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A REPORT ON WOMEN: PARTNERS IN DEVELOPMENT WORKSHOP CHRISTIANA, JAMAICA October, 1981

PARTNERS
OF THE AMERICAS

Partners of the Americas
2001 S Street, N.W.
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A REPORT ON

WOMEN: PARTNERS IN DEVELOPMENT WORKSHOP

CHRISTIANA, JAMAICA

October, 1981

For five days in Christiana, Jamaica in October, 1981, Partners of the Americas brought together 64 women from 17 nations, strangers before they came, to build teams for developing projects. Overcoming differences in language and experience, these women formed 18 Partner teams with close working bonds based on the skills and experience they shared among themselves.

> "Every state and country now has for me a face."
>
> "(The workshop) ...Helped us develop a closer almost intimate relationship with our Partner representatives."[1]

A Project Development Workshop

These statements expressed the spirit of the participants in the Women: Partners in Development Workshop sponsored by Partners of the Americas for its committees in the Caribbean and Central America and their U.S. Partners. This project development workshop was the result of Partners commitment to its involvement in Women in Development with assistance from the Women in Development Office of the U.S. Agency for International Development.

The first phase, in Jamaica, of a three-phase program was designed to **strengthen the leadership capacity of partnership women** to guide implementation of development projects with women's groups at the local level. It introduced them to the conditions of women in the Caribbean and existing Caribbean programs and trained them in skills to design and develop projects.

[1]These statements and others quoted in this report were taken from evaluation questionnaires prepared by participants in the Partners of the Americas Women in Development Workshop held October, 1981.

In the second phase, U.S. participants returned with their Partners to the Partner country for nine days following the training period in Jamaica. There the teammates worked **to identify the most urgent needs of women and to determine resources available for a project** to address those needs.

Project implementation is the third phase and in the long run the most important. With the help of **institutional linkages** and **networks** some built throughout the earlier phases and some apart of other Partners of the Americas programs, the Women in Development teams can provide support and resources for carrying out their projects.

Partners

Partners of the Americas is a private, voluntary technical assistance program, linking people from 44 U.S. states with their counterparts in 26 countries of Latin America and the Caribbean. There are currently 54 partnerships or state-country linkages, under the Partners of the Americas framework.

Each partnership has volunteer committees in the U.S. and Latin American or the Caribbean which work together to determine needs and find the resources to meet them. After making these assessments, they plan activities and an exchange of resources to support their programs and individual projects. For example, Alabama and Guatemala have been Partners since 1965. They have worked on programs in education, public health, agriculture and rural development, rehabilitation, sports, trade and investment, cultural exchange, emergency relief and tourism. Partner cities run student exchanges, basketball and soccer clinics and exchange athletic coaches. Alabama led a nationwide effort to collect relief funds following the 1976 earthquake, while the Guatemala Partners built and equipped the National Rehabilitation Institute for the those disabled by the earthquake.

Criteria for Selection

For this workshop, a call went out to the 17 partnerships in the Caribbean basin to send four participants, two from each country, committed to work within

the partnership team to develop and implement a project that would involve and benefit women. They were to be professional or volunteer workers in nutrition, home economics, agriculture, rural development or social development programs.

Participants were asked to survey human, institutional, and material resources in their committees and communities that could be called on to contribute to development efforts. Each survey was completed before coming to Jamaica and was then shared with team members at the workshop.

Those Who Came

From old (Wisconsin-Nicaragua began in 1965) and new (St. Lucia-Rockland County, New York is just beginning and this development workshop was its first joint activity) partnerships and participants were an interesting mix. Partnerships sent Partners active for years and new recruits on their first assignment, and they blended into a group that discovered mutual attitudes and feelings about the needs and status of women.

> "I love best the sharing with women of many cultures, all of us the same and related in many ways."

All the participants were women, and they represented a variety of professions and careers. They were university professors and heads of departments, leaders of voluntary organizations, "hands-on" rural extension workers, heads of public social development commissions — in short, an impressive array of professional and practical talent. In one team, the U.S. participants were a professor of dietetics who headed the department of institutional management at her university and a nutrition specialist for the State Extension Service; on the Latin side, an obstetric nurse specializing in developing rural nursing programs and the director of an association of voluntary agencies. For another team, the southern Partner sent its government's women's program officer and a nutrition officer from a social center. The north sent an associate professor/head of a department of human services and the director of a city's social development office.

> "The workshop included so much talent, experience and wealth in human resources."

With accidental yet remarkable symmetry, North and South sent women of similar talents and careers. It was a rich mix and the participants delighted in it.

"Most superb persons. Such skill! Such powerhouses!"

The Setting

Christiana, a small town in the hills of rural Jamaica, was chosen as the site for the workshop. In a region of small farms, rural poverty and beautiful scenery it is the headquarters of the Integrated Rural Development Project (IRDP) where the Ministry of Agriculture of the Government of Jamaica and the U.S. Agency for International Development are working to help small farm families conserve the soil on the small hillside farms and increase agricultural production. The project has a successful women's component developed with the help of the Women in Development Office of USAID. The component, which demonstrates development practices responsive to rural women's needs, served as a case study for the workshop.

With hospitable warmth, this Jamaican community opened itself to welcome and accommodate Partners of the Americas. Seventy extra visitors were fed and housed in Christiana that week, and it took every bed in the only hotel, every bed in the project's training center and those of nearby private homes. IRDP personnel were recruited to prepare meals and students from a training center helped serve them. Project trucks hauled baggage, picked up late arrivals, and carried everyone on the field trip to see soil conservation terraces, home vegetable gardens and extension officers giving demonstrations to homemakers' groups.

"The facilities and staff of the IRDP were ideal for the working seminar."

"(IRDP personnel were) ...outstanding, cordial and great."

The group strained the facilities of the IRDP's Training Center. The meeting room was crowded. Tropical rain beating on the roof sometimes drowned out the speaker, but these hardships made work on development planning more immediate and real. The days were long and filled with hard work. The commitment to

development for and with women, which had been a criterion for participant selection, could be felt in the air.

The Unifying Concept

While commitment to developing projects for women within the framework of Partners of the Americas was the unifying force that brought them together, all participants did not have the same understanding of what was to be done, how to do it and the extent of the need.

A conceptual framework of women in development principles with which the group could work throughout the week was laid down opening day by Carmen Delgado Votaw in the keynote address. She called for choosing a path that leads towards empowerment of women.

> "Empowerment to me means creating options for women, and that is what women in development means — having options to utilize each person's potential to the fullest."

Carmen Votaw, the immediate past-president of the Inter-American Commission of Women (CIM), is the U.S. delegate to the Commission. For many years she has worked to direct the energies and resources of CIM and other national and inter-American institutions into projects that help poor women improve their own and their families' lives.

She proposed, in Christiana, that if development is the goal and partnership the strategy, then the potential of women, more than half the population of every society, must be harnessed or that goal cannot be reached. She called for Partners to help women collaborate in their country's development and to gain benefits from it.

The partnership teams then hammered out what they believed to be the role of women in the development process. One team defined its belief in the role of women as follows:

> "If development means not only economic but also human, women must participate at every level else they cannot be agents of change, starting in the home and then moving out to improve the community, then the world. Women have a unique view point; have been overlooked; are an untapped resource; and can identify resources and needs differently from men."

Another group called for women "to develop an assertiveness about their rights to achieve their full potential as equal partners in family life, in business, in development and in the total civilization process."

Doing the Job

Sarah Tinsley, Deputy Coordinator of the Women in Development Office of the U.S. Agency for International Development, led a panel of women who are putting theory into practice.

She outlined the objectives of her office and the directions it is taking. Others on the panel described their programs in health, rural family life improvement, community development and income generation.

- **Annesta Rodney from St. Vincent,** of the St. Vincent-Long Island, New York Partnership directs a project in the village of Rose Hill where women are organizing to work together to earn income and improve the lives of their families through their cooperative efforts.

- Caravenes Buena Voluntad, described by **Lilian Solt of Costa Rica,** partnered with Oregon, delivers health care from rural health centers around which rural communities are organized for self-help projects.

- **Maria Molina, Honduras-Vermont,** a rural extension worker stationed on a Honduran island far from government services and support systems, told of helping women improve their lives and their self images through helping them organize groups to confront their economic and social problems. **Erlys Borjas** described the governmental structure behind Honduran rural development programs in which she works.

- **Del Brown's** description of Bami, **Jamaica's** cassava bread, and a project in which it is prepared and sold through a women's cooperative enterpise provoked interest and questions.

> "Some very good models ... for possible projects we might develop in our partnership."
>
> "Made the problems faced by women in developing countries more real to me."

Managers of programs with impact on the social and economic potential of women opened vistas for participants searching for ideas.

- **Daphne Adams,** Chairperson of Jamaica-Western New York Partners WID committee and Secretary Manager of the **Jamaican Social Development Commission,** outlined a program to encourage production of craft raw materials in rural villages and an ancillary program to train village people in handicraft skills.

- **Rolanda Degazon** talked of the importance of early childhood stimulation and good health care. She described the **VOUCH** program and its facilities in **Kingston.** Roli warned that new designs for providing day care must be found because centers with professional staff and buildings to maintain are becoming prohibitively costly.

- **Hazel Blake Nelson** recounted the history of the **Jamaican Women's Bureau** and its project to help adolesent mothers continue their education and training.

- Assistance and advice for goat herd improvement was offered by **Dolores Oliveira** through the Jamaican Ministry of Agriculture and the Inter-American Development Bank.

> "Every single presentation was interesting and the amount of people that passed in front of the group during the day was amazing. It was the first time I have ever been to a workshop where I felt I really had enjoyed every single presentation."

Networking

An objective of the workshop was to build partnership teams. To facilitate teammates getting to know each other, teams were housed together wherever possible. Most small discussion groups formed around teams as well. This grouping began the first day and carried on throughout the week.

On the first afternoon, however, groups were based on career and special interests. Those areas of special interest identified by the group were nutrition, health, child development, education, community development and social service, and agriculture. In this self-selected grouping, members shared experiences and cataloged human and institutional resources each had that could be called on when projects were underway. Individuals discovered colleagues in similar work in other countries and states in addition to the discoveries they had made in their partnerships teams.

> "(I have an) appreciation of networking and a variety of sources available for information and funding (...and a...) new realization of the importance of women's participation in development if we are to fully realize the potential for a better world."

For the small new countries of the Eastern Caribbean, similarity of climate, topography, historical experience and economic condition has created similar problems and the potential for similar solutions. Participants from these countries shared ideas and experiences, easily identifying with each other's situation.

> "Helped all of us realize that our problems are not unique and that we are all working together."

Reality Therapy

A relief from concentration exercises in project development skills came on the third day with a field trip to visit the IRP Project area.

One participant described the field trip as "reality therapy." Another called it:

"Seeing what rural development is really about."

For most, the visit to the countryside provided an element of reality to the presentations, interactions and discussions they had been having in the meetings and at meals.

"To observe so much misery made me sad, but then this is the challenge."

Jasmine McPherson's IRDP home extension officers planned and arranged eight separate tours that took participants to see home vegetable gardens, a factory employing rural women for producing candied citrus peel, farm and home visits, cooking demonstrations in women's groups and a rural school for pre-school children — called a "basic" school in Jamaica.

IRDP soil conservation and agricultural extension officers prepared the visitors by describing the soil conservation practices and the crops they would see. This panel brought to them information about the region and the cultural practices for which some had been feeling a need.

