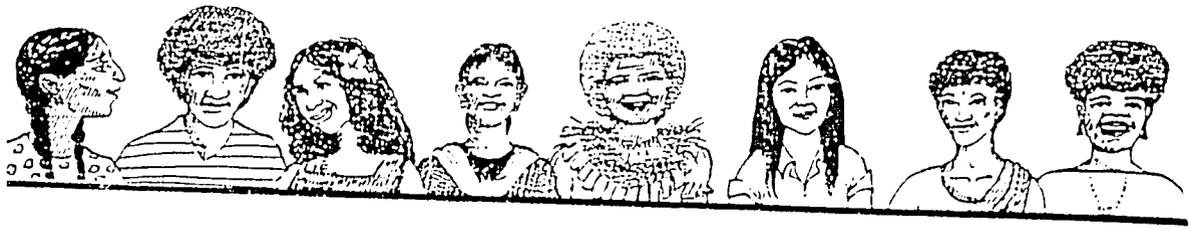


National Council of Women, Fiji.

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UNITED STATES PEACE CORPS FIJI / TUVALU

NATIONAL WOMEN IN DEVELOPMENT

CONFERENCE/WORKSHOP

REPORT

VENUE: UNIVERSITY OF THE SOUTH PACIFIC,
SUVA, FIJI.

DATE: 14TH - 18TH JULY, 1986.

CO-SPONSORED BY NATIONAL COUNCIL OF WOMEN, FIJI
AND U.S. PEACE CORPS, FIJI/TUVALU

THE NATIONAL COUNCIL OF WOMEN FIJI (NCWF) AND THE U.S. PEACE CORPS GRATEFULLY ACKNOWLEDGES THE GENEROUS CONTRIBUTION OF THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID) IN FUNDING THE CONFERENCE.

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NATIONAL WOMEN IN DEVELOPMENT CONFERENCE/WORKSHOP

INTRODUCTION

The National Council of Women, Fiji and Peace Corps/Fiji, share many complementary goals for women's development. The collaboration and co-operative effort is an appropriate means to maximize the utilization and effectiveness of training resources for women in development.

The National Council of Women, Fiji and Peace Corps/Fiji decided to jointly sponsor the Conference/Workshop to enhance the contribution that each might make individually. Also, by working together there was an exchange and transfer of new ideas, skills and information during the conference/workshop.

The Peace Corps Volunteers worked closely with local counterparts in sharing their skills and experience in organizing, planning and conducting workshops. In turn, the local participants ensured that local customs and norms were appropriately integrated, ensuring a productive and successful conference/workshop.

There were 120 participants consisting of 60 rural women, 40 local women representatives of National Council of Women, Fiji affiliates around Suva and 20 Peace Corps Volunteers. Besides the 120 participants, daily attendance to the workshop and display center was open to any interested member of the community. Most Suva-based Volunteers worked very closely with National Council of Women, Fiji members as organizers as well as resources for the workshops.

Workshop topics were based on common problem areas, especially affecting women. These were identified by Volunteers especially those working in rural areas and in consultation with National Council of Women, Fiji members who made up the Conference/Workshops Planning Committee.

Workshop topics were classified under four major topics namely:

- a) Women in Development
- b) " " Health
- c) " " Education
- d) " " Rural Development

Each of the above topics was introduced by keynote speakers at the beginning of the days' sessions to set the tone for the rest of the day. These were followed by five workshops running simultaneously with a total of 15 workshops each day.

At the conclusion of the Conference/Workshops the participants unanimously expressed their feeling that the Conference/Workshops had achieved its objectives to an even greater degree than had

been anticipated. The experience especially for the rural women was stimulating. The personal contacts between urban and rural women and especially between professional, career women and rural housewives who do a lot of social community services in their own areas, were greatly appreciated by both parties.

This interaction was enriching and the sense of shared problems and experiences together with new ideas will strengthen and intensify their efforts and enlarge the scope of their activities. They expressed their profound gratitude to the National Council of Women, Fiji and U.S. Peace Corps for organizing the Conference/Workshop and to the Agency for International Development (AID) for making their participation possible by providing the funds.

