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Workshop Report Series

REPORT OF A WORKSHOP
FOR
RURAL WOMEN LEADERS

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The Workshop was an informal session bringing together rural women leaders and trainers from various Government ministries.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	iv
I. INTRODUCTION	1
II. OPENING SESSION	7
III. PRIORITIES OF RURAL WOMEN FOR RAISING THE QUALITY OF RURAL LIFE	9
IV. COMMUNICATION IN SUDANESE VILLAGES	17
V. LEADERSHIP IN VILLAGES	23
VI. PROBLEM-SOLVING	25
VII. PLAN OF ACTION AND RECOMMENDATIONS	37
ANNEXES :	
ANNEX 1 - List of Participants	50
ANNEX 2 - Workshop Schedule	54
ANNEX 3 - New and revised course outlines from rural leaders training prepared by the National Training Team	55
ANNEX 4 - Suggested Flowchart	56

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The photographs for this report were taken by Ms. Kay Chernush, United States Agency for International Development.

I. INTRODUCTION

Background

The 1976 Workshop ^{1/}

In August 1976, a workshop for the training of 26 selected staff members from 12 Ministries of the Democratic Republic of Sudan and the Sudanese Women Union was organized in Khartoum by the Ministry of Social Affairs with assistance from the United Nations Economic Commission for Africa (ECA) and Food and Agricultural Organization (FAO). UNICEF and the Federal Republic of Germany also gave their financial support. The objectives of this workshop were:

1. To provide training in adult learning and communication techniques, and in leadership skills for a cadre of national trainers who were to be responsible for training rural women leaders of the Sudanese Women Union.
2. To prepare a curriculum which could be used as the basis of a four-months' course for rural women leaders in the Ministry of Social Affairs.

The 26 participants in the workshop examined a broad spectrum of subjects including the participation of women in planning and decision-making at all levels in the Sudan; the effects of national plans and policies on women; the roles of women in home, farm, and income-generating activities; and improving the quality of rural life through better nutrition, child care, family spacing, and management. ^{1/}

Much of the workshop was devoted to practical exercises in non-formal education, communication, co-operation techniques and curriculum development based on problems in the Sudan. The participants developed outlines of courses on the following subjects, as part of a comprehensive curriculum:

Family Welfare and Management of Resources

- Course 1. Problems of general family welfare.
- Course 2. Budgeting and planning the use of resources.

^{1/} The report of the workshop has been published under the title: Workshop for Trainers of Rural Women Leaders. Copies are available from the African Training and Research Centre for Women, Economic Commission for Africa, P.O. Box 3001, Addis Ababa, Ethiopia.

Nutrition and Family Health

- Course 1. Problems during pregnancy and lactation.
- Course 2. Nutrition and health of young children.
- Course 3. Problems of nutrition in primary school children.

Hygiene, Home and Farm Improvement

- Course 1. Problems of poor sanitation, water supply and drainage.
- Course 2. Problems of grain storage and preservation.
- Course 3. Food preservation.
- Course 4. Problems of insects in the home.

Income - Generating Activities

- Course 1. Development of producer co-operative societies.
- Course 2. Development of consumer societies.

Rural Education

- Course 1. Problems of low crop-productivity.

Leadership Skills

- Course 1. Problems of efficient leadership.

Lack of time prevented the designing of all the desirable courses for leaders' training, and among the follow-up action suggested by the participants was that they be able to continue to work together to complete the curriculum and participate in the rural leaders' training programme. They also expressed a wish for more extensive training in one or more of the following skills topics, according to the present competencies of each participant:

- rural living patterns and how to study them.
- adult education leadership and communication skills (for some participants only).
- greater competence in the practical application of their own particular and specialized knowledge to meet the needs of rural families and communities in the Sudan.

The 1979 Workshop - Organization, Content and Objectives

The 1979 workshop was a follow-up to that held in 1976. It was arranged as part of the Symposium on the Changing Status of Sudanese Women, organized by the Principal and staff of Ahfad University College for Women and the Symposium Steering Committee. It was funded by FAO, UNICEF, USAID and the Ford Foundation. This workshop brought together four groups of people:

1. Rural women leaders from different parts of the Sudan.
2. Members of the Sudanese National Training Team (most of whom had attended the 1976 workshop).
3. Students from Ahfad University College for Women.
4. Staff members of the United Nations Economic Commission for Africa/African Training and Research Centre for Women, and other resource persons.

In the 1976 workshop, the international staff and staff appointed by the Ministry of Social Affairs acted as trainers of the National Training Team.

In the 1979 workshop, however, the national trainers took responsibility for conducting the sessions for the rural women leaders and students, with the international staff acting as trainer-consultants to help to plan and facilitate the workshop.

Preparatory work was carried out by the National Training Team to define the objectives of the workshop and to make a tentative plan. Then a pre-workshop meeting was held at which trainers and international consultants discussed and agreed on the objectives and the programme. It was understood that the workshop programme would be flexible and would evolve according to logistic possibilities, language complications, and the wishes of the participants.

The workshop was conducted in two languages - Arabic and English. Consecutive translation was given in plenary sessions by national trainers.

The emphasis of the workshop was on encouraging the rural women leaders to describe their problems, needs and concerns so that the future leaders' training programme might be tailored to fit real situations. Exercises which would be of use to the rural leaders were also carried out on leadership, communications and problem-solving. The workshop also drew up a plan of action to enable the National Training Team to become involved effectively, as soon as possible, in the leaders' training programme.

Objectives of the Workshop

These were defined by the National Training Team as:

1. To provide an opportunity for rural women leaders to describe their concerns, problems and needs, and to suggest possible solutions to their most pressing problems, so that a training curriculum for leaders could be planned which reflects actual situations and rural peoples' aspirations.
2. To provide an opportunity for the National Training Team of 1976 to review and complete their curriculum for rural leaders' training, and in particular to prepare courses in:
 - (a) family food and nutrition (to proceed the nutrition courses already designed)
 - (b) child development, child care, family life education
 - (c) horticulture (subject to availability of expertise)
 - (d) communication
 - (e) income-generating and self-reliance activities
3. To continue the development of training skills.
4. To review the experiences, constraints and successes of the National Training Team since 1976 and to work out action to overcome difficulties.
5. To begin the training of a group of rural women who could serve as leaders to initiate and carry out further programmes of education and service to women in the provinces.
6. To plan specific follow-up action.

Plan of Action and Recommendations

The workshop culminated in the elaboration of a Plan of Action for a programme of training for rural leaders and Recommendations for follow-up action to the Workshop. The Plan and Recommendations in full in Chapter VII, below.



Participants (above) study the Report of the 1976 Workshop to which this Workshop was a follow-up; below, a participant takes notes on one of the formal presentations.



II. OPENING SESSION

Mrs. Rashida Abdel Mutalab, Deputy Under Secretary, Ministry of Social Affairs opened the Workshop. She welcomed the participants, explained the purpose of the workshop, and wished it success.

Getting to know each other

All the participants, including the resource persons, formed themselves into pairs. The people in each pair interviewed each other to find out about their work, their families, their schooling and training, their social interests, and other information which they would like to share with the workshop participants. When all the interviews were completed, each person introduced the other member of her pair to the workshop. This technique helped to create an informal and friendly atmosphere and started the process of getting to know each other.