For some, the trip was rugged — riding in the back of a pick-up truck over winding hilly roads and trudging up and down the hillsides; but for many, it was tantalizingly too little. They would have liked more and a chance to see all that others had seen.

"One of the highlights — a chance to see problems and projects in action."

Food for Thought — or the Substantiating Literature

Although complaining there was too little time to enjoy it, participants appreciated the diversity of materials provided in a resource center.

"Recursos Fabulosos," said one.

Documents from international conferences, annotated bibliographies, scholarly studies, economic development manuals, policy papers, project descriptions,

newsletters, essays and many other publications, all concerned with women's role in economic and social development or the status of women provided substantive documentation for the purpose that brought them to Christiana.

Through their perusal of these materials and with the collection each took home, they established contact with the larger world of women in development scholars and practitioners.

The Project Planning Exercise

One of the main objectives of the Partners Women in Development Workshop was to enable participants to develop projects with an emphasis on the participation of women.

The Partner teams, consisting of representatives of both sides of each partnership, were to use the second phase of the workshop to jointly plan a project or activity to take place within a year following the workshop. To this end, it was important to design and conduct a series of exercises which would:

- build Partner teams among persons representing various interests, experiences and backgrounds;
- establish a sense of common purpose; and
- facilitate the work of each team in terms of planning and implementing projects according to partnership realities.

The "We Believe" Exercise

One method used to establish a sense of commonality and a focus for the work during the week of the workshop, was the "We Believe" exercise. This exercise consists of a small group brainstorming session during which the groups are asked to discuss their beliefs as they relate to three statements:

1. As women, We believe the role of women in the development process is...
2. As volunteers within the Partners organization, We believe the role of Partners in Women in Development is...

3. We believe that the following assumptions limit the participation of women in the development process: ...

In sharing their conclusions during a general session, participants saw just how similar their thinking was. Some examples are:

1. As women, We believe the role of women in the development process is to educate themselves so that they can realize their own potential and enhance their self awareness. They can then identify their needs and the needs of their society which may be (in): health, nutrition, parenting, family, love, etc.
(Haiti-New Jersey, Nicaragua-Wisconsin)

2. As volunteers within the Partners organization, We believe the role of Partners in Women in Development is:

   — To provide workshops like this one;

   — To create opportunities that respond to the real needs—expressed by women;

   — To provide continuity and follow-up by:
   - providing expertise
   - providing education
   - identifying funding sources
   - being liaison between public and private agencies;

   (unidentified group)

3. We believe that the following assumptions limit the participation of women in the development process:

   — Women are subordinate to men physically and intellectually, emotionally and socially, and therefore are not reliable in leadership roles or in employment situations and not so worthy of equal recognition and compensation.

   (Dominica-Dutchess Co., NY, Trinidad and Tobago-Central New York)

The exercise served to bring out the feelings and perceptions participants had brought with them. Afterwards, each group's statements were posted on the walls of the meeting room, to serve as reference points for their work during the week of the workshop.

Project Planning

Instead of requesting each participant to submit a trip report relating her experiences during the two phases of the workshop, Partner teams were asked to submit a joint "Project Report." The Project Report was to be an outline of a

proposed activity to be conducted through the partnership during the year following the workshop.

Thus, the workshop planning exercise was designed to facilitate the process of Partner teamwork in project development. Taken into consideration were the very special circumstances under which Partner teams must work:

1. Four persons of various backgrounds, interests and experience placed in a situation where they must work together;

2. Only two weeks' time in which to prepare a well-planned activity;

3. Two of the four persons are getting to know their Partner area for perhaps the first time;

4. Once everyone returns home, communications among members of the Partner team can be difficult;

5. The work of the partnership teams is done on a volunteer basis. How do they maintain their level of interest after their return?

The project planning exercise was conducted during an entire day with a break for lunch. The methodology was as follows:

1. Large group discussion on:

   - the importance of planning;

   - the limitations with which we must work;

   - the various steps in planning;

   - identification of small group facilitators/leaders; and

   - instructions for small group work.

2. Small group work on the following questions:

   a) Considering the circumstances under which we, as a partnership team, have to work, what are two or three methods by which we would identify a <u>need</u>?

   b) In terms of project planning, what is our group's concensus as to the basic elements which should make up a <u>goal</u>?

   c) What basic elements should be included in an <u>objective</u>?

d) What is our group's definition of an activity?

Once the terms were defined according to group consensus, the groups were introduced to "The Letter from Margaret"[1], in which a friend describes the community in which she lives. Using the letter as a background and frame of reference, the groups were asked to:

- Identify and reach a consensus on one need which they wish to work on;
- Put that need into a goal statement according to the definition agreed upon by the group;
- Identify one objective which would fulfill part or all of the goal;
- Select two or three activities which must take place for the objective to be a success.

The afternoon activities were the same as those of the morning, this time focusing on resources and evaluation, again using the letter from Margaret.

The last part of the afternoon was directed to obtaining and channeling the needed resources. The groups were asked to review their now completed project plans, and work out a role playing situation to present to the whole group.

The objective of the dramatization was to:

- Provide an opportunity for participants to share their work in a more informal way;
- Provide an opportunity for practicing ways in which to present a proposed project to various audiences;
- Allow for participants and workshop planners to provide feedback on different presentation styles.

[1]Translated from Mobilizando la Mujer, International Women's Tribune Center. pp. 14-15. (See Attachment 6.)

The culmination of the day's work through the role-playing exercise was one of the highpoints of the workshop. So much had been asked of the groups for one day's work, yet everyone completed their tasks and gave outstanding impromptu presentations. The commitment of the group was complete.

The assignment for the second phase of the workshop was to apply the planning skills they used during the exercise, to a "real-life" situation in the Partner area. The results have been carefully planned projects which address specific needs of women in the community. Some examples are:

1. Training in nutrition and food preparation in St. Lucia;
2. A skill development program in leather crafting and marketing with rural women in Haiti;
3. To initiate and increase the number of kitchen gardens in selected neighborhoods of Trinidad;
4. Community organization through a nutrition awareness-building campaign and literacy program in Bogota, Colombia.

A sample of a completed project report is included with this report. (See Attachment 5.)

Partners — The Support System

On the last morning a thorough presentation on Partners of the Americas and its programs prepared participants to be active and informed Partners when they were back home again.

> "Greatly increased knowledge about Partners and its objectives in programs."

Dr. Molly Thorburn described PATH, the Partners Appropriate Techonology for the Handicapped Program and its projects for handicapped people throughout the Caribbean. Staff members summarized programs in agriculture, rural development, sports and cultural exchanges, and community education. They described the small grants program and travel funds and outlined plans for continuing Women in Development activity.

"With the information about the way Partners work in development, I realized how I can work in my country."

(translated from the Spanish)

Closing Ceremony

A final word came from **Ms. Princess Lawes, Parliamentary Secretary of the Ministry of Youth, Sports, and Community Development of the Government of Jamaica.** She cautioned against complacency with the improvement in the status of women because at mid-point in the U.N. Decade for Women, many stated goals still have not been achieved. She noted that women in the Caribbean were doubly disadvantaged — because of the underdeveloped nature of their territories and because they often had to play the dual role of mother and father to their offspring.

Discovery

In that week in Christiana things happened. Attitudes changed, understanding grew.

"Since I was a young person in 4-H, I have not had the pleasure of feeling the emotional responses which I felt by the time the workshop was over. No matter what else happens to me, I will consider this experience as one of the highlights of my life. I know that sounds mushy BUT this has been a very meaningful week for me."

"I feel truly blessed to have been part of this experience."

"I would not have missed a single moment — even the truck ride and the walking."

"...Much better understanding of what women in development aims are."

In the discovery of others many discovered themselves. The dawning of WID awareness, realization that one was a Women in Development practitioner, confidence there are many who share one's view of the world and how it ought to be run, was found for some in Jamaica.

"I realized about mid-week how difficult it has been to view yourself as a positive important person — one who is indeed a human resource.

> One must work at that exercise. The opportunity presented itself to do just that at this workshop."

Another participant saw "..The less than ideal facilities... pointed out the fact that we can accomplish a great deal with just as much enthusiasm and much less material comfort that we in the United States had become accostumed to having."

Evaluation comments indicate that partnership building went on as well.

> "(I have) greater knowledge of my role in and expectation of me as a participant in a relatively new partnership."
>
> "For the first time I think a vehicle is being provided for the many women professionals within the partnerships to feel they can contribute on an aggressive as opposed to "used" basis."

On the Other Hand

Dissatisfaction and frustration also surfaced in the evaluations. All was not always well. One respondent wanted more pre-conference material with which to prepare herself. Many felt the program was too packed — that there was not enough time for "person to person discussions." Frustration was rampant because no time was planned for an afternoon at the beach or exploring Jamaica. Not enough information about Jamaica and the region was presented to please some. The days were too long — evening sessions too much. And more time for spending with Partners was high on many priority lists. Others said, however, "We had long working days but enjoyed them."

The Product

Proof of the effectiveness of the team building and training for development will be seen in projects designed during Phase II, the nine days of team work in the Partner country, and the fruition of those projects.

Signs are good that the expected project development activity is resulting from the worksnop. Partnership committees are sending proposals and program

plans to the national office, and they reflect the ideas and principles emphasized in the workshop.

The following are brief descriptions of a sample of the projects submitted by the end of November, 1981.

Colombia-Florida

In an imaginative design, the partnership team plans a project to teach nutrition while teaching literacy. They will develop literacy training aids using nutrition information as the subject matter. Leaders trained in using these materials will teach mothers of groups of children in two pre-school centers. The mothers then will be helped to organize into groups that can explore ways to provide nutritious food to their children such as a food purchasing cooperatives or vegetable gardens. The mothers are to be encouraged to use their newly acquired literacy skills to write about the project and to share the experience with others.

Colombia-Massachusetts

A family food production project in the state of Antioquia, Colombia will be the focus for a project in food conservation designed by this team. Women will be tought food conservation at a center using simple methods and equipment.

Costa Rica-Oregon

The Partners plan to develop and test a model for assisting community organizations income generating efforts in Barrio 15 de Septiembre, Costa Rica to stand alone once the developing institutions supervisory support is withdrawn. The project is intended to develop organizational and production structures that will delineate responsibilities and rights of participants, help them organize and accept these structures, and teach basic principles in the operation of small businesses. When training of the Barrio is completed, the WID partnership team proposes to develop and supervise an income generating project with them and then train the community group to instruct others.

Dominican Republic-Michigan

In order to increase the protein content in the diet of certain poor families in the Dominican Republic, the WID team proposes to assist in a project that would train mothers connected to a day-care center to raise Japanese Quail.

El Salvador-Louisiana

This team decided that the greatest problem for women in El Salvador was the dislocation and homelessness caused by the war. Dislocated from their familiar patterns and support systems, the women suffered feelings of helplessness and low self esteem. To ameliorate this sad and complex situation, the team proposes to help in a variety of ways:

- A Salvadorean will go to Louisiana to solicit contributions for supplies for day-care centers Louisiana Partners will assist;
- Non-formal teaching aids for instruction in nutrition, hygiene, income generation and literacy will be prepared by the team;
- A Salvadorean will be sent to Louisiana for training in food preservation techniques that will then be shared with Salvadorean agencies who work in rural areas.

Guatemala-Alabama

This team has designed an intensive home vegetable gardening and nutrition education project. For 20 families in the village of Panilla, Guatemala.