National Council of Women, Fiji and Peace Corps/Fiji also wish to express their thanks for the extraordinary generosity of friends in the private sector and the government for their various kinds of support and co-operation.

All in all, we were satisfied the Conference/Workshop was highly successful.

Lavinia K. Padarath
Conference Coordinator

NATIONAL COUNCIL OF WOMEN, FIJI

PREAMBLE: The Council provides an opportunity for the women of Fiji to speak with one voice on questions of local and national importance.

Founded in 1966.

OBJECTIVES:

- A) To promote sympathy of thought and purpose among the women of Fiji by constituting a coordinating body, at national level, of representatives of national women's organizations and district Women's Advisory Councils.
- B) To study the needs of the community especially to women and children and organize resources for action.
- C) To collect and redistribute information of service to the community.
- D) To form a link with the National Council of Women in other countries through the International Council of Women.

PEACE CORPS/FIJI AND WOMEN IN DEVELOPMENT

Over the years, Peace Corps/Fiji has worked closely with women in Fiji in assisting to improve their status. This initiative is in accordance with Peace Corps policy, "to administer itself so as to give particular attention to those programs, projects and activities which tend to integrate women into the national economics of developing countries, thus improving their status and assisting the total development effort".

Peace Corps definition of a Women in Development (WID) project is characterized by the following:

1. Women are involved in problem identification and prioritization.
2. Women participate in key roles in planning and conducting the project.
3. Women are trained to assume important, permanent roles.
4. Women benefit directly through augmentation of income earning ability or increase in productivity.

NATIONAL COUNCIL OF WOMEN, FIJI/U.S. PEACE CORPS
 NATIONAL WOMEN IN DEVELOPMENT CONFERENCE/WORKSHOP
 14 - 18 JULY, 1986, AT U.S.P.

OBJECTIVES:

1. Follow up on the End of the Decade of Women Conference held in Nairobi, Kenya in July 1985; the Peace Corps Regional WID Symposium in Sri Lanka and the International Council of Women Asia and Pacific Conference in Jakarta, Indonesia.
2. A. Increase awareness by focusing renewed attention within Peace Corps on the importance of working with local women.
 B. Also maximize participation by local people particularly to address the goal of integrating host country women into the development process.
3. Create more awareness by focusing on how "Development" affects people differently as in barriers and opportunities in development that affect men and women.
4. Generate information and discuss strategies, identify resources and opportunities for working with women.

DAY ONE

ALL EVENTS WILL BE HELD ON THE GROUND FLOOR
 OF THE SCHOOL OF SOCIAL AND ECONOMIC DEVELOPMENT

SCHEDULE

ACTIVITY

9:00 - 4:00	Registration
10:00 - 4:00	Setting up of Display Centre
12:00	LUNCH
7:00 P.M	<u>O P E N I N G C E R E M O N Y</u>
	<u>WELCOME & INTRODUCTION:</u> Mrs. Lavinia Padarath, Peace Corps WID Coordinator, 1st Vice-President NCWF.
	<u>DEDICATION:</u> Mrs. Wainiu Caginiliwalala, Secretary PPSEAWA.
	<u>ADDRESS:</u> Dr. Van Richards, Peace Corps Director
	<u>ADDRESS:</u> Mrs. Esiteri Kamikamica, NCWF President
	<u>KEYNOTE ADDRESS:</u> Dr. James Maraj, Permanent Secretary Foreign Affairs & Former Vice Chancello USP.
8:00 P.M	<u>O P E N I N G R E C E P T I O N</u>

WOMEN IN DEVELOPMENT CONFERENCEWOMEN IN DEVELOPMENTDAY 2TUESDAY, 15 JULY, 1986SESSION - A

8:00 A.M

WOMEN IN DEVELOPMENT ISSUES

KEYNOTE SPEAKER: Mrs. Finau Tabakaucoro

8:30 A.M

Small Group discussions on Women in Development
Issues presented in Keynote AddressFacilitators