Review of the Workshop Programme

The participants agreed to the provisional programme of the workshop. It was explained that to make the sessions as useful as possible, some changes might be made as the workshop progressed.

Participants' Expectations from the Workshop

Each participant was asked to write out what she expected from the workshop. The replies were as follows:

<u>To have an opportunity to:</u>	<u>Number of replies</u>
- discuss the problems of nutrition	8
- understand better the different problems of Sudanese rural women	7
- discuss the problems of education for girls	7
- discuss the problems of adult education for women ..	5

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<u>To have an opportunity to:</u>	<u>Number of replies</u>
- discuss the need for day-care centres	4
- discuss problems of female circumcision	3
- discuss the effects of custom and tradition	3
- discuss how to improve health in rural areas ...	3
- consider what kinds of village technology could help women's work and earning productivity	3
- consider social problems in the villages	3
- discuss how to increase literacy among women	3
- learn more about child care	3
- discuss the problems of pregnancy	2
- improve the leadership skills of rural women ...	2
- stimulate rural women to express their needs and find solutions to their problems	2
- establish communication and dialogue on common interests between rural and urban women	1
- discuss the high cost of marriage	1
- consider the problem of lack of employment possibilities for rural women	1
- discuss the advantages and disadvantages of breast-feeding	1
- consider ways of improving food supply and food preservation	1
- discuss the importance of family planning	1

III. PRIORITIES OF RURAL WOMEN FOR RAISING THE QUALITY OF RURAL LIFE

The five national trainer teams made short presentations dealing with different problems of rural life, namely:

1. Adult Education
2. Health and Nutrition
3. Agriculture and Planning
4. Social Work
5. Co-operatives and Labour

Following the presentations which were illustrated by slides, participants were divided into small groups to discuss problems of the different areas of the Sudan. The groups were composed of rural women leaders, trainers and students, organized according to district.

The main objective of these discussions was to help the rural women leaders to describe the needs of women in their particular areas in a specific and concrete way which could lead to solutions for the problems. Emphasis was on solutions and alternatives which the rural women themselves proposed.

The groups represented the following districts:

1. Northern and Southern Darfur
2. Red Sea
3. New Halfa
4. Southern Sudan
5. Gezira and Northern Province

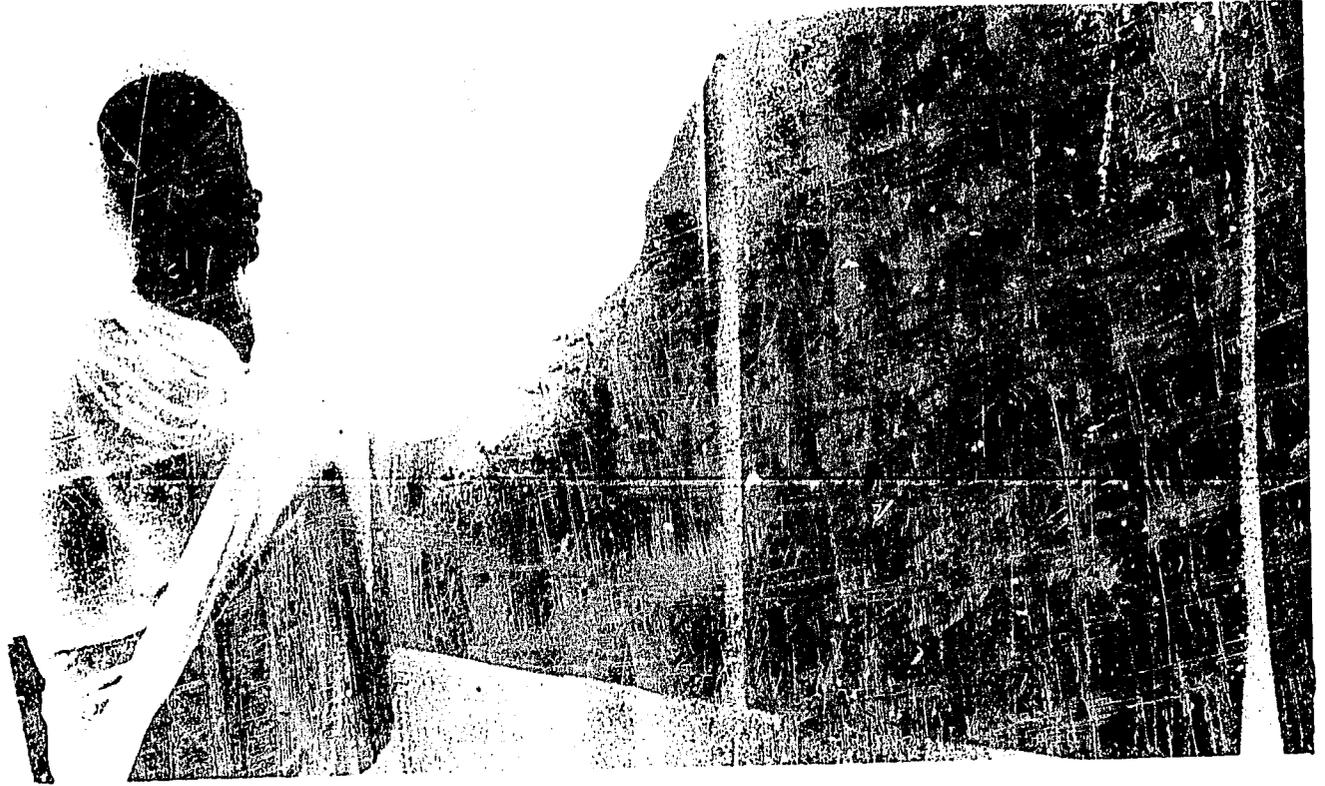
After the discussions a representative from each district presented their group's major problems and priorities.

These are summarised below:

NORTHERN AND SOUTHERN DARFUR

1. Education

- (a) Adult Education Centres are inactive.
- (b) There are not enough schools to enroll all pupils (girls and boys).



Presentations brought out the unique problems of women in each of the Sudan's provinces; issues such as female circumcision and Islamic custom were discussed frankly and openly.



2. Public Health

- (a) There is a high incidence of malnutrition among children.
- (b) Diseases during pregnancy and complications before and after delivery are common.
- (c) Goiter is endemic in Zaghawa and Tawila areas.

3. Social Aspects

- (a) Female circumcision and traditional methods of delivery are very serious problems which should receive immediate consideration.
- (b) Because marriage ceremonies are so expensive, women are becoming reluctant to marry.
- (c) Migration: These two provinces are primarily agricultural. Seasonal problems influence migrations to other countries (Libya, Chad). Men leave women and children behind while they search for better jobs. Women have the entire responsibility for the crops as well as for the home and family and have little time for further education.

4. Agriculture and Co-operatives

- (a) There is a lack of appropriate technology to help women in agriculture.
- (b) People lack the knowledge and means to attack insects.
- (c) Co-operatives are largely confined to towns. In rural areas they are mostly inactive with the exception of one or two producing sugar and oil (and these have almost no participation of women).
- (d) The lack of water supplies makes women's work harder and affects hygiene and health.