The Alabama half of the team plans to establish an outlet in Alabama for Guatemalan Indian crafts.

Haiti-New Jersey

This team proposes to set up a leather crafting and marketing training center on a farm in Ballinger/Maling, Haiti to train young rural women between 14 and 20 years of age. Hides is this region are now not utilized. In addition to skill training in leather craft, the young women will be offered classes in literacy

and numeracy, family planning, personal grooming and social skills, food preparation, nutrition and budgeting.

Jamaica-Western New York

The target population for this team is urban females between the ages of 14 and 20. In this group there is a high incidence of pregnancies which inhibits the girls from continuing their education and learning skills with which to support themselves and their child. To help them learn marketable skills, the team proposes to develop an income generating project after having surveyed the local market to determine a market demand to be met. The team will work with one or more community agencies already operating programs for these young women.

Nicaragua-Wisconsin

Adequate health care is a major unmet need for many Nicaraguans. The 1974 earthquake destroyed all major health care facilities; many doctors have left the country recently. The WID partnership team proposes a project to teach basic health care to people in the Barrio Venezuela, and to improve the existing clinic by adding basic examination equipment.

Panama-Delaware

It is proposed to establish a cottage industry workshop for a group of women in rural El Salado. Thirty five women in that community will participate in making uniforms, house linens and clothing to be sold through church rectories.

Trinidad and Tobago-Central New York

With the objective to change attitudes towards the use of land for meeting a family's foods and nutrition requirements and to increase self reliance, the project will establish a vegetable gardening instruction and nutrition education project with five families in Trinidad, five in Tobago and five in the low-income urban area of Syracuse, New York.

St. Lucia-Rockland County, New York

A member of The Babonneau Women's Association of St. Lucia have restored a small community building in which they meet, prepare and sell snacks to school children and pursue other efforts to raise money. The Partners' team proposes to help them develop a nutrition education program and additional income-generating capacity through the acquisition of sewing machines and food services equipment.

Conclusion

One must conclude, from participants' trip reports and the teams' project proposals, that participation of women in the activities of the 17 Caribbean partnerships has been firmly established. More important, however, is the evidence of planning for long-term collaboration on long-term projects.

Once again, Partners' project development workshop process has proven to be a method that can successfully bring together a group of professionals in a setting where personal and professional contact stimulates a commitment to project development.

The talented and competent women who participated in this workshop are now planning long-term project activities with women's groups at the local partnership level. They are building onto those institutional linkages which Partners' network provides, adding their own resources with their own special insights and skills.

Partners of the Americas is providing a way for professional women, interested in promoting the development of their countries by enhancing the capabilities of women, or those wishing to use their knowledge and skills to help improve the lives of women in an international setting, to become women working in development.

ATTACHMENT 1

PARTNERS
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WOMEN: PARTNERS IN DEVELOPMENT WORKSHOP

Partners of the Americas is sponsoring a training workshop to be held in Christiana, Jamaica in October 1981. The workshop, **Women: Partners in Development**, is being assisted through a grant from the office of Women in Development, U.S.A.I.D. and will take place at the site of the II Integrated Rural Development Project (IRDP). Participants will be selected from Partnerships in the United States, Caribbean and Central America.

The IRDP is a soil conservation and agricultural development project of the Ministry of Agriculture of the Government of Jamaica and the U.S. Agency for International Development. It was chosen because the project has a successful women's component developed with help from the office of Women in Development. In this program, home extension officers work with rural women in basic nutrition, intensive vegetable gardening techniques, child development and family health. The project is in a region of small hillside farms producing local staple foods and crops for export.

GENERAL WORKSHOP OBJECTIVES

- To stimulate and expand development projects which address the needs of women; and

- To strengthen Partners of the Americas activities in the field of Women in Development.

SPECIFIC WORKSHOP OBJECTIVES

- To promote sharing of experiences among individuals working with women in development projects.

- To establish methods by which women can participate and contribute to development.

- To develop skills in needs assessment, project planning, implementation and evaluation.

- To design and implement development projects through combined efforts of workshop participant teams.

PARTICIPANTS

— Extension workers and educators in the field of nutrition, home economics, agriculture or rural development.

— Professionals representing other social development organizations involved in women's programs.

— Leaders of professional or volunteer organizations in these fields.

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WOMEN: PARTNERS IN DEVELOPMENT WORKSHOP

CHRISTIANA, JAMAICA

October 12-25, 1981

CRITERIA FOR PARTICIPANT SELECTION

This workshop will achieve its goals of strengthening Partners of the Americas program in women in development and stimulate and expand development projects which address the needs of women only if the participants selected have ability, dedication, and commitment. We urge you to give special thought and time to the process of nomination thus ensuring selection of highly qualified persons.

Qualifications Candidates Must Meet

Your committee's candidate must be:

- An educator or extension worker in the field of nutrition, home economics, agriculture or rural development; or
- A professional in social development organization involved in women's programs; or
- A leader in professional or volunteer organizations in these fields.

All participants must also:

- Be committed to an active and continuing participation in their state or country Partner committee;
- Be committed to develop and implement projects which integrate and involve women;
- Have a working knowledge of their Partner's language if at all possible. (We strongly encourage you to select someone with this qualification, but of course remain flexible in accepting nominations of people who meet other qualifications but lack fluency in their Partner's language.);
- Be available to fully participate in all phases of the workshop.

Additional Criteria to be Met

- At least one participant from each Partner Committee must be new to Partners.
- Participants will be asked to familiarize themselves with their Partnership's programs and survey resources which could help support

projects involving and benefiting women. This information is to be brought to the workshop. More information regarding this will be sent to the participants upon selection.

The deadline for names of participants to be received at the Partners National Office is **September 4, 1981.**

Information on Expenses

Participants will be provided with round-trip economy air transportation to the workshop in Jamaica (Phase I) and to their Partner country in Phase II.

Meals and lodging will be provided in Jamaica. We encourage host Partners to arrange local hospitality for the visiting Partner during Phase II, the week of teamwork on project identification and design, and suggest that visiting partners make contact with hosts before going to Jamaica. The visiting partner will be reimbursed for up to $100 for expenses incurred during their stay.

In order to assist you in selecting the most qualified participants, we suggest that you contact the following offices and individuals.

- State Directors of the Cooperative Extension Service;
- State chapters of Home Economics Associations;
- Title XII officers of Land Grant Universities
  (Title XII refers to the act which set up the collaboration between the U.S. Agency for International Development and the Land Grant Universities under the direction of the Board of International Food and Agricultural Development (BIFAD));
- The Women and Food Communication Network
  Kate Cloud, Project Director
  24 Peabody Terrace No. 1403
  Cambridge, Mass. 02138
  (617) 547-7529
  (This office has a roster of women in Title XII Universities interested in international development).

For additional suggestions of resources for identifying potential participants or other questions, please contact the Partners office in Washington.

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PARTNERS OF THE AMERICAS

WOMEN: PARTNERS IN DEVELOPMENT WORKSHOP

October 12-17, 1981

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REMARKS OF CARMEN DELGADO VOTAW AT

WOMEN: PARTNERS IN DEVELOPMENT WORKSHOP

Jamaica - October 12, 1981

I would like to preface my remarks by sharing with you some of my concepts about what development is, what the phrase "women in development" has come to mean and finally what true "partnership in development" can be in the future.

Development has been defined as the process or series of actions that governments, non-governmental institutions and people take to improve their living conditions and advance their own and their country's prospects.

Women in development over the past decade has evolved into a theory that firmly believes that without harnessing the potential of more than half the population of the world — women, development goals cannot be reached.

True partnership — and that is what you are about — speaks to the aspirations of women that society will plan for their participation in the development process fully recognizing their true potential to collaborate in their countries advancement and their equal claim to benefit from the result of that development.

I do not need to tell you that we live in an interdependent world and that your development and mine are inextricably intertwined; and, global development, I firmly believe, is dependent on the full integration of women in their societies. And that means enabling women to have options in life. To do that, development efforts necessarily have to be linked to the status of women and the creation of ever widening opportunities for women to participate in all areas of human endeavor to combat poverty, illiteracy, hunger, disease and to reap the harvest of improved conditions.

The end of a Decade is always ripe for evaluation, for retrospective and prospective assessments about the ways in which we can move our action agendas forward.

The status of women in a subject dear to me not only because I am a woman - a woman committed to the advancement of all women - but also because I truly believe that the advancement of women is one of the key ingredients of our development efforts as a whole.

Robert S. McNamara, the head of the World Bank, in a famous speech he made at the Massachusetts Institute of Technology in 1977 put it succinctly when he said that our development goals would not be met if we do not utilize women's potential fully. He said:

> "Expanding the social, political, occupational, and economic opportunities of women beyond the traditional roles of motherhood and housekeeping enables them to experience directly the advantages of lowered fertility and to channel their creative abilities over a much broader spectrum of choice...Governments should try above all else to raise the status of women socially, economically, and politically."

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It is that admonition and its inherent call to governments and people to further the education of women that has gone unheeded in much of the developing world.

What are the deterrents which stand in the way of insuring women's progress in a major sector of the developing world? Well, they are the same as the barriers that divide, in general terms, the North and the South in developmental geography: poverty, disease, illiteracy, hunger, all the ills which are the inheritance of the poor. These also combine to keep the majority segment of the population — women — lagging behind in practically every area of human endeavor. Illiteracy, for example, can be as high as 80% for women in rural areas in some countries in this, our hemisphere.

We must search through history for some of the reasons why women do not, for the most part, appear to have made outstanding contributions to our civilization. There are exceptions, of course: Cleopatra in ancient Egypt, Joan of Arc in France, Queen Isabella in Spain, Catherine in Russia and Queen Elizabeth in England.

The historians of our world have been men and they have chronicled what they perceived as important, often leaving women's deeds unheralded. Aristophanes set a unique example having written four feminist plays in Greek ancient times, one of them the famous Lysistrata.

Simone de Beauvoir in The Second Sex tells us that the root cause of women's oppression lies in the desire of society to perpetuate the family and maintain its patrimony intact. Ever since Biblical times, women have been undervalued and measured in accordance with traditional mores and yardsticks which were not capable of giving them their due.

Be that as it may, the educational lag for women has been the root cause, I believe, which bars their access to employment and training opportunities and which is directly responsible for the minuscule ratio of women's participation in elective and political life.

The World Conference of the United Nations Decade for Women, convened in Copenhagen, Denmark from July 14-31 last year to evaluate at midstream the progress made in the implementation of the World Plan of Action hammered out in Mexico City in 1975 generated voluminous and interesting documentation. The appraisal found the present situation of women to be discouraging. The world profile on women tells you why:

> "Women represent 50 per cent of the world adult population and one third of the official labor force. They perform nearly two thirds of all the working hours of the world and yet receive only one tenth of the world income and own less than one per cent of the world property."

Do you agree with me that this is an inequitable and unjust situation? The disparity between women and men is the result of the "long-term cumulative processes of discrimination" still rampant in all the corners of the globe.

Let us focus now on Latin America and see what the information and statistics available tell us about the progress achieved in improving the status of women in legal, educational, employment and political terms. We may, after this survey,

draw some general conclusions about what the future may hold in store for us. Women in Latin America today stand at a crossroads and the paths that we choose to follow will have a significant impact on the achievement of the development goals of our region.