1. Finau Tabakaucoro
2. Loata Karavaki and Mrs. Vakiti Naikatini
3. Kuini Bavadra
4. Tauga Vulaono
5. La Padarath

9:45 A.M

Facilitators and Recorders meet to summarize

10:00 A.M

T E A

10:30 A.M

SESSION - BDP9 - DEVELOPMENT PLAN 9KEYNOTE SPEAKER: Mrs. Esiteri Kamikamica

11:00 A.M

Small Group discussions on DP9 Issues presented
in Keynote AddressFacilitators

1. Esiteri Kamikamica
2. Loata Karavaki and Mrs. Vakiti Naikatini
(in Fijian)
3. Tauga Vulaono
4. La Padarath

11:45 A.M

Facilitators and Recorders meet to summarize

12:00 Noon

L U N C H

1:00 P.M

DEMONSTRATIONS IN EXHIBIT HALL

2:00 P.M

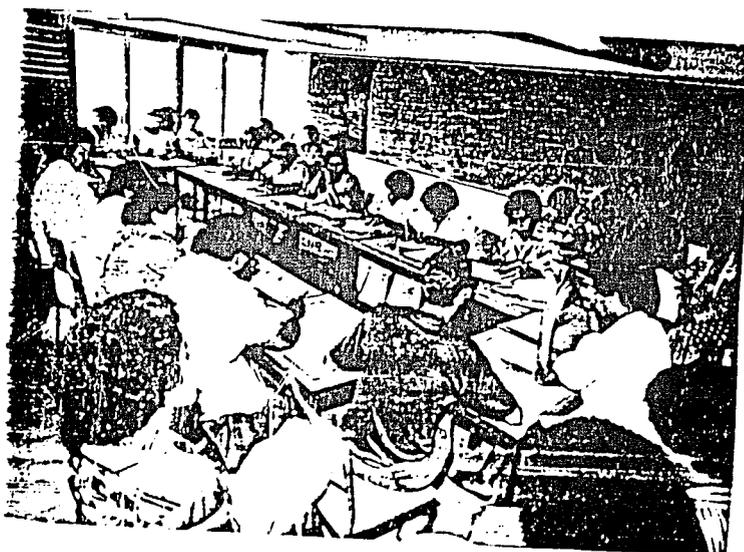
SESSION - C

ROLES OF NCWF AND PEACE CORPS IN WOMEN IN DEVELOPMENT

- Panel discussion with representatives from NCWF and Peace Corps
- Discussing roles of NCWF and Peace Corps
- How can we help?
- How can we work together?

3:45 P.M

Summary - Meet in large group.



DAY 3

WEDNESDAY, JULY 16, 1986.

SESSION - A

8:00 A.M.

WOMEN IN HEALTH ISSUES

KEYNOTE SPEAKER: Mrs. Suliana Siwatibau

8:30 A.M

Small group discussions on Women in Health
Issues presented in Keynote Address

Facilitators

1. Suliana Siwatibau
2. Vika Q. Tikinitabua
3. Adi Mei Gauna
4. Jokapeci Koroi
5. Mereani Tukana
6. Puspha Nair
7. Wainiu Caginiliwalala

9:45 A.M

Facilitators and Recorders meet to summarise

10:00 A.M

T E A

10:30 A.M

SESSION - B

1. Family Planning, Pregnancy and Child Birth
conducted in English. Facilitators: Vika Q.
Tikinitabua & Susan Snyder
2. Diet, Nutrition, Exercise and Obesity
Facilitator: Mary Woodruff
3. Living Alone, Desertion, Divorce & Old Age
Facilitator: Patricia Jalal
4. Treating Common Illness, Traditional Medicines-Masage
Facilitator: Suliana Siwatibau
5. Self Defense, Crisis Intervention
Facilitators: Women from Women's Crisis Centre -
Helen Sutherland, Roshanar Mohammed,
Veronica Matos & Cynthia Pring

11:45 A.M

Facilitators and Recorders meet to summarize

12:00 NOON

L U N C H

1:00 P.M

DEMONSTRATIONS IN EXHIBIT HALL

2:00 P.M

SESSION - C1. Disabilities, HandicapsFacilitators: Adi Talatoka Kotobalavu,
Maria Tong and Lepa Udit2. Gyneocological Issues, STD