5. Population

The two provinces have similar family planning situations. Parents do not plan their families or space their children. Therefore there are many children and not enough food.

6. Transportation

Difficulties in transportation are acute in South Darfur.

RED SEA

1. Education

Ignorance and illiteracy are widespread. The man seems to be the master for all decisions. He prevents his daughters and wife from going to school because he does not want them to go out where they may meet men. They are only allowed to have Koranic education given by women who teach them how to pray. They eat, drink, look after the family and goats and have nothing else in life to interest them.

2. Traditional Problems

Problems related to marriage and family events are very important.

- (a) The maha (bride price in camels) is too expensive.
- (b) The girl's opinion is never asked concerning the choice of her future husband.
- (c) The bridegroom is usually chosen among the relatives of the tribe.
- (d) Children marry too early - girls at the age of 9 to 10 years and boys at the age of 14 to 15 years. After their marriage, the bride and groom go back to their respective parents for a year.
- (e) Funerals and illness are too expensive. If someone is ill, all the village people go and stay with the sick villager even for 2 or 3 months if need be, until he or she dies. The family has to feed all these people, and it may mean using two or three sacks of rice every day.
- (f) When a man dies women must weep all day every day for a week following the death, and the men prepare food for the women.

If the father of a family dies, the daughters must stay with their mother for a year, even if they are married. The relatives who came for the illness must stay with the widow for 40 days.

If a widow has been married for many years she is not expected to remarry and must work by herself to support her children. A young widow, however, may remarry.

3. Food Problems

Fruit and vegetables are very scarce, especially for nomads who mostly live on meats, fats, milk, sorghum, millet and rice.

4. Lack of Health Visitors

No health workers are available to help mothers in delivery and to teach them about child care.

NEW HALFA

1. Transportation

Lack of transport is a major problem, mainly during the rainy season. People cannot go even to the nearest neighbouring village and cannot reach any services (hospitals, schools).

Lack of transportation also leads to a lack of consumer goods and encourages a black market in sugar, oil and kerosene, for example.

2. Shortage and Expense of Labour

Women need help on farms but they cannot afford to pay the wages for farm workers.

3. Hygiene

Malaria, bilharzia, eye infections, and complications of pregnancy and childbirth are common. Treatment is difficult because of shortage of transportation.

4. Family Size

There are no family planning facilities, and parents do not know about spacing of children.

SOUTHERN SUDAN

Lack of women and girls trained in:

1. Midwifery, Mother and Child Care and Child Spacing

Women suffer from lack of assistance in these areas. If there are complications in childbirth the mother, or the baby, or both may die. If the baby survives, the mother may not know how to take care of him/her or how to avoid the next pregnancy.

2. In Agricultural Extension

Women don't know how or don't want to cultivate new products and prefer to buy food in the market. Some women depend on the same food for three or four days; as a result there is little variety in the family diet.

3. In Nutrition

Women don't know how to feed babies and to prepare food especially for them; therefore there is a lot of diarrhea and malnutrition.

4. In Communication

Men's attitudes towards women's work are a serious problem. Men believe that if a woman is educated:

- (a) She may be tempted by other men.
- (b) She may have higher expectations in life, e.g. better clothes, a car.
- (c) Nobody will be at home to prepare the meals and take care of the children.

There is a lack of family education, at school and outside the school, to change these attitudes.

5. In Co-operatives

Women have nobody to help them to start a co-operative and assist them in dealing with administrative constraints.

6. In Health and Hygiene

Women don't know how to keep the home environment clean. They often have to walk for miles to get water for drinking or cooking and little water is left for washing.

7. Appropriate Technology

Agriculture is very primitive, and women have too much work to do. They do not benefit from new techniques. Only men use mechanical tools to cultivate products which can be sold. Women cultivate food for home consumption. Traditional storage methods need improvement.

8. Adult Education

Ninety per cent of the women are illiterate. There are not enough schools in rural areas and not enough educated women returning to their districts to train village women. Most of the educated women have been refugees and because they have been educated in foreign countries they can't teach in the local languages of the southern Sudan.

9. Transport

Few cars and lorries are to be found, with the result that assistance cannot be organized for women in cases of emergency delivery, complications of childbirth or injuries to children.

GEZIRA AND NORTHERN PROVINCE

1. Lack of Education

- (a) There has been a late start in women's education.
- (b) Men resist girls and women being given education.
- (c) Women's agricultural burdens have been a handicap to their education.
- (d) There is an imbalance in the number of schools for boys and schools for girls.
- (e) Gezira has many literacy programmes, but there are none in the Northern Province.

(In the Gezira integrated rural development scheme exhibitions are held to encourage literacy, and literacy certificates are presented to the newly literate. Women who have obtained a certificate can go and teach neighbouring women to read and write.)

- (f) There are no incentives for people to become literacy teachers.

2. Inadequate Health Education

In Northern Province

- (a) Tropical diseases including malaria, bilharzia are common. Water supplies are poor and hygiene standards low.
- (b) There are few hospital or health centres, and organized transportation for sick or injured people is non-existent.
- (c) Malnutrition is prevalent, at least partially because women are not aware of the relationships between food and health.
- (d) The food supply is inadequate which leads to inflated prices for those items available.
- (e) There is ignorance of good food preservation methods.

Gezira

Gezira is a rich province with a development scheme including 90 teachers and 15 centres where women are taught to be very good housekeepers. The staff of these centres belongs to the Social Department of the Ministry of Social Affairs and to the Ministry of Education.

Gezira also has health visitors who go from village to village teaching mothers to look after children and organizing transport to hospitals.

Common Problems

From the presentation it became evident that there was considerable variation between the problems expressed by the leaders from different parts of Sudan. However, there were several problems that were common to nearly all the areas:

- (a) the shortage of trained women staff to work in rural areas.
- (b) the need to train local women in a wide variety of subjects related to development.
- (c) the necessity to employ these trained women in their home areas.

In most districts the leaders considered that the attitude of men to women's education was a serious constraint to progress. Acute shortage of transport, and inadequacy of services such as schools for girls, health clinics and centres for women's education were also problems needing urgent consideration.

IV. COMMUNICATION IN SUDANESE VILLAGES

This session began with small group discussions using the groups already formed according to districts of the Sudan. Participants were asked to discuss the following questions and to report their findings to the workshop as a whole:

EXCHANGE OF NEWS AND INFORMATION:

1. What are the existing ways through which news and information travel in the villages of your district ?
2. Who talks to whom about what in what way ?
3. What constraints exist in talking about different subjects ?
For example, can daughters discuss contraception with their mothers ? Can wives discuss money with their husbands ?
Can a daughter discuss marriage with her father ?

COMMUNICATION METHODS SUITABLE FOR USE IN VILLAGES BY RURAL WOMEN LEADERS:

What modern or traditional methods of communication could be used in your district in teaching rural people, especially women ? Could the following be used ?

- organized radio-listening group with a leader to conduct the sessions ?
- practical learning by doing in work groups ?
- role-playing ?
- traditional songs and dances ?
- establishment of a local women's committee ?
- pamphlets and posters ?

What others methods might be suitable ?