The political unrest which continues to afflict Latin America and the pressing economic difficulties most countries face have a distinct bearing on the possibilities for women's advancement. Even though by comparison with other regions of the world Latin America has seen sustained growth, half of Latin America's population lives on average incomes of less than $150 a year. You can well understand why inadequate education, employment and health opportunities are the general pattern, not just for women, but for all citizens as well.

Progress, therefore, has to be measured in comparative terms placed against the stark reality of repressive regimes, dictatorships of the left or the right, conflict, and widespread poverty.

Legal Status

According to a series of monographs on women's status prepared for the Inter-American Commission of Women, the legal status of women has improved in Argentina, Barbados, Colombia, Chile, Costa Rica, the Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Mexico, Paraguay, Peru, Uruguay, Venezuela and certainly in the United States. In Brazil, Jamaica, Dominica, Trinidad & Tobago, Panama, Nicaragua and Grenada, even though their monographs have not been completed, the latest reports those countries submitted at the Twentieth Assembly of the Commission last November, also indicate that considerable progress is being made. The weakest area seems to be in the family law which deals with mother's rights and their jurisdiction over children. In a good number of countries mothers have to have permission to take their children out of the country, to authorize medical treatment, etc. Women, though they bear and care for children almost solely, are hostage to male wishes in dealing with their offspring. Divorce, though it exists, in reality does not since remarriage is prohibited in some countries. You have read the reports of the unequal treatment women receive when they are accused of crimes of passion, whereas men are almost automatically acquitted if they kill their spouses in a jealous rage as the last few cases in Brazil show.

We have three major international conventions which protect women's rights in Latin America: The 1933 Convention on the Nationality of Women (unfortunately, five countries in the region have still not signed or ratified it), and The 1948 Twin Conventions on the Civil and Political Rights of Women (the Civil Rights Convention has not been signed or ratified by five countries, including the United States and the Political Rights Convention has not been ratified by two states). The countries of the English-speaking Caribbean have not signed any of the Conventions, except for Dominica which signed one, since they became independent after they were in force. The others should follow suit. It is interesting to point out that a country like Venezuela which is always speaking out on human rights issues has not signed any of the three Conventions!

The Convention on the Elimination of All Forms of Discrimination Against Women which is a comprehensive bill of rights for women has been signed by 78 countries of the world, including 17 countries from our hemisphere (we worked hard on that at the CIM). However, only seven signatories have ratified it and 20 are needed to have the Convention enter into force.

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We can be proud that in our region, eighteen countries have machinery in place to protect women's rights: in some it is women's bureaus, in others, commissions of women. This is significant progress; we now have to insure that this machinery is well connected to the planning mechanisms of the countries so that they can have an impact on development plans.

Latin America has had two women heads of state: Isabel Peron in Argentina and Lydia Gueiler in Bolivia and now has the first woman Prime Minister of Dominica, Eugenia Charles. There are women at Cabinet levels in many countries, in the Supreme Court in a handful of countries, and in legislatures and town councils all over the hemisphere. But their numbers are not enough, just as they are not enough in the United States.

Past experience shows that women's efforts in Latin America resulted in suffrage for all women, for some as early as 1929 (9 years after the United States) as in Ecuador, and for others as late as 1961, as for Paraguay. Our impact has been felt but much remains to be done, especially in education, if we are to enfranchise a forgotten segment of the population — the Indians.

Education and Training

Even though educational attainment has improved considerably in Latin America, most of the rural areas, especially the indigenous rural poor, have a literacy rate which is usually 15 to 20% lower for females than for males.

Massive literacy efforts are needed if we are to close the gap in the foreseeable future. Pre-school education reaches only approximately one fifth of the children of Latin America today and quality child care is not available to urge women to take advantage of educational and training opportunities.

Primary and secondary education must become universal, as McNamara was suggesting, if we are to make a dent in the population explosion that drains the resources of most countries and prevent the high drop-out rates of girls who are saddled with the burden of child rearing at a very early age — their own children or their mother's children.

Higher education and non-formal education schemes must take into consideration women's dual roles and provide flexibility in timing and span of time to complete courses so that we can retain women in educational contexts.

Curricula, textbooks and methods of instruction have to be purged of sex bias at all levels, just as we have done in the United States and are still doing.

Training for women in Latin America has not kept pace with women's aspirations. Management training, political training, entrepreneurial and credit capability building, all these are sorely lacking. One does not see many women bankers, or union leaders, or political party leaders in Latin America with rare exceptions. Some countries such as Jamaica and Colombia are undertaking aggressive non-traditional training programs for women with excellent results in building skills which are income generating such as welding and carpentry. Women are trained for police and military service in countries such as Argentina and Bolivia.

With the persistent pattern of migration of women from rural to urban areas, we see an increase in women-headed households occurring in Latin America. Women, as the "forgotten factor in development", must have greater access to training so that they can become self sufficient and bring their children up in dignity. They need to learn about entrepreneurship and marketing and credit so that they can change some of the outmoded laws still in the books in some countries.

There are numerous other educational measures which can be taken to eliminate the barriers that prevent women's entry into the labor force in Latin America.

Labor Force Participation

The labor force participation of women in Latin America hovers around 20%, the lowest in the world. This low rate of labor force participation is not real since women are concentrated, besides the tertiary sector, in the informal market as street vendors or farmers and do not receive wages for what is sometimes a 16-hour workday. This reminds me of the social worker who went to the countryside in Honduras and asked a farmer if his wife worked. The "campesino" answered: "No, she stays at home." When the social worker insisted and asked him exactly how she occupied her time, he responded:

> "She wakes before the sun is up, collects water in the river and firewood along its banks, prepares food for the family of six, washes clothes at the brook. Then she prepares my lunch and takes it to me three kilometers away where I work. She tends the vegetable garden and collects what is ripe to take to market for sale. After she comes back from the market, she takes care of the children, the chickens, the hogs, the elderly. After she finishes all other chores and feeds us dinner, she makes some handicrafts."

Can you imagine that after 16 or 17 hours of hard labor, this typical woman realizes she is the invisible worker not included in the official labor statistics of her country nor in the consciousness of her family or her community as a contributor to productive life and their well being?

Occupational segregation is prevalent in Latin America. Women sew, women clean, women type, women provide services, toil the land and sell meager produce or handicrafts. In short, women are homemakers and homecarers. Increasingly, they have to feed themselves and their families.

Several International Labor Organization Conventions protect the rights of women in the labor force such as the ILO Convention 100 on Equal Remuneration for Men and Women Workers for Work of Equal Value, ratified by 18 countries of the hemisphere, excluding the United States. Needless to say, if in the United States women earn only 60 cents for every dollar men earn, what can we expect of developing country realities?

Because time is running short, I will mention briefly two other important areas which have been measured and where the situation of women is found to be impaired. One is health and the other is the media.

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Health

Health issues for women in Latin America are a matter of life and death and are definitely affected — as are all other areas of women's issues--by deeply ingrained traditional and religious customs.

We have mentioned the high rate of poulation growth as affecting health and sanitation, and the poverty as affecting the nutritional levels. Other significant factors are infant mortality and the disparity of resources available to the rural as compared with the urban areas, where there is a high concentration of women.

The lack of statistical information about rural areas, and about women in general, especially affects the pattern of delivery of services. Priorities for action in the health field must include a more equitable distribution of resources between rural and urban, affluent and poor communities, the decentralization of health facilities and extensive use of mobile teams. Women must be involved in health planning since they are the nurturers and the care givers in their communities.

Media

Finally, an area which affects women from all vantage points is the influence the media exerts on everything. Two excellent studies conducted for the World Conference on Women categorically conclude that the means of mass communication contribute to perpetuate a stereotyped and deformed image of women which is detrimental to our advancement. We are, in accordance with the images projected by the media by and large, either virgins or sex maniacs, we just service, never produce, we are weak and dependent, never assertive or capable.

The two reports mentioned were written by a Britisher, Margaret Gallagher for UNESCO, and a Colombian, Esmeralda Arboleda Cuevas for the United Nations. Cuevas' description of the prevalent image of women projected by the media in Latin America reflects the elements which affect their jaundiced view; religious moral standards, commercialization, ideological and power imbalances and romanticism. She says:

> "Basically, women in Latin America continue to be shaped into planetary beings who rotate perpetually around the masculine sun. Woman's role is specified as one of service, procreation and virtue. Vis-a-vis man, a woman is the epitome of subordination, sacrifice and purity. Worst, these characteristics are sublimated in romantic love. As a mother, the woman is self sacrificing and dedicated; as a wife, she is faithful, weak and delicate. Womanhood should culminate in marriage and the solution to all problems is motherhood. An opposite image to this idealized, if corrupted, view of womanhood, is the woman with manly characteristics, who is condemned as the personification of evil."

Conclusions

Where do we go from here? What does the future hold? I feel the road ahead is clear. We must choose the path that leads us toward the empowerment of women. "Empowerment" to me means creating options for women, and that is what women in development means - having options to utilize each person's potential to the fullest.

One of the avenues available to us for doing that is increasing the organizational capacity of women's groups. All throughout Latin America organizations have mushroomed to advance the rights of women and promote their participation in all areas of life. The challenge that looms ahead is how to integrate them vertically as well as horizontally, how to have people of diverse interests and walks of life work together to achieve common goals, how to encourage coalition-building and networking to profit from others' experiences.

We in the United States have much in terms of valuable experiences to share but we must devise formulas acceptable to women facing different circumstances. The adaptation of methods and programs has to be undertaken by the people affected The process must be a two-way street since we also have much to gain from Latin American women's experiences. True partnership can come about with the linkages we have forged as we move along on the implementation of the World Plan of Action.

Re-orientation of charitable, "lady bountiful" activities toward activism untainted by "do-goodyism" is possible. Civic participation, advocacy, political activism, all are concepts which have to be nurtured little by little in order not to have them be perceived as threatening. But change must come, it is inevitable and we must prepare to meet the future challenges for we are linked to Latin America in a common destiny. That is, after all, the philosophy of the Partners of the Americas and those links you are creating today strengthen our possibilities for horizontal cooperation, development at an accelerated pace and indeed a world of harmony and peace.

Kathleen Newland gives us a preview of our future and our common destiny in her book The Sisterhood of Man:

> "The world has changed for women. Now it is time for women to change the world."

I say to you: "We are equal to the task."

ATTACHMENT 6

April 1, 1981

Dear Rosalie,

Thanks so much for your March 15 letter, which just arrived. It's good to hear that you are better and happy. I am sorry not to be able to send you a postcard of Sugar Hill but I don't think you realize just how small a town this is, close to the mountains and very far from the capital.

Anyway, I love it here and can't wait for you to come and visit. It's too bad your back is not completely well yet, otherwise you could have made the trip by jeep. Unfortunately, the roads are in a very poor state, especially at this time of year, and even though they have promised to pave them, there exists only one very bad road, through which only beasts of burden should travel.

I do hope that someday you will be able to visit, since the climate is quite lovely—warm during the day and refreshingly cool in the evening. Unfortunately, these mountain lands are not very good for cultivation, and the coffee is not of the best quality. Nevertheless, other small harvests and the breeding of some small animals allow the people here to eat relatively well.

I have been very worried because the doctor has told me that the number of cases of diarrhea in children has increased, and he believes it's a combination of poor nutrition and bad water. I try to teach the children at school about what should be eaten, but with the very low income the families have, and with six or seven children per family, I don't know what these people can do.