Facilitator: Dr. K. Nair

3. Mental Health, Self-ImageFacilitators: Carole Carter, Veneeta Prasad
and Stacey Freyermuth4. Female SexualityFacilitators: Jokapeci Koroi and Wainiu
Caginiliwalala5. Family Planning (In Fijian)

Facilitators: Vika Q. Tikinitabua

3:30 P.M

Facilitators and Recorders meet to summarize

3:45 P.M

Summary - Meet in large group

4:30 P.M

Extra Session on Female SexualityFacilitators: Jokapeci Koroi and Wainiu
Caginiliwalala

5:30 P.M

BARBEQUE DINNER - U.S.P.

WOMEN IN EDUCATIONDAY 4THURSDAY, 17 JULY, 1986SESSION - A

8:00 A.M

WOMEN IN EDUCATION ISSUESKEYNOTE SPEAKER: Mrs. Lili King

8:30 A.M

Small Group discussion on Women in Education
Issues presented in Keynote AddressFacilitators

1. Lili King
2. Unaisi Vasu Tuivaga
3. Adi Davila Toganivalu
4. Rev. Laisiasa Wainikesa
5. Harieta Finiasi
6. Donita Simmons

9:45 A.M

Facilitators and Recorders meet to summarize

10:00 A.M

T E A

10:30 A.M

SESSION - B1. Group Leadership, Group Dynamics

Facilitators: Salote Qalo & Michael Eng

2. Women's Employment Opportunities for Rural
& Urban

Facilitator: Jyoti Ramsey

3. Options for Continuing Education, USPFacilitator: Adi Davila Toganivalu
& Penelope Schoeffel4. Improving Basic Skills - Reading, Writing

Facilitator: Wilsoni Heneriko

5. Teaching People to Teach

Facilitator: Pauline Dooley

11:45 A.M

Facilitators and Recorders meet to summarize

12:00 Noon

L U N C H

1:00 P.M

DEMONSTRATIONS IN EXHIBIT HALL

2:00 P.M

SESSION - C

1. Marketing, Money Management
Facilitator: Daphne Kaloucava
2. Community Resources for Education
Facilitator: Donita Simmons
3. Starting a Kindergarten, Educational Toys
Facilitator: Mrs. Vasu Tuivaga
4. Communication Skills
Facilitator: Larry Thomas
5. Non-Formal Education, Assisting Female Secondary Students
Facilitator: Vani Samuwai

3:30 P.M Facilitators and Recorders meet to summarize

3:45 P.M Summary - Meet in large group

7:00 P.M. M O V I E - "MARGOLI", on different levels of Women in Development, world-wide.



WOMEN IN RURAL DEVELOPMENTDAY 5FRIDAY, JULY 18, 1986SESSION - A

8:00 A.M

WOMEN IN RURAL DEVELOPMENT ISSUES

KEYNOTE SPEAKER: Mr. Robert Khan, Director of Rural Development (On behalf of Ratu Timoci Vesikula, Minister of Rural Development)

8:30 A.M

Small Group Discussions on Women in Rural Development Issues presented in Keynote Address

Facilitators

1. Susana Evening
2. Cema Bolabola
3. Kini Rokose
4. Ted Pierce
5. Loata Karavaki (in Fijian)

9:45 A.M

Facilitators and Recorders meet to summarize

10:00 A.M

T E A

10:30 A.M

SESSION - B

1. Appropriate Technology, using available resources in your area

Facilitator: Cema Bolabola

2. Village Income Generating Projects

Facilitators: Simon Cole & Seniloli Sovea

3. Family Food Supply

Facilitator: Mary Woodruff

4. Village Sanitation

Facilitators: Unaisi Bera & Alan Gay

5. Youth Groups

Facilitator: Robert Brummel & Naomi Gasara

11:45 A.M

Facilitators and Recorders meet to summarize

12:00 NOON

L U N C H

1:00 P.M

DEMONSTRATIONS IN EXHIBIT HALL

2:30 P.M

Summary and Evaluation of Conference

- Meet in large group

- Reports and recommendations from workshops.