The groups reported the following conclusions from their discussions:

Northern Province:

News is spread by wall newspapers posted in the mosque, the marketplace and the main street. Only a few people have radio and few women have time to listen to the radio programmes. The village People's Councils (political organizations) pass on news. There are no film shows, but cars with loudspeakers spread information; sometimes there are exhibitions. Women exchange information and views when they meet, and the village midwife carries news from village to village.

In Northern Province, parents do not ask their daughter's opinion about marriage. If a girl wants to discuss this subject she will talk with a sister or a friend, as she would be too shy to discuss it with her mother.

Gezira:

In Gezira, the means of passing on news are similar to Northern Province - mainly through wall newspapers, political organizations, itinerant midwives and conversation when people meet. Here, however, there are films from time to time.

If the authorities want women to gather for a lesson, they organize a fair or a ceremony and invite the women by means of a car with a loudspeaker.

New Halfa and Red Sea Provinces:

In Red Sea Province news passes within a village from man to man and then from man to woman. As each person tends to add something the news is frequently distorted. A few men listen to the radio. Male visitors and men of the villages who travel bring news. In Wadi Halfa people, both men and women, get news through the radio and telephone and daily bus service.

In Red Sea Province a girl is not entitled to have opinions on anything; she cannot ask anyone about her problems and she can make no decisions. Even for small things such as a new dress she must ask her mother who then asks her father. All decisions are made by men. Men do all the buying for the home and family, even clothes, furniture, and equipment, without consulting their wives.

In New Halfa, the situation is different. Girls can talk more freely with their fathers and mothers as well as their sisters, and decisions are made by all members of the family who are concerned.

North and South Darfur Provinces:

In South and North Darfur Provinces, news and information usually reach a responsible man in the area and are then spread by car and loudspeaker. Film shows are held. In the capital posters are displayed, and village people visiting town carry home the information.



Rural women described means of communications in their home areas (above), and members of the international team of trainers (below) listened to their presentations.



Some information comes first to political leaders who inform the chiefs of different areas who in turn tell their people.

In North Darfur social welfare officers spread information. News is exchanged in the markets, which are held once or twice weekly. Many families have radios but village women seldom have time to listen.

In the towns, families have many sources of information including television, film, radio and posters.

In the rural areas of these two provinces, information is often passed on by the officials to school teachers who tell their pupils and these in turn tell their families.

Men only make decisions. Girls talk about problems to their mothers and sisters but not directly to their fathers.

Southern Sudan:

In Southern Sudan, official information is passed on in English or Arabic from Khartoum or Juba through district commissioners and officers. They then translate the information into local languages and pass it on to the village chiefs. The chiefs pass it on to the people through the sub-chiefs and small units.

Communication from higher levels usually reaches the village people by word of mouth, by car with loudspeaker or sometimes by a poster.

Messages are often also circulated through schools, churches, mosques, youth community centers and market places.

This province also uses signals on drums or trumpets to announce important visitors or gather people for hunting, war, marriages and funerals, which men and women attend together.

Within the family and community a girl will talk about her problems first to her best friend who will then tell the mother about it. If the relationship between mother and daughter is good, discussion between the two is possible. If a girl's parents are dead, she will talk about her ideas and problems with an aunt.

The workshop participants then discussed other means of communication which might be used by village leaders and in educational campaigns. They felt that political and popular organizations such as the Southern Sudan Women's Union could be more fully used for these purposes.

The use of listening groups was considered promising, and a group of participants carried out a role-playing demonstration on the use of a teaching tape, demonstrating:

- (a) contacting the village women
- (b) introducing and discussing the main points to be noted
- (c) listening to the tape
- (d) discussing the lesson
- (e) summarizing what had been learned
- (f) making a plan for action
- (g) arranging how the group could request further tapes and information on other subjects of interest

After the role-planning exercise, the participants discussed the use of broadcasts, tapes, films and slides in teaching, considering the three people necessary to make the use of these media a success, i.e.:

- The person who prepared the lesson.
- The technician who prepared the film, broadcast, slides or tape.
- The leader who leads the introductory and final discussion.

V. LEADERSHIP IN VILLAGES

What is meant by Leadership ?

The workshop participants agreed with the definition of leadership given by one of the rural women leaders.

"Leadership is the ability to get people to discuss matters, to decide on them and to take action."

They listed the qualities needed in a good leader as:

- good personality
- flexibility
- ability to convince others
- self-confidence and self-reliance
- a sense of responsibility
- cleverness at finding resources
- good character
- being popular/loved by others
- being well-known
- wisdom
- education
- logic
- observant
- ability to listen to others
- a good team worker
- influential/having social weight
- actively committed to the interests of the people he/she leads
- ready to help others
- sets a good example
- credibility
- hard-working/active
- respected
- fulfilling people's concept of a leader

Types of Leadership

It was emphasized that there is no one type of good leadership. Different circumstances may demand different types. Sometimes a good leader may be a dictatorial leader. Other times a democratic type of leadership is called for. In all cases a leader who cannot make decisions and action does not deserve

the title of leader. Whether leaders are political, religious or social, their types of leadership vary according to needs and culture.

Efficiency of group activities

Some of the factors which influence the effectiveness of group work, some of which the leader can influence, are:

- the feeling of the group about the importance of the problem
- the responsiveness of the group members
- the suitability of the time and place of the meeting
- the clarity of the purpose of the group meeting
- the amount of information and background available

Conflict within a group

Conflict within a group is an indication of interest. It can be resolved in several ways:

- by majority vote
- arbitration by an outsider
- the leader's decision after considering the opinions of all members
- persuasion to change people's minds
- explanation
- exploration of the reasons for the disagreement and action to eliminate these reasons

Role Playing: Types of Leadership

Groups of participants dramatised the methods of dictatorial and democratic leadership, and the merits of each method were discussed.

The democratic leader involved the group so deeply in their subject that the objectives of demonstrating role-playing as a teaching technique were lost. The effectiveness of a good democratic leader was, however, admirably shown.

VI. PROBLEM-SOLVING

The small groups were asked to choose the problem that they felt was the most important among those previously identified in their respective provinces, and to prepare a plan of action to solve it.

To assist them in this task they were given the following guide which had been prepared by the participants in the 1976 workshop.

STEPS IN PROBLEM SOLVING

1. Talk about the problem for a while and discuss some of the causes

- How is it affecting people ?
- What are some of the issues ?
- How do people feel about the problem ?
- How do members of your council see the problem ?

Do not:

assume that the problem is clear or underestimate the problem.

It might help to break into small groups and discuss the problem more fully.

2. Suggest possible solutions (alternatives)

Get as many ideas as possible for solving the problem. Allow members of the council to suggest many different ways of solving it. Think hard.

Do not allow strong members of the committee or chairman to influence the group unduly.

It might help to:

Look for all additional information needed:

- Use the experience of all members of the group. Use all possible means to encourage shy members to speak.

- Use the brain-storming technique, i.e. allow members to make suggestions quickly and list them without criticizing them. After all the suggestions are made they can be examined critically.
- Allow for periods of silence so that members have a chance to think and to jot down ideas.
- Make sure there is an atmosphere of free discussion in the group.
- Break into small groups to think of possible solutions.