I don't want you to think that there is a doctor here all the time; he actually comes only once a month and then only to take a look at the more serious cases and to bring the necessary medicine for the community pharmacy. Mrs. Skeete, who is in charge of the health post, is such a good and dedicated person, although she really does not have a nursing degree.

Moving on to less depressing matters, I am so pleased to tell you that the government has approved our proposal to open up a secondary school with the first two years, besides continuing the two primary schools that we have. Believe it or not, they have also accepted the project we presented to open the school at night to give vocational training courses. I am so happy, only I keep pinching myself to make sure that I am not dreaming.

In addition, I am thrilled to relate to you that I have rented a beautiful little house, with electricity and running water, which in itself is a big luxury. Although the community does have an aqueduct and an electrical plant, half the time they are out or order and there is many-a-night that I spend listening to my battery radio in candlelight.

Tomorrow is Sunday, day for the market and for mass. In the afternoon, when the sales are over, we all go to the town center with four or five musicians from the community. We dance in the plaza and sit down in the park to rest and to watch the boys play soccer. Everything ends fairly early, as everyone needs to return home before sunset. Besides, everyone is very tired as they would have been up since four or five in the morning.

OH DEAR, SPEAKING OF BLACK-OUTS... WE JUST LOST THE LIGHTS THIS MINUTE . . . I CAN'T SEE A THING! SO, UNTIL TOMORROW, WHEN I CAN SEE WHAT I AM WRITING.

Love,

Margaret

(Translated from Mobilizando la Mujer (New York: International Women's Tribune Center; November, 1980), pp. 14-15.)

IN RECOGNITION OF

THE OUTSTANDING SERVICE OF

FOR PARTICIPATION IN THE WOMEN: PARTNERS IN DEVELOPMENT WORKSHOP

CHRISTIANA, JAMAICA October 12 – 17, 1981

THE PARTNERS OF THE AMERICAS

CONFERS THIS CITATION

AND EXPRESSES ITS GRATITUDE

CHAIRMAN

PRESIDENT

PARTNERS OF THE AMERICAS

TRIP REPORT

DATE OF REPORT: November 9, 1981

PARTNERSHIP: Jamaica/Western New York

TRAVELER'S NAME: Mrs. Elizabeth Raleigh, M.S., R.D.

SPECIALTY: Clinical Nutrition

DATES: October 11-21, 1981

TITLE OF PROJECT: Women: Partners in Development Workshop

HISTORY AND BACKGROUND: This workship was initiated to stimulate Partners of the Americas WID Committee formation and WID Project initiation.

COUNTRIES & CITIES VISITED: Kingston, Jamaica
Christiana, Jamaica
Mandeville, Jamaica

PERSONS/ORGANIZATIONS VISITED: See attached travel log: Jamaica/Western New York Partners of the Americas, Partners of the Americas WID staff, Workshop Attendees and Speakers, IRDP, VOUCH, Womens Woodwork and Metal Project, Project Friendship, Womens Center, Jamaican Youth Centers in St. Thomas Parish.

FINDINGS AND ACCOMPLISHMENTS OF TRIP:

Specific Workshop Objectives:

1. To promote sharing of experiences among individuals working with women in developing projects.
2. To establish methods by which women can participate and contribute to development.
3. To develop skills in needs assessment, project planning, implementation and evaluation.
4. To design and implement development projects through combined efforts of workshop participant teams.

Phase Outline:

Phase I: Two representatives from Jamaica and Western New York will participate in the workshop on Oct. 12-17 in Christiana, Jamaica.

Phase II: Western New York Partners will remain in Kingston Oct. 18-21 to work with the Jamaica Partners in the design of a specific WID project to be carried out during the coming year.

Phase III: WID Project will be implemented in Jamaica in 1981-1982 through the partnership network

Results:

Phase I & Phase II: The workship resulted in participants learning --

1. What the WID concept means.
2. Why WID is vital for national development.
3. That women's needs/problems in the USA, Carribean, Latin America have a common core.
4. How to propose, carry out and evaluate WID projects.

Through interaction with our Jamaican partners in the second week of our trip, we found:

1. The members of the Jamaica/Western New York Partnership evidenced a sincere concern for the role and needs of women in Jamaica and USA.

2. Some time was spent reviewing the planning process steps as learned in Phase I of the workshop since our Jamaican Partners had not been able to attend on a consistent basis. Once this was accomplished some discussion was given to who might be some key community figures and programs which should be tapped for assistance and/or information. There was some difficulty in scheduling these due to the Jamaican holiday on Monday and our Jamaican counterparts pressing commitments for the latter part of the week. However, given these restrictions, the Committee worked quite well together, especially with the leadership of Daphne Adams. It was able to schedule a number of site visitations and initiate plans for what should prove to be a fruitful WID project.

Project Resulting from Trip: During Phase II we identified our target population as urban females between the ages of 14-20, with none or one child. A needs statement, goals and objectives were developed for the WID mini-grant proposal to be submitted in the near future. Before completing the proposal a market survey of the Kingston area will be implemented to identify income generating skills.

Role of Jamaican Partners:

1. Establish an active WID committee via recruiting in the Kingston area.
2. Carry out the market survey described above - if no recent survey has already been performed.
3. Survey organizations serving the target population to get their participation in needs identification.
4. Match 2 with 3 to complete the project design.
5. Contact the Western New York Partners in writing by the first or second week of November - to give a progress update.

Role of Western New York Partners:

1. Establish an active WID committee via recruiting in the WNY area.
2. Contact local business associations and rotary clubs to see if they can have input in the Jamaican market survey/project design.
3. Investigate income generating projects in the USA that might be applicable to Jamaican women.

Recommendations to our Partnership

There was some confusion on October 17th regarding where the Western New York Partners would stay during Phase II. This was a bit uncomfortable and could have been alleviated by advance planning before the arrival of Western New York Partners in Jamaica. It also would have been helpful to have a clearer schedule of activities for Phase II in advance of October 18th.

FINAL TRIP COMMENTS

Special thanks and appreciation is offered to Dr. Molly Thorburn and family for providing such gracious and friendly homestay accommodations.

The WID Staff that ran Phase I did an excellent job! They were organized, cohesive, enthusiastic and helpful beyond the call of duty. The result of their actions was a successful workshop outcome.

E. Raleigh

PREAMBLE
Proposal for the Nutrition and Education Project of the Florida-Colombia Alliance

by Clarita Machado and May Hamilton

This Preamble is intended to show the reader of the attached proposal how Machado's and Hamilton's reasoning and observations led to this particular project plan.

The Machado-Hamilton team first met in Christiana, Jamaica, at a workshop sponsored by Partners of the Americas on the topic, Women: Partners in Development. Attending the workshop were representatives of Latin American and Carribean countries and for each of these representatives there was a counterpart from the United States. Each team was encouraged to develop a project for women which would be completed during the following year.

Machado is a teacher and Education Research Director in Bogota',a position which includes research, educational planning and teacher training in this large capital-district of Colombia. Hamilton is a former teacher of graduate courses on Child Nutrition and Nutrition for the Aging at Florida State University, Tallahassee, and a writer of college nutrition textbooks with a strong background of volunteer work in world hunger projects. It was natural they should pursue a project for women combining their own specialities of nutrition and education.

It was assumed that the very poor in Bogota' would be in the same nutritional state as the very poor all over the world. Visits by Hamilton to schools in these sections confirmed that nutritional deficiences did indeed exist. It was reasoned that mothers of school children could be enticed into participation in the project through their desire for better health for their children. Once in the group their own nutrition could be emphasized on the basis that their good health would benefit their children. Also, Machado knew that many of the mothers in the poor sections of Bogota' are illiterate therefore the education component of the project would be directed to improving their ability to read and write while teaching them better food habits.

As plans moved forward it became clear it would do no good to teach the mothers, for instance,to use dried skim milk as a protein and calcium source if they had no money

with which to buy it or if they objected to its inclusion in the diet.(Opposition to change in diet is a world wide problem in nutrition,as true of wealthy populations as of the poor.) It was decided that the project's most important outcome might be the development of a model for reaching very poor, uneducated groups with nutritional or other health information. That way other communities (Dade County, Florida,with its influx of destitute refugees,for example) could benefit from the use of the materials and methods developed.

It seemed that the alternative to "telling" the mothers would be to "ask" their help in solving food problems in their community. What were the problems they faced as the food suppliers of their families? From this beginning of enlisting their help, a well-trained leader of a group would be able to lead the mothers toward the position of wanting additional knowledge about nutrition and toward wanting to read the attractive materials on nutrition which would already have been developed by the team. With this approach a nutrition and literacy program would have a chance of being successful.

Elation over the progress in the planning was quickly snuffed out when the planners realized the cruelty of teaching a mother of the need for a breakfast of more than panela (molasses and water) if that was all that was available to her.Thus, the income-producing (or food-producing) component of the project was born.

As the final three-pronged project evolved,the idea remained that real success will come only if the mothers do the planning. Therefore, there is no concrete plan presented for the income-producing component. The mothers will decide if they can join forces to solve their economic problems -- how they will do it -- how responsibilities will be shared -- how division of profits or food products will be accomplished -- and other questions which will arise as the project goes forward. The leaders will be open to and supportive of the mothers' efforts, only insisting that much of a home-produced food be consumed to improve their own health and that of their children. Only surplus products may be sold.

By the time the mothers have reached the stage of actually improving their nutritional health and of melding into a unified group it is hoped that their literacy also will have improved. If it has, they will be encouraged to

write for publication how they planned their food cooperative or garden or whatever group project they will have chosen to increase their food or financial resources. This write-up should prove valuable to later groups.

A vital part of this project will be the training and support of the leaders. These persons cannot be asked to donate their time. They will be donating their enthusiasm, dedication, and teaching know-how but their incomes are too low to allow them the luxury of donating time and transportation costs to the project. Funds must be found to pay a project coordinator and two teachers for a half time position for one year.

This Preamble has shown the steps in the evolution of the three-pronged project: Development of a model for improving the nutrition, literacy, and resources of mothers of school children in two poor communities of Bogota'.

Project Name: Women in Development: Developing a Small Business

Partnership: Costa Rica-Oregon

Contact Person Address: Ann M. Messersmith or Margaret Bakke, School of Home Economics, Oregon State University, Corvallis, Oregon 97331

Telephone: 503-754-3101 (Messersmith)
503-754-3684 (Bakke)

This Small-Grant Proposal is being jointly submitted by the above-named partnership.

Lillian Salt
Signature, Latin American/Caribbean Partners

Ann M. Messersmith
Margaret J. Bakke
Signature, U.S. Partners

As explained in the memorandum announcing this funding cycle, project grant proposals are being considered from the partnerships for three possible sources of funding. Please be sure that you have read the guidelines and criteria for each of these funds so that your grant request can be properly evaluated and reviewed.

Please check only one of the following funding possibilities, under which your project proposal will be considered.

X Community Education Small-Grants Fund
- All partnerships eligible.

____ Agricultural Development Fund
- All partnerships eligible.

____ Eco-Development Fund
- Only Caribbean, Central American and Mexican partnerships are eligible.

The proposed funding cycle for the project grant proposal is twenty-four months.

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NEEDS STATEMENT Need for income-generating projects in urban barrios has been identified and projects undertaken by several Costa Rican organizations. Among these organizations are: Federation of Voluntary Organizations, Center for Family Orientation and Goodwill Caravans. These projects have been successful only as long as the sponsoring organization supported the effort. There is a need to teach women how to organize, direct and manage small businesses. With this knowledge, income-generating projects designed by the women can continue to be self-sufficient and profitable.

