benevolent Society)

*8:30 a.m. Arrival of second training consultant
1 p.m. Luncheon - General Secretary of GAW(Dr. Evelyn Amartieifio)

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Attachment No. 1

WEDNESDAY 29TH JUNE 9 a.m.	-Preparation continues.
AFTERNOON 4:30 p.m.	-Visit Presbyterian Women's Fellowship
THURSDAY 30TH JUNE 9 a.m.	-Visit Presbyterian Women's Day Care Centre, Osu.
AFTERNOON	-Preparation continues.
FRIDAY 1ST JULY 9 a.m.	-F R E E
AFTERNOON	-Visit Bortiano Women's Group (YWCA)
SATURDAY 2ND JULY	-F R E E
SUNDAY 3RD JULY	-Church Service - Optional
MONDAY 4TH JULY**	-F R E E
TUESDAY 5TH JULY	-Workshop Starts

**Workshop preparation

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