3. Test the alternatives

Examine them to determine whether or not they are possible, outrageous, much too expensive, or relevant to the problem; whether they will bring about a lasting solution.

Do not: allow the prestige or influence of the chairman or other strong members prevent their suggestions from being as critically examined as those of other members.

It might help to:

Spent as much time as possible examining the alternative well; allow little groups to examine various alternatives; keep a record of these discussions for future use.

4. Choose among alternatives

Make decision on a solution by choosing one of the possible solutions or a combination of the possible solutions or a combination of parts of possible solutions.

- Do not:
- rush to vote before everything is clear to all the members.
 - identify ideas with persons. The suggestions must remain suggestions of the entire group and whichever is chosen must be a choice of the entire group. It is nice to praise one member for a good idea, but she might also have to bear the blame for failure or end up doing the work because it is her idea. Joint ownership breeds joint responsibility.

It might help to:

Have each member express her feelings about the choice of solution; summarize the decision.

5. Make a plan for action

This step might help members to rethink the decision. Plan exactly:

- What shall be done;
- Who should do what;
- When various parts should be finished;
- How everything will be done;
- How much money it will cost;
- How the money will be acquired;
- What should be done first, second, third, and fourth.

6. Evaluate constantly

- Check to make sure everyone is getting a chance to express his/her opinion.
- Check to make sure all points raised are given consideration.
- Check how the group is getting along.

are members helping each other ?

are members taking over other people's responsibilities ?

- Is everyone feeling involved and doing his/her share ?
- Is the group accomplishing its goals ?
- If the group plan is not working well, review the methods being followed and look for better techniques if necessary.

Following the study of the steps needed for group problem-solving, the groups again considered the problems they had originally been given.

The following are the problems selected by the groups, the analysis of causes, possible solutions and the plans of action the groups presented to the workshop.



Sessions on problem-solving were an integral part of the Workshop.



A. ILLITERACY IN WOMEN (Red Sea Province)

1. Causes of the problem

- (a) only a few men are literate and they resist women's education.
- (b) there are not enough social services for women.
- (c) the early age of marriage is a handicap to their further education.

2. How do the rural people feel about the problem ?

- (a) only educated people who have seen other patterns of life can have or express their feelings about this problem.
- (b) members of village councils consider the problem of illiteracy as a very serious one.

3. Solutions suggested

- (a) An intensive national campaign to change men's attitude to women's education should be carried out.
- (b) Educated women must start to teach the illiterate rural women who have not had the benefit of education.
- (c) The literacy campaign, using all kinds of media, should be intensified.
- (d) Literacy class should be made a social gathering at which coffee or tea and dates are served so that women enjoy themselves and are motivated to attend.
- (e) Rewards could be presented to new literates.
- (f) Establish schools in nomadic areas so that at certain times of the year (rainy seasons) the people may study.
- (g) Introduce compulsory education for boys and girls.

Plan of Action

1. Community centers with social services should be established in nomadic areas, to allow nomadic families to benefit, at least seasonally.
2. Educated people among the nomads should teach the others.
3. All possible channels should be used to contact people (women as well as men) in their homes and encourage them to attend literacy courses.
4. Entertainment using films and slides should be provided along with the literacy education to attract people to attend the classes.

B. LACK OF ADULT EDUCATION FOR WOMEN (Northern and Southern Darfur Provinces)

1. Causes of the problem

- (a) By custom and tradition, education for women is considered undesirable.
- (b) People are not convinced that education is important.
- (c) There is a shortage of trained teachers, and those available are reluctant to teach in rural areas.
- (d) A substantial proportion of the population is nomadic, which makes education difficult.
- (e) Resources allocated to adult education are insufficient.
- (f) Shortage of transportation makes it difficult to bring education to people.
- (g) There are no organized committees in rural areas to maintain enthusiasm for adult education.
- (h) There are no incentives to become educated.

2. Possible Solutions

- (a) A campaign to explain the importance of education, involving all political and social organizations.
- (b) Encourage self-help to provide funds for an educational campaign and request local councils to allocate more funds for adult education.
- (c) Organize training courses for teachers and voluntary teachers and for people selected from the nomadic groups who will be able to teach other nomads while they are moving.
- (d) Establish education centres for women in places where these do not already exist.
- (e) Provide transportation for supervisors and a follow-up campaign.
- (f) Provide incentives either in the form of money, a gift or certificates.

C. DEATH AND DAMAGE IN CHILDBIRTH AND INFANCY (Southern Sudan)

1. Causes

- (a) There are few trained midwives in the southern Sudan.
- (b) Few women receive pre-natal care.
- (c) Old customs lead to the infant being denied breast feeding for the first 3 days because people believe that the colostrum is toxic.
- (d) Soot or ashes are put on the cut of the umbilical cord, and this leads to infections.
- (e) Husbands are reluctant to let their wives go to health centres because male doctors may touch their abdomen.

2. How do the people feel about this problem ?

Rural women fear pregnancy because they know that if the delivery is not successful they or their child may die.

3. Solutions suggested

- (a) The Government should build more primary health centres and should provide more trained midwives, doctors and health workers.
- (b) The people's council should press the authorities for money and material to build such centres and should mobilize the people themselves to contribute labour and money.
- (c) Traditional midwives and educated girls from the villages should be trained in modern midwifery and should return to work in their villages.
- (d) Popular campaigns should be launched to educate both men and women about the physiology of reproduction and satisfactory methods of delivery in order to overcome their shyness about sex and childbirth.

4. Plan of Action

- (a) To introduce a campaign in southern Sudan to train traditional midwives in modern techniques.
- (b) To train educated young women as qualified midwives.
- (c) To provide refresher courses for these already trained.



D. SPREAD OF DISEASE THROUGH LACK OF PUBLIC HEALTH AND CHILD CARE FACILITIES (Gezira and Northern Province)

1. Causes

- (a) Environmental hygiene is poor and water stagnation widespread.
- (b) People are not aware of the need for personal or environmental hygiene and sanitation.
- (c) Families do not have the resources for good sanitary facilities.
- (d) Diseases such as malaria, dysentery, and gastro-enteritis are spread because of the prevalence of flies, mosquitoes and other insects, and this causes a high death rate.
- (e) These diseases reduce the efficiency of men labouring on their farms and this in turn causes low labour productivity and low crop yields.

2. Solutions suggested:

- (a) Popular education campaigns to get people to clean up their houses and roads and to dispose of their garbage hygienically; these clean-up campaigns should be regular
- (b) Prizes should be awarded for the cleanest houses.
- (c) Education on child feeding and child care should be organized through health centres and other community groups.
- (d) More health centres should be established.

3. Plan of Action

- (a) Invite people, through the political committee, women union, youth union and people's committee, to come to a meeting to discuss the problem.
- (b) At this meeting divide the duties of a clean-up campaign between the different age and sex groups.
- (c) The women will clean their houses and compounds.
- (d) The youth will build an incinerator.

- (e) The youth will collect the dirt and garbage from the streets and village surroundings and burn it; they will spread oil on stagnant water to prevent mosquitoes from breeding.
- (f) The clean-up campaign will take place twice per month.
- (g) Money to pay for the campaign will be found by preparing an exhibition of hand-made products and selling them, and by asking a contribution from the Government.
- (h) The campaign should be evaluated on the basis of its impact on the health and well-being of the people.