PROJECT GOAL To develop a model program to enable women in urban families to establish independent community businesses that will improve their income.

SITUATION STATEMENT

Costa Rica is a country in the transitional state from an agricultural based economy to an industrialized society. Approximately 47% of the population of this country is located in the urban area of San Jose.

Inspection of the financial profile of the urban family reveals that the annual income per family is ¢24,000 ($800) while the annual income per capita is ¢5199 ($173). In response to the need for increasing family income agencies are encouraging communities to organize production groups which fail if agency support is withdrawn.

The intent of this proposal is to develop and test a model which can be shared with other agencies that are involved with similar community production groups.

This project is designed to assist the community organization initiated by the Ministry of Education in the Barrio 15 de Septiembre. As a part of this community education program, women have been taught sewing and embroidery skills and now seek to market their products. The Barrio was selected as the pilot site because of the poverty conditions, the existence of the community organization and the ongoing involvement of the Partners of The Americas.

It is proposed that Sherman Thomas, President of the Partners of The Americas in Costa Rica, will be the project administrator. The needed personnel are listed in the project by position responsibility. In some cases, individuals who are now working with the project will fill the roles; in others, qualified individuals will be recruited.

Best Available Document

*Often more than one objective is required to complete project goals. Please duplicate this page for each objective.

Objective #1 To develop an organizational and production structure of the community group that will clearly outline the responsibilities and rights of each participant.

Activities to Accomplish the Objective:

(1) Develop strategies to enable the group to identify the needed organization structure.

(2) Identify the production group personnel needs.

(3) Write simple job descriptions of each identified job.

(4) Propose work schedules that will allow individuals flexibility while meeting production goals.

(5) Determine pay rates for each identified job.

EVALUATION

(1) The organization chart is available

(2) Interview a random sample of the participants to determine if they know the rights and responsibilities of each member.

Persons Responsible for Carrying out the Activities:

Project Director: Felix A. Salas

Advisors: Costa Rica Partners - Denise Agnero and Lillian Solt

Dates for Completion of above Activities:

By the end of the first three months of the project

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*Often more than one objective is required to complete project goals. Please duplicate this page for each objective.

Objective # 2 To teach the participants the basic principles of the operation of a small business, including: the identification of components that determine income, the amount of time necessary before the production group will realize a profit, and management of income.

Activities to Accomplish the Objective:

(1) Develop the teaching module on small business operation

(2) Prepare a pretest/posttest

(3) Administer pretest/posttest

(4) Teach the Module

EVALUATION:

(1) Pretest to determine participants knowledge of operating a small business

(2) Posttest to determine participants knowledge of operating a small busines

Persons Responsible for Carrying out the Activities:

Small business expert (needed resource)

Instructor Felix Angel Salas

Advisors: Oregon Partners - Ann M. Messersmith and Margaret J. Bakke

Dates for Completion of above Activities:

By the end of the first six months of the project.

*Often more than one objective is required to complete project goals. Please duplicate this page for each objective.

Objective # 3 To develop and supervise the income-generating project.

Activities to Accomplish the Objective:

(1) Investigate the markets

(2) Identify resources: raw materials, labor, machinery, time, money, etc.

(3) Identify items to be produced.

(4) Implement production, scheduling, quality control, distribution and sales.

EVALUATION:

(1) Document market findings

(2) Product description

(3) Production records (amount produced)

(4) Sales reports (amounts sold)

Persons Responsible for Carrying out the Activities:

Group participants (as identified in Objective One)

Advisor: Felix Angel Salas

Dates for Completion of above Activities:

By the end of the first twenty-four months of the project.

*Often more than one objective is required to complete project goals. Please duplicate this page for each objective.

Objective # 4 To teach the organizational and educational modules to other urban production groups, using the representatives of agencies as instructors.

Activities to Accomplish the Objective:

(1) Develop selection criteria for agency participants which include a commitment to teach the project materials to a minimum of 2 production groups.

(2) Select representatives from various agencies (approximately 8).

(3) Conduct outreach training of agency members at the Barrio; 15 de Septiembre.

(4) Maintain a record of the community production groups that receive the project materials. The record will include the name of the instructor, dates and number of participants.

EVALUATION

(1) The selected agency representatives have completed the course and have taught the project materials to a minimum of 2 community production groups.

(2) Compile pre- and posttest data to provide a basis for possible revision of instruction modules.

Persons Responsible for Carrying out the Activities:

Project Director: Felix Angle Salas

Secretary/Clerk: (Activity 4 and evaluation data)

Advisors: Partners, A. Messersmith, M. Bakke, D. Agnero and L. Solt

Dates for Completion of above Activities:

Instruction of Agency Members (end of the twelth month)

Instruction of Production Groups by Agency Representatives to be completed by the end of twenty-four months

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1. How are the members of the community who will directly benefit from this project involved in the planning and implementation of the project?

This project was developed as a direct result of a planning meeting of 15 representatives of a community production group from the Barrio de 15 Septiembre. Ongoing involvement of participants is a crucial part of the project. This participation is identified by specific activities in the project plan.

2. Are other local sources contributing with financial or in-kind support for the project? Yes X No ___. If so, please describe the contributing organizations and the type of support given.

Ministry of Education - director's salary - some equipment; National Institute of Urban Housing - Building expense; Junta de Desarrollo -- security guard for the building.

3. In what ways other than financial is the project making use of available local resources?

Community Day Care Center: care of project participant's children

Community Association: exportation license

Federation of Volunteers: training in self esteem

4. What are your committee's plans for continuation of the project after the grant funds are expended?

By preparing other agency personnel to be consultants to production groups the project will be self perpetuating. Local partners' group will act as an advisory committee to assist agency personnel in continuing to offer the organization and educational modules to community production groups.

RESOURCES Please identify and describe the basic resources needed to perform each major activity.

Personnel: (1) Business Vocational Educational Technical Assistance. Six weeks technical expertise. (Resource needed)

(2) Graphic Artist: Illustration of organizational and production project materials. One week. (Resource needed)

(3) Project Evaluation: Partner members

(4) Consultants as needed re: textile design, legal assistance, accounting advising, etc. (Partner volunteers)

Materials: Duplication of organization and education module materials.

Supplies/Office: typing paper, stencils, pens, correction fluid, file folders, envelopes, ink, etc.

Production: Scissors, measuring tapes, yardstick, textile paint, brushes, textile pens, textile ink, etc

Financial Requirements: Capital Expenditures: Typewriter, desk chair (1), desk (1), tables (1 or 2), chairs (folding) (25), sewing machines (5), files, chalk board telephone installation, etc.

Monthly Expense: Production space rental, telephone, water, electricity, personnel urban community costs.

1983 - 1984

BUDGET

Line Item Description		Anticipated Cost: Small-Grant Request	Anticipated Cost: Other Sources
Personnel			
Project director			$ 3060
Secretary			1320
Security guard			1020
Instructors, 3			3180
Materials - Initial purchase and replacements (see page 5 for listing)			
Supplies		$ 250	
Duplication of materials		150	
Financial Requirements			
Capital expenditure - Additional production equipment		500	
Monthly Expenses			
Rental production, space	$17.00		
Telephone	2.50		
Water	1.50		
Electricity	8.00		
Personnel travel	10.00		
	$ 39.00		
Inflation @ 12%	4.60		
	$ 43.60		
12 months @ $43.60		523	
		$ 1423	$ 8580

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1982 - 1983

BUDGET

Line Item Description	Anticipated Cost: Small-Grant Request	Anticipated Cost: Other Sources
Personnel		
Project director		$ 3060
Secretary		1320
Security guard		1020
Instructors, 3		3180
Technical assistance		
Business vocational ed.	$ 1920	
Graphic artist	320	
Materials - Initial purchase and replacements (See page 5 for listing)		
Supplies	250	
Duplication of materials	150	
Financial Requirements		
Capital expenditure (See page 5 for listing)	1310	
Monthly Expenses		
Rental production space	$ 17.00	
Telephone	2.50	
Water	1.50	
Electricity	8.00	
Personnel travel	10.00	
	$ 38.00	
Per year $38.00 x 2	456	
	$ 4406	$ 8580

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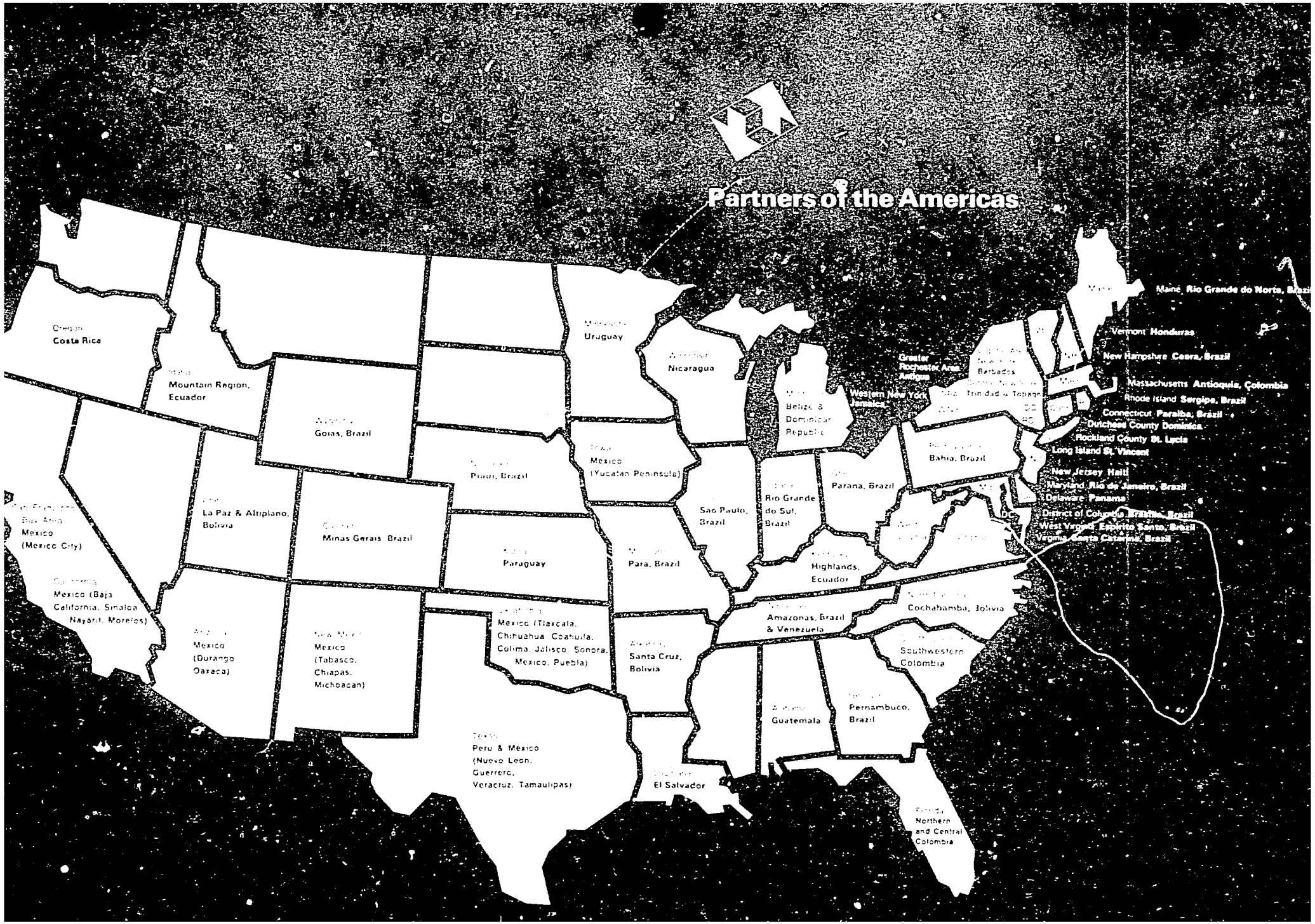
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Goias, Brazil
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Trinidad & Tobago
Maine, Rio Grande do Norte, Brazil
Vermont Honduras
New Hampshire Ceara, Brazil
Massachusetts Antioquia, Colombia
Rhode Island Sergipe, Brazil
Connecticut Paraiba, Brazil
Dutchess County Dominica
Rockland County St. Lucia
Long Island St. Vincent
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Maryland Rio de Janeiro, Brazil
Delaware Panama
District of Columbia Tocantins, Brazil
West Virginia Espirito Santo, Brazil
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Minas Gerais, Brazil
Mexico (Mexico City)
Paraguay
Para, Brazil
Highlands, Ecuador
Mexico (Baja California, Sinaloa Nayarit, Morelos)
Cochabamba, Bolivia
Amazonas, Brazil & Venezuela
Mexico (Durango Oaxaca)
Mexico (Tabasco, Chiapas, Michoacan)
Mexico (Tlaxcala, Chihuahua Coahuila, Colima, Jalisco, Sonora, Mexico, Puebla)
Santa Cruz, Bolivia
Southwestern Colombia
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Pernambuco, Brazil
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El Salvador
Northern and Central Colombia

What It Is

Partners of the Americas is a private, non-profit organization linking the citizens of 44 U.S. states with those of 26 Latin American and Caribbean countries.

There are 50 "partnerships" in the Partners of the Americas program, each linking a U.S. state with a counterpart state, region or nation in Latin America—e.g., Kansas-Paraguay, Maine-Rio Grande do Norte (Brazil), Alabama-Guatemala, New Jersey-Haiti. The goal of the partnerships is to mobilize resources at the community level for technical and cultural projects, based on the principles of self-help and mutual benefit to both sides of the partnerships.

Who Is Involved

Every year, thousands of private citizens, including educators, business people, civic leaders, students, health professionals, farmers and agricultural experts, sports specialists, journalists and artists receive training from and participate in Partner projects.

The President of the United States endorses the Partners of the Americas program and goals. At the local level, governors participate in state Partner programs; local and national officials in Latin America and the Caribbean support the activities of their respective partnerships.

Program Areas

Agriculture—Operates projects in agricultural extension, nutrition, home economics, marketing, poultry and livestock improvement, forestry preservation and rural youth development.

PATH (Partners Appropriate Technology for the Handicapped Program)—Promotes projects in disability prevention, rehabilitation and vocational training to meet the basic human needs of handicapped people and their families.

Sports—Stimulates youth and community development through the exchange of coaches, physical educators, trainers and athletes who share skills and knowledge to develop school and community sports programs.

Culture—Enables professional and lay leaders in the arts and humanities to develop cultural programs in their Partner areas; allows partnerships to sponsor residencies of performing, visual and folk artists from Partner areas.

Community Education—Brings together U.S. and Latin American educators to develop community oriented projects using the school as a learning and resource center.

Health—Develops projects in rural medicine and public health, nutrition, medical training, dentistry, hospital and medical school administration; provides medical supplies and equipment.

Project Examples

Agriculture—Locally derived feeds for Belizian poultry and livestock were developed to replace imported varieties by the Michigan-Belize Partners, through Michigan State University's Department of Animal Husbandry and the Belizian Ministry of Agriculture. Extension specialists designed courses to encourage small-farm holders and local extension agents to use the new feeds and techniques for feeding and far management.

Health—A network of rural health services on Nica ragua's east coast was established by the Wisconsir Nicaragua Partners. Indian village para-medical pe sonnel were trained in preventive and diagnosti techniques. Senior medical students from the Unive sity of Wisconsin were able to spend several month in Nicaragua learning about tropical diseases.

Culture—A Brazilian artist spent six weeks in Cha tanooga, sponsored by the Tennessee-Amazona (Brazil) Partners in conjunction with local arts an humanities commissions. By exhibiting his art, work ing with area schoolchildren and adults, conductin seminars for local art teachers and developing film for teaching art, he created enormous state-wide ir terest in Brazilian culture.

Sports—More than 100,000 individuals are involve annually in sports projects conducted by the partne ships. Skills sharing by coaches is one of the mos successful projects; Latin American soccer coache conduct clinics throughout the United States whil U.S. coaches teach olympic and community sports t Latin American youngsters, coaches and trainers.

Support

Project activities in the partnerships are supporte primarily by the partnerships themselves, with re sources from individuals, organizations and institu tions in their communities. The Partners enjoy co-operative relationship with more than 100 nationa and professional organizations.

The National Association channels financial resource to the partnerships from foundations, corporation and the U.S. government's Agency for Internationa Development and the International Communicatio Agency.

Professional services donated by Partners technician travel, cash contributions, equipment, materials an supplies average $11 million annually.

The National Association

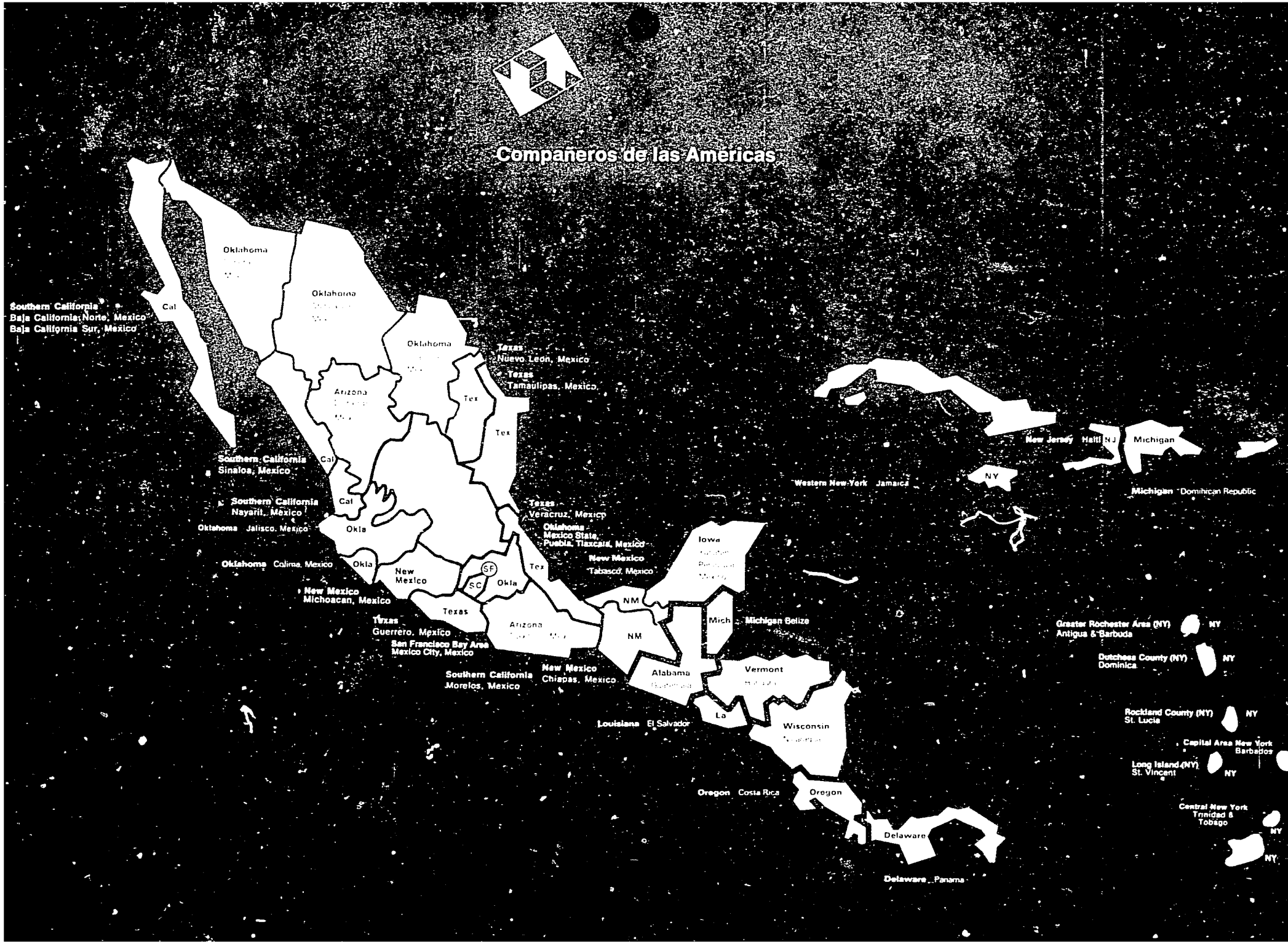
The National Association of the Partners of the Alli ance, Inc. (Partners of the Americas), chartered i 1966 in the District of Columbia, functions as th servicing, advisory and administrative agency for al 50 partnerships. The Partners employ professiona program directors in agriculture and rural develop ment, special education and rehabilitation, communit education, sports, and the cultural arts, as well a program directors for the Brazilian, Mexican, an South American/Caribbean regions.

Joining the Partners

The Partners program welcomes the participation o individuals and organizations willing to share thei skills and work toward achieving greater internationa co-operation and understanding among the peoples o the Western Hemisphere.

For More Information:

Partners of the Americas
2001 S St., N.W.
Washington, D.C. 20009
(202) 332-7332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Oklahoma
Oklahoma
Southern California
Baja California Norte, Mexico
Baja California Sur, Mexico
Cal
Arizona
Tex
Tex
Texas
Nuevo Leon, Mexico
Texas
Tamaulipas, Mexico
Southern California
Sinaloa, Mexico
Cal
Southern California
Nayarit, Mexico
Cal
Oklahoma Jalisco, Mexico
Okla
Oklahoma Colima, Mexico
Okla
New Mexico
Michoacan, Mexico
New Mexico
Texas
Guerrero, Mexico
San Francisco Bay Area
Mexico City, Mexico
Texas
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Puebla, Tlaxcala, Mexico
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St. Lucia
NY
Capital Area New York
Barbados
Long Island (NY)
St. Vincent
NY
Central New York
Trinidad &
Tobago
NY
NY

Proposito

Los Compañeros de las Américas es una organización privada, sin fines de lucro que une a los ciudadanos de 26 naciones de América Latina y del Caribe con 44 estados Norteamericanos.

Actualmente existen 50 "compañerismos", cada uno de los cuales enlaza un país o región compañera en América Latina o el Caribe con un estado norteamericano, por ej.: Paraguay-Kansas, Guatemala-Alabama, Haití-New Jersey. La finalidad de los compañerismos —formados por comites de voluntarios— es mobilizar recursos a nivel comunitario para realizar proyectos técnicos y culturales, basados en los principios de ayuda propia y beneficio mútuo para ambas partes de los compañerismos.