CONCLUSIONS FROM THE SESSIONS ON IDENTIFICATION OF PROBLEMS AND
ON PROBLEM SOLVING

The main concerns of the workshop participants were the need for:

- (a) More education for rural women and changing the attitudes of men towards the education of women and girls.
- (b) Improved public health and hygiene and family health including the importance of minimizing the dangers of childbirth in rural areas, and the need for better environmental and personal hygiene and for child spacing.
- (c) The training of local staff - teachers, midwives, and others - who will return to work in their own communities.

VII. PLAN OF ACTION AND RECOMMENDATIONS

PLAN OF ACTION FOR A PROGRAMME OF TRAINING FOR RURAL LEADERS BY A NATIONAL TEAM RECRUITED FROM INVOLVED MINISTRIES

A. Initiation of the Programme

1. The report of this workshop should be submitted to the Government through official channels for comments and for action.
2. The workshop participants hope that a training programme for rural women leaders of the Sudan Women's Union will be organized officially and the necessary budget allocated; this education programme will include ways and means of improving the quality of rural life and welfare of rural families. The four-months course for rural women leaders should be established. An evaluation plan will be built into the programme from its beginning.
3. The national trainers should be assigned to serve as full-time members of a national training team when the programme starts officially.
4. The national training team should provide training courses at the Soba Centre for rural leaders and refresher training courses for field staff from different ministries.
5. Before the training courses start the national trainers should visit the rural areas to discuss the programme with official and voluntary agencies and to help select the most suitable women leaders for trainees.
6. The trainees should be, as far as possible, educated women from the provinces.
7. The National Training Team members should be used in the provinces, as well as in the Soba Centre, to train women leaders locally.
8. The officials in the Provinces will be asked to support the plan for training rural women leaders.
9. The Departments of the different Ministries located in the capital of each province will establish an inter-ministerial team at the provincial level to support and assist the local action committee and the rural leaders and to assess the progress of the programme.

10. All existing centres for youth, nutrition, welfare and others, should be used in the women's training programmes.
11. The village committees of the Sudan Women's Union and Youth Union and the People's Councils should call the rural people together to discuss the most effective ways of bringing education to village women.

These groups will form an action committee for:

- Providing meeting place
- Transportation
- Equipment
- Other facilities

The rural women leaders who graduated from the four-month course will teach their neighbours.

12. The national trainers should prepare pamphlets in local languages on subjects such as nutrition and health for use by the rural women leaders.
13. Members of the National Training Team will visit rural villages to watch progress of the work and try to help to solve any difficulties.
14. The trained rural leaders will continually evaluate their own programme and apply for support, as necessary, from local action committees.

B. Action by the National Trainers and Village Leaders who attended the 1979 Workshop

1. The National Trainers who participated in the 1979 workshop will form a committee to assist the follow-up action.
2. The rural leaders on return to their areas should contact the village committees of the Sudan Women's Union, the Youth Unions, and the People's Councils and Village Development Committees to enlist their help in the education campaign for the rural women.
3. The National Trainer's Committee should establish a continuing relationship with the rural leaders who participated in the 1979 workshop through a regular exchange of reports.
4. The Social Welfare Department should contact the officials who selected the rural leaders for the workshop to inform them of its outcome and expected follow-up.

C. Request for International Assistance

It is suggested that the Government make a request to FAO or to some other suitable organizations for support in this training programme for rural women leaders. The request for assistance should include the provision of an Arabic-English speaking rural home-economist experienced in the establishment of training programmes who could give in-service training to the National Training Team.

Recommendations

In addition to the Plan of Action, the participants recommended that:-

1. The Social Affairs Department continue its commitment to the programme for the education of rural women of the Sudan Women's Union; and that it start action to organize the training of rural women leaders at the Soba Centre, or other similar institution, and in the provinces taking into consideration the Plan of Action suggested by the Workshop.
2. Each province should choose one or more villages in which to develop a prototype programme as the first phase of implementing the Plan of Action.
3. The most important problems of rural women, such as these identified in this report, should be tackled first in the prototype village programmes.
4. A special section should be established in the Social Affairs Department; to be responsible for the rural leaders' training programme and their activities involving rural women.
5. Professional women from the southern Sudan be included in the National Training Team.
6. New courses in public relations and communication should be introduced in all universities and colleges for the higher education of girls and women.
7. Coordination should be strengthened between northern and southern Sudan.
8. Home economics teaching should be introduced into the primary school curriculum, for both boys and girls.
9. Study tours should be arranged for women leaders between the various provinces of the Sudan.

10. The Government should make a request to FAO or other appropriate organizations for assistance in developing this women leaders' training programme.

Evaluation of the Workshop

Participants were asked to grade, anonymously, the various sessions of the workshop according to whether they thought them useful and well-organized, were undecided about this, or did not find them beneficial.

The following answers were received:

Sessions	Total Number Evaluating	R e s p o n s e s		
		Beneficial	Undecided	Not Beneficial
Introduction of participants	21	19	1	1
Group discussions on priority problems and needs	21	20	0	1
Group leaders presentation of priority problems	21	17	3	1
Communication	21	19	1	1
Problem-Solving Exercise	20	19	1	0
Plans of Action	15	15	0	0

Closing Remarks

The Workshop was closed by Mrs. Rashida Abdel Mutalab, Deputy Under Secretary, Ministry of Social Affairs. Mrs. Rashida told the workshop members that during the last three years the Social Welfare Department and the Sudan Women's Union had been expanding from small beginnings and were now functioning bodies providing programmes and services for rural Sudanese people. She stressed the need for cooperation between the various ministries and organizations operating in rural areas and expressed pleasure at the support shown by many ministries in sending participants to the 1976 and 1979 workshops. She expressed her confidence that out of this workshop a real national team of trainers would be built and a framework established for them to use their talents and education in training rural leaders and helping rural families.

The present workshop, she emphasized, had given trainers and rural women leaders the opportunity to share knowledge and to understand each other and "talk the same language".

Mrs. Rashida thanked the participants and resource staff for their hard work and concern for the rural people of the Sudan.

Mrs. Suzanna Agiba Hakim thanked Mrs. Rashida and the International staff on behalf of the participants. She believed that everyone had enjoyed the workshop and each person had learned a lot from the other members. Lasting friendships had been established.

Finally she expressed thanks to the President of the Democratic Republic of the Sudan for his interest in the welfare of women and his efforts to improve their situation and status.