Participantes

Cada año miles de personas: educadores, negociantes, líderes cívicos, estudiantes, profesionales en salud, agricultores, especialistas en deportes, periodistas y artistas participan y se benefician con los proyectos que se realizan a través de los Compañeros.

Los programas de los Compañeros de las Américas cuentan con el apoyo y participación de las autoridades nacionales y locales de los países de América Latina, del Caribe y de los Estados Unidos.

Programas

Agricultura y Desarrollo Rural—Realiza proyectos en extensión agrícola, nutrición, economía del hogar, mercadotecnia, mejoramiento de la producción de especies menores y ganadería, conservación de bosques y desarrollo de la juventud rural.

PATH (Technología Apropiada para los Incapacitados) —Promueve proyectos orientados a la prevención de incapacidades/inhabilidades y fomenta la rehabilitación y formación vocacional, a fin de abarcar las necesidades humanas básicas de las personas con desabilidades/ incapacidades y de sus familias.

Deportes—Fomenta el desarrollo de la juventud y de la comunidad a través del intercambio de entrenadores, profesores de educación física y de atletas quienes comparten sus conocimientos y habilidades en el desarrollo de programas deportivos para escolares y comunidades.

Cultura—Ofrece oportunidades a profesionales y administradores de las artes y las humanidades para desarrollar y auspiciar programas culturales en los compañerismos, tales como: residencias para artistas en las áreas del folklore, teatro y artes gráficas representativas de los distintos compañerismos.

Educación para la Comunidad—Enlaza a los educadores de América Latina, el Caribe y los Estados Unidos para llevar a cabo proyectos orientados al desarrollo de la comunidad empleando la escuela y otros recursos comunitarios.

Salud—Realiza proyectos en medicina rural y salud pública, nutrición, entrenamiento médico, odontología, administración de hospitales y escuelas de medicina.

Ejemplo de Proyectos

Agricultura—Bajo la coordinacion del compañerismo Belize-Michigan se produjeron localmente, alimentos derivados para aves de corral y ganado en Belize, a fin de reemplazar las variedades importadas. Este proyecto se hizo posible gracias a la mútua participación del Departamento de Agricultura y Ganadería de la Universidad de Michigan y del Ministerio de Agricultura de Belize. Los especialistas en extensión de ambos países ofrecieron seminarios destinados a motivar a los pequeños ganaderos y criadores de especies menores a utilizar el nuevo producto nacional

Salud—El compañerismo Nicaragua-Wisconsin estableció un sistema de servicios de salud rural en la costa Este de Nicaragua. El personal para-médico de esa área fue entrenado en técnicas de prevención y diagnóstico. Asimismo, estudiantes de medicina de la Universidad de Wisconsin pasaron varios meses en Nicaragua estudiando las enfermedades tropicales.

Cultura—Gracias al auspicio del compañerismo Amazonas (Brasil)-Tennessee y a la colaboración de comisiones de arte y humanidades locales, los escolares, estudiantes de arte, profesores y el público en general de Chattanooga, Tennessee, tuvieron la oportunidad de conocer el arte del Brasil a través de exposiciones, conferencias y películas ofrecidas por un artista brasileño quien estuvo seis semanas en Chattanooga.

Deportes—Más de 100,000 personas participan anualmente en los proyectos deportivos de los compañerismos. Uno de los proyectos más exitosos es el intercambio de entrenadores latinoamericanos de fútbol, quienes ofrecen talleres de entrenamiento en los Estados Unidos. A su vez, entrenadores norteamericanos enseñan técnicas deportivas que promueven la participación de las escuelas y las comunidades.

Recursos

Las actividades de los compañerismos son financiadas esencialmente por los voluntarios a través de recursos brindados por organizaciones, instituciones y miembros de la comunidad. Los diferentes compañerismos mantienen relaciones de ayuda mútua con organizaciones, instituciones y universidades de carácter privado o gubernamental de las Américas.

La oficina de los Compañeros en Washington, D.C. ofrece a los compañerismos recursos financieros que obtiene de distintas fundaciones o corporaciones, de la Agencia Internacional para el Desarrollo y de la Agencia de Comunicación Internacional.

Los servicios profesionales donados por los técnicos de los Compañeros, las contribuciones en efectivo, el equipo y materiales utilizados en los proyectos ascienden a un total de 11 millones de dólares al año.

NAPA

La Asociación Nacional de los Compañeros de la Alianza, Inc. (Compañeros de las Américas-NAPA), establecida en el Distrito de Columbia en 1966, funciona en calidad de agencia administradora y asesora de los 50 compañerismos. Cuenta con profesionales que dirigen los programas en agricultura y desarrollo rural, rehabilitación y educación especial, educación para la comunidad, deportes, artes y cultura, así como con directores de programas para las regiones de Brasil, México, América del Sur y del Caribe.

Nuevos Participantes

Los Compañeros de las Américas invitan a las personas y organizaciones de las Américas a compartir sus conocimientos y experiencias, a fin de lograr una mayor cooperación y entendimiento entre los pueblos de las Américas.

Para Mayor Informacion:

Compañeros de las Américas
2001 "S" Street, N.W.
Washington, D.C. 20009, U.S.A.

October 24, 1991 The Daily Gleaner.

—AFI photo

CLOSING ADDRESS: Parliamentary Secretary in the Ministry of Youth and Community Development, Miss Princess Lawes, adressing the closing ceremony of the workshop, "Women-Partners in Development", held at the Brooklyn Training Centre, Christiana, Manchester, on Friday, October 16. The workshop, which examined development projects involving women from Latin America and the Caribbean and several States of the USA, was sponsored by the US/AID and Partners of America, a Washington based, non-profit, organisation.

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CARL WINT: EDITOR

OF BENEFIT TO WOMEN

Women from 18 countries are now meeting in hristiana in a Partners of America sponsored ve-day training workshop. It is taking place ithin the confines of the second Integrated ural Development Project (IRDP).

Those participating in the workshop, based n the theme, "Women: Partners in evelopment", come from the United States, entral America and the Caribbean.

A /e understand it the IRDP — a soil onservation and agricultural development roject of the Ministry of Agriculture and the nited States Agency for International evelopment — was chosen because "it has a uccessful women's component developed with elp from the office of Women in evelopment".

Home extension officers work with rural omen in basic nutrition, intensive vegetable ardening techniques, child development and amily health.

Against this background the workshop has as ne of its objectives: "to stimulate and expand evelopment projects which address the needs f women . ."

While the participants are extension workers nd educators in nutrition, home economics, griculture and rural development, as well as rofessionals we do hope that the siting of the orkshop in the particular area took into onsideration the involvement of those women ho are to be the beneficiaries of both the RDP and the workshop.

We make the point against the background hat too often the professionals and technicians ided and abetted by bureaucrats fall to ct y involve the very people they are ip-ally working to help.

Having said that we do extend our welcome o all the participants now in Christiana, and to hose who worked to make it possible. It is our ope that their deliberations will be fruitful and hat our women who live on the hillsides will eap benefits.

These women form the backbone of the ountry and any improvement in their ondition is sure to redound to the good of their amilies, their communities and the nation.

More and more women are coming to the ore, getting qualifications in a whole range of ields and taking their place alongside their ale counterparts who have traditionally nonopolise certain professions. This trend will ontinue.

In the meanwhile the potential of the rural vomen, many of them hard and dedicated vorkers should be harnessed fully. They may not become engineers nor administrators but they could easily form the basis of a sound economic community base.

Properly organised they could develop a thriving cottage industry type economy which could tap export markets to everyone's benefits. Let us hope there will be many more such workshops.

THE DAILY GLEANER, FRIDAY, OCTOBER 23, 1981

Lawes tells women not to be complacent

Parliamentary Secretary in the Ministry of Youth and Community Development, Miss Princess Lawes, has challenged women in development projects to ensure that the desired results were attained.

Speaking at the closing of a workshop entitled "Women — Partners in Development" on Friday last at the Brooklyn Training Centre in Christiana, Manchester, Miss Lawes further charged the participants not to become complacent with what they had already achieved. She pointed out that the United Nations Decade for Women was halfway through, yet women had not achieved many of the stated goals.

The Parliamentary Secretary noted that women in the Caribbean were at a disadvantage because of the underdeveloped nature of the territories moreso than their North American counterparts. Women of developing countries often had to play the dual role of mother and father to their offsprings, Miss Lawes observed, and so development for them was somewhat different.

Sponsored by Partners of America, a Washington based non-profit organization linking citizens of 44 American states and 21 Latin American and Caribbean countries, the workshop focussed on planning and identification of resources and the evaluation of projects involving women. The organization in Jamaica is under the patronage of Governor-General and the Most Hon Sir Florizel Glasspole.

The Daily Gleaner, Thursday, Oct 15, 1981

Int'l workshop on women here

A workshop on the theme: "Women — Partners in Development" is being held here from Monday to Saturday. The workshop is being sponsored by the Partners of the Americas, Washington, with the assistance of USAID's Office of Women in Development.

The workshop, focusing on the planning, identification of resources and evaluation of projects which include women and meet their needs, is taking place on the site of the Integrated Rural Development Project (IRDP) in Christiana. The IRDP is a soil conservation and agricultural development project of the Ministry of Agriculture and the U.S. Agency for International Development, It was chosen for the workshop's site because it has a successful women's component, in which home extension officers work with rural women in basic nutrition, vegetable gardening techniques and family health.

Participants in the workshop are from 15 Partner areas in Central America, the Caribbean and the United States. It is the first of its kind in the Hemisphere, and more than 60 delegates have arrived in the island from Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, Barbados, Dominica, the Dominican Republic, Haiti, Trinidad and Tobago, and from the States of Michigan, Oregon, Louisiana, Alabama, Vermont, Wisconsin, Delaware, New York and New Jersey.

CO-ORDINATED

The Jamaica-Western New York Partnership is being represented by Mrs. Daphne Adams and Mrs. Christine Craig (Jamaica) and Mrs. Ida Jean Windell and Mrs. Eliza Raleigh (Buffalo). Miss Jasmine McPherson, co-ordinator of the Women in Development Component on the IRDP Project; Mr. Henry Stennett, director of the IRDP Project; and Mrs. Winnie Hunter of the Jamaica Partners Committee will be among local persons assisting the workshop. The workshop is being co-ordinated by Mrs. Martha Lewis and Mrs. Ginny MacLean Victoria of the Washington office of Partners of the Americas.

Workshop activities include team building, training in project planning, implementation and evaluation and site visits to women's projects. The Women in Development Component of the IRDP will serve as a demonstration of a successful effort to integrate women in an ongoing development project.

SPECIFIC PROJECTS

After the workshop in Christiana each participating team will travel to the Central American or Caribbean Partner country where the teams will design specific projects to be carried out within the partnership in the coming year.

Keynote speaker for the workshop will be Mrs. Carmen Delgado-Votaw, immediate past president of the Organization of American States Inter American Commission of Women. Delegates will also be addressed by Mr. Alan Rubin, president of Partners of the Americas and Dr. Lloyd Hunter, chairman of Jamaica Partners. Miss Princess Lawes, Parliamentary Secretary in the Ministry of Youth, Sports & Community Development, will officiate at the closing ceremony on Friday, October 16.

Partners of the Americas is a private, non-profit organization linking the citizens of 44 U.S. States with those of 21 Latin American and Caribbean countries. There are 56 "partnerships" in the Partners of the Americans programme, each linking a U.S. State with counterpart State, region or nation in Latin America. Jamaica is linked with Western New York.