I. FAMILY FOOD AND NUTRITION

TARGET POPULATION	WHAT THE RURAL WOMEN SAY ARE THEIR PROBLEMS	WHAT THE PROFESSIONALS SAY ARE THE PROBLEMS	GOALS/OBJECTIVES	IDEAS TO PASS ON
<p>Rural women leaders</p>	<p>Young boys and girls are generally thin and short</p> <p>Some of them cry too much</p> <p>They are often sick and some of them die after 6 months from diarrhea, vomiting or infections</p> <p>At school, adolescents are tired</p>	<p>Lack of nutrition knowledge. The mothers do not know the relationship between good health and good nutrition.</p> <p>The socio-economic situation of large families combined with low income and inequitable distribution of food within the household : adolescents, lactating and pregnant women do not receive extra food</p> <p>The mothers do not know the importance of mixing the different kinds of foods in their diet.</p> <p>Lack of facilities for storage and preservation.</p> <p>There are a lot of food habits and taboos.</p>	<p>After the course, the women leaders will be able :</p> <ul style="list-style-type: none"> - to know the right quality and quantity of local food available to prepare for their children and themselves when pregnant or lactating - to cook various kinds of food in best possible ways so as not to lose the nutrients - to preserve by simple ways meat, fruits and vegetables 	<ol style="list-style-type: none"> 1. Special food should be prepared for children between 6 months and 2 years (mixture of food easy to digest, ground or boiled). 2. Extra food is necessary for adolescents going to school, pregnant and lactating women. 3. The income of the family should cover its needs. 4. Children should receive their vaccinations and go regularly to health centres for checking of weight and general health. 5. Adolescents should be regularly checked for parasites. 6. Adolescent girls should receive extra food rich in iron, i.e. liver and green leafy vegetables. 7. Food preservation methods should be improved so as to ensure enough food the whole year and enable the mothers to use different varieties of food, like cereals, pulses, nuts, dried fruits and vegetables.

I. FAMILY FOOD AND NUTRITION (Cont'd)

LEARNING EXPERIENCES
THINGS TO DO

	TIMING	RESOURCES	EVALUATION
1. Discussion of special nutritional needs of children according to different age groups.	1 day	<u>People</u> - nutritionist - food technician expert in food preservation - MCH staff	<u>Immediate</u> - Measure changes of rural women leaders' attitudes, knowledge and skills at the beginning and at the end of the course
2. Visit to a health centre or (MCH) when children are weighed (weight for age is one of the best ways of judging if a child is properly nourished) during an inoculation session for children.	1 day	<u>Material</u> - utensils - food items - educational material	<u>Middle term</u> - Visits after one year
3. Food demonstrations with the help of the women's leaders on:		<u>Finance</u>	
. how to prepare meals from locally available foods	1 day	- budget for food demonstration and teaching aid materials	. to the school to find out whether children are eating properly (snacks...) (better performance of children)
. how to prepare snacks suitable for children to carry to school according to the food available in different districts	1 day	- transportation	. to MCH to find out whether there is any improvement in child health (diminution of infant mortality, increase of weight for age)
. prepare jam	1 day		
. preserves meat, fruits and vegetables	2 days		

II. CHILD DEVELOPMENT

TARGET POPULATION	WHAT THE RURAL WOMEN SAY ARE THEIR PROBLEMS	WHAT THE PROFESSIONALS SAY ARE THE PROBLEMS	GOALS/OBJECTIVES	IDEAS TO PASS ON
Rural Women's leaders	<p>Children are not growing properly</p> <p>They don't have time to take care of them</p>	<p>All parents are not aware of the importance of the spending enough time and care in helping their children to develop well</p> <p>They don't know the relationship between nutrition and child development</p> <p>Women think that parents and other family members are more important than a child</p>	<p>At the end of the course the leaders will be able to:</p> <p>explain the need of children for security, attention, fun</p> <p>explain the major ways of child development:</p> <ul style="list-style-type: none"> . physically . mentally . socially/emotionally <p>to motivate other women in the village to spend time in helping their children to develop well</p> <p>to motivate families to space their children so that each can receive individual attention</p> <p>to explain in a simple way the relationship between good nutrition and physical development</p> <p>show parents how to make simple play things</p>	<ol style="list-style-type: none"> 1. Children cannot develop properly unless their parents give them care, love and food. 2. Children receiving care, love, attention and stimulation are developing faster than children for whom parents have little time to spend with them. 3. Healthy and happy mother has more chance to produce a healthy child. 4. Family should allocate some time with children so that children could understand what their parents want them to learn and they should not be punished for small mistakes. 5. Children need to learn how to learn, how to control their emotions. 6. Parents must encourage children to create things to play with. They can help them to learn songs, dances, games, and teach them how to make simple toys. 7. To every stage of child's development corresponds a special diet - child nutrition should receive a special attention.

II. CHILD DEVELOPMENT (Cont'd)

LEARNING EXPERIENCE THINGS TO DO	TIMING	RESOURCES	EVALUATION
1. Discussion with the leaders about the different stages of child development.	2 days	<u>People</u> - child psychologist - pediatrician - head of orphanage - expert in handicrafts - nutritionist	1. Regular visits and measurements. 2. Comparative surveys between orphan children and children at the kindergarten.
2. Visit to the orphanage. Survey on child development.	2 days		
3. Visit to the kindergarten. Survey on child development.	2 days	<u>Material</u> - scale - measurement rod - educative toys, papers, markers, cassettes, puppets - food and equipment for nutrition demonstration	
4. Inventory of traditional toys. Discussion about the possibility of developing educative toys locally produced.	2 days		
5. Nutrition demonstration for weaning foods and children's diet.	2 days	<u>Finance</u> - Transportation for visits - Budget for nutrition demonstration - Material for making simple toys	

III. COMMUNICATIONS

TARGET POPULATION	WHAT THE RURAL WOMEN SAY ARE THEIR PROBLEMS	WHAT THE PROFESSIONALS SAY ARE THE PROBLEMS	GOALS/OBJECTIVES	IDEAS TO PASS ON
Rural women leaders	<p>They have no mass media</p> <p>Lack of time to listen to the radio</p>	<ol style="list-style-type: none"> 1. Lack of communication. 2. Different languages used in the same place. 3. Most of the people cannot read any newspaper (when available), advertisement or poster. 4. Few radios at village level. 	<p>At the end of the course the leader will be able to:</p> <ol style="list-style-type: none"> 1. know how to communicate with other people (presentation, how to make others comfortable, confident to talk and express opinions). 2. use simple aids to lead them to understand a message. 3. make use of simple radio programmes. 4. make use of role-playing. 5. develop traditional ways of communication. 	<ol style="list-style-type: none"> 1. The transportation problem is being solved. 2. Poster and papers must be written in simple local languages. 3. Encourage them to regular listening of radios if available with a leader to conduct discussions. 4. Regular attendance at adult education classes, meetings at churches or mosques. 5. Communications should be an exchange (dialogue) of ideas, not a monologue (1 person talking), i.e. conversation between two or more people. 6. Conflicts could be resolved in groups: <ol style="list-style-type: none"> (a) conflicts can be used positively to lead to action. If there is conflict it shows that people care. (b) the voice of those who disagree should be listened to because they want to convey a message. (c) conflict can be resolved by: discussion, compromise, mediation, majority vote, jokes.

III. COMMUNICATIONS (Cont'd)

LEARNING EXPERIENCE THINGS TO DO	TIMING	RESOURCES	EVALUATION
1. Try to find out what influences the success of groups (experience of group dynamics).	1 day	<u>People</u> - extension officers - specialists in the various methods of communication	<u>Immediate</u> Measurement of changes in rural women leaders' skills, attitudes and knowledge at the beginning and end of the course.
2. Teach them how to record and how to use the recorded tapes.	2 hours	<u>Material</u> - posters - films - radio and cassette recorders - TV sets - slides	<u>Middle</u> Visits after three months to find out how they are doing with things learned in the course.
3. Show them films and slides to explain certain problems.	1 hour	<u>Finance</u> budget for materials and transportation	<u>Ultimate</u> They are communicating very well and they make optimum use of the means of communication.
4. Make posters on certain areas, e.g. nutrition.	2 days		
5. real demonstration on certain topics (with the participation of the leaders).			
6. Invite them to a party and round-trip to different districts.			
7. Fairs, exhibition.			

IV. INCOME-GENERATING ACTIVITY, MARKETING AND COOPERATIVES

TARGET POPULATION	WHAT THE RURAL WOMEN SAY ARE THEIR PROBLEMS	WHAT THE PROFESSIONALS SAY ARE THE PROBLEMS	GOALS/OBJECTIVES	IDEAS TO PASS ON
Rural women leaders	Lack of knowledge of how to earn more money Lack of money	It is difficult to get them out of their houses	At the end of the course the leaders will be able to : - identify locally available materials - develop new skills (Handicrafts, accounting, food preservation) - find marketing possibilities - form women's groups so that technical assistance will be given to improve the food production through gardening, small animal husbandry, poultry ...	1. More money improves the level of living of the family. 2. Improving the skills women already have can bring more income. 3. To learn new skills will bring new sources of income. 4. Involving the men would make it easier for women to form production groups. 5. Working together is better than struggling alone and individual's interest is best assured through the development of the community. Such action is characterized by democratic participation. Therefore, people decide and achieve for themselves what is best for their well-being. 6. Cooperatives promote community action. 7. Cooperatives promote mutual confidence. 8. National development plans recognize cooperatives. They can receive technical and financial assistance.

IV. INCOME-GENERATING ACTIVITY, MARKETING AND COOPERATIVES (Cont'd)

LEARNING EXPERIENCES THINGS TO DO	TIMING	RESOURCES	EVALUATION
1. Arrange meetings to discuss the problems.	2 meetings	<u>People</u>	- End of the course test of leaders to explain and inform about production groups
2. Find out what the local materials are.	1 week	- expert in rural cooperatives	- Rural women accept the value of production groups
3. Find out what are they willing to buy.	2 weeks	- expert in handicraft cooperatives	- Women are earning money and hope for better income
4. Give basic accounting courses to women.	2 meetings	- expert in accounting	
5. The women will be trained in skills.	according to the needs	<u>Material</u> According to the product	
		<u>Finance</u>	
		- loans from the training centres	
		- putting money together to buy materials for handicrafts	

ANNEX 1

List of Participants

A. Rural Women Leaders and Staff

<u>N A M E S</u>	<u>DISTRICT</u>
1. Ali, Amna	Red Sea
2. Dabish Ahmed, Ajba	Gezira
3. Dabish Ahmed, Haram	Gezira
4. Hakim Ayiba, Susana	South Sudan
5. Juan, Catherine	South Sudan
6. Musa, Fatima	Red Sea
7. Nair, Merim	S. Kordofan
8. Pitalite, Bernice	Equatorial
9. Seir El Kiten, Fatima	Dongola
10. Suliman, Fatima	Kassala
11. Wur Mohamed Abas, Safia	N. Kordofan
12. Zakaria Weda, Fatma	Gezira
13. Danyal, Merthilena	South Sudan
14. Shanan, Hayat	Gezira

B. National Training Team

N A M E S	MINISTRIES
1. Abdel Gadir, Leila	Agriculture
2. Atiyah, Suliman Ahmed	National Planning
3. Awadalla Mahgoub, Aisha	Trade and Supply
4. Boran Mohamed, Hamida	Social Affairs
5. Deshir, Hayat	Adult Education
6. Elgahli, Belgis	Education & Health
7. El Hakim Yousif, Souhair	Cooperative
8. El Mehina, Rabab	Social Affairs
9. El Tigani, Hayat	Youth
10. Gafar, Houda	Health (Nutrition)
11. Mohamed, Amna	Labour
12. Mohamed, Faiza	Cooperative
13. Mohamed Dafaalla, Neimat	Education (Gezira)
14. Arbab, Sana	Social Affairs
15. Ali, Buthena	Adult Education

C. Students of Ahfad University College of Women

1. Abdalla, Soad
2. Ahmed, Sitaldar
3. Ahmed Mohamed, Alawii
4. Ojaba, Elizabeth
5. Hamed, Samia
6. Hamid, Fadia
7. Magzoub, Fathiya
8. Shigidi, Wafa
9. Suliman, Salma
10. Younes, Eslah

D. Resource Persons

NAMES	POSITION & ORGANIZATION
1. Agrebi, Saida	- Head of Arab Working Women Committee, Arab Labour Organization, Tunis
2. Badran, Mohamed Hoda	- Professor of Social Work and Regional Advisor for Family Welfare, UNICEF, Beirut
3. Badri, Yusif	- Professor of Philosophy of Education, Ahfad University College for Women, Sudan
4. Chernush, Kay	- Photographer
5. Maconick-Lopez, Jocelyne	- Trainer ATRCW/UNECA, Addis Ababa
6. Mirgani, Attiat	- Workshop Coordinator, Ministry of Social Affairs, Sudan
7. Abdel Mutalab, Rashida	- National Coordinator, Under-Secretary, Ministry of Social Affairs, Sudan
8. Ritchie, Jean	- FAO/ECA Training Consultant ATRCW/UNECA, Addis Ababa

ANNEX 2

Workshop Schedule

24 February

- Morning - Preparatory meeting of National Training Team and International Consultants.
- Evening - Welcome Address by Mrs. Fashida Abdel Mutalab, Under-Secretary, Ministry of Social Affairs.
- Introduction of participants.
- Review and approval of the Workshop programme.

25 February

- Morning - Attendance of Symposium Session.
- Evening - Priorities of village women for raising the quality of rural life.

26 February

- Morning - Priorities of village women (continued)
- Evening - Free

27 February

- Morning - Communication in Sudan villages.
- Evening - Leadership in villages.

28 February

- Morning - Problem-solving

1 March

- Morning - Planning future action (continued)
- Evaluation
- Closing of the Workshop

2 March

- Free

3 March

- Morning - Review of curriculum prepared in 1976 by National Training Team.
- Preparation of new course outlines for rural leaders training by National Training Team.

ANNEX 3

NEW AND REVISED COURSE OUTLINE FOR RURAL LEADERS TRAINING PREPARED
BY THE NATIONAL TRAINING TEAM

During the 1976 workshop, lack of time prevented the National Training Team from designing all the desirable courses for the leaders training. The objective of the last session was to provide an opportunity to review and complete their curriculum for rural leaders' training.

Participants were divided into 4 working groups, each group developing one course according to their professional background and interests.

The curricula developed under these four topics are as follows:

- (a) family food + nutrition (to proceed the nutrition courses already designed);
- (b) child development;
- (c) communication;
- (d) income-generating activity, marketing and cooperatives.

Suggested Flow Chart of a
Sudanese Programme for Education of Rural Women and Training
of Rural Women Leaders