4:00 P.M Closing of Conference by the Hon. Ambassador
 C.E. Dillery, United States Ambassador

7:00 P.M C L O S I N G B A N Q U E T
 Dinner and Dance at U.S.P. Dining Hall

N I S A M O C E

N A M A S T E

F U ' O M U S

OFFICIAL OPENING - JULY 14, 1986

KEYNOTE ADDRESS BY DR. JAMES A. MARAJ

Madam Chairman, delegates, ladies and gentlemen, as many of you know, these days, I do not serve as an opening batsman! It is with some hesitation, therefore, that I assume that role this evening. Those of you who know of La Padarath's persuasiveness, will understand that she is not easy to resist and in a moment of weakness, (being a mere man!) she made me say yes, before I knew what I was in for. I am sure a woman would have resisted more strongly.

My reservations and unease have not dismissed as I recognize that there are, in this audience, many far better equipped, more knowledgeable and experienced, indeed much better qualified to address you. I shall nonetheless, try to share a few thoughts with you, in the hope that as you grapple with the difficult issues which confront you over the next few days, a sense of pragmatism might predominate, leading to purposeful action.

Over the past 10 years or so, perhaps even longer, this theme "Women in Development" has been very much in vogue. It is debatable whether any other topic has been so widely discussed, analysed, dissected, lobbied and canvassed. Perhaps it would not be unreasonable to ask, especially on the international plane, what else is there to say, that has not already been said? A quite different question would be - "what else is there to do?" It is that question that I trust will preoccupy you as your conference gets into gear.

Many of you here this evening are perhaps too young to remember - others may even have forgotten, that 1975 was International Women's Year. As with other "International Years", there was then a great flurry of activities - an "Awakening of Consciousness", the highlight of which was the World Conference in Mexico. It was, indeed, that conference that provided the impetus for what took place over the next 10 years i.e. 1975 to 1985, a period referred to as the United Nations Decade for Women. It may not be inappropriate to take a quick look back at "The Mexico Happening", as one delegate described it. Representatives from 133 nations, numbering nearly 5000 (including a handful of NGO's) covered in their discussions, not just issues of major concern to women as women, but several other international issues impinging on development and which in turn have their effects on the struggle for an improved status for women. The presentations were forceful and the resulting documentation impressive.

Parallel to the World Conference, just half hour away, at another location in Mexico, 6000 men and women from some 70 countries, mainly from non-governmental organizations had also assembled to discuss women's issues. This came to be known as the tribune, at which 35 formal and 192 informal meetings were scheduled. 1600 media people attended the tribune sessions and every conceivable aspect of women in development was explored. It was, up to that time, the largest group ever assembled to discuss women's issues.

Why have I mentioned this? You might well ask. It is to underline the separation that existed even then, between government and non-government agencies all of whom were passionately concerned with the same issues and the fact that such issues had at last come to be regarded as critically important. They could no longer be kept in some siding, away from the mainstream. Women's issues had moved to centre stage and would not be denied commensurate recognition, concern, and resolution.

Much was achieved at Mexico. Despite their widely divergent and different backgrounds, the speakers came to basically the same conclusions. Everywhere, injustice was being done to women and there was a universal need to rectify it. There were, naturally, different views on the hows and the whys but there was no doubt that it was long overdue. The clarion call was loud and clear. Women needed equality of opportunity and demanded the right to participate fully in the formulation and the implementation of development policy. Never again would it be enough to include in development planning mere provision for women's welfare. That was the central message of Mexico and the message of Mexico must now be brought home. It can no longer be what is done for or even with women. Women must be fully integrated into the development processes' and if as an interim measure there has to be action taken to better equip them to do so - all well and good - but only as interim measures. The goal was full, unqualified participation, (with men) in determining their own destinies and those of their nations.

At Mexico, a world plan of action was devised. It runs to 219 paragraphs and in its evolution it had been subject to 894 amendments. It has regional and national elements and not suprisingly, it is a complex document, reflecting a jigsaw of diverse, cultural, political and economic interests. Also annexed to the plan of action, are 34 resolutions emerging from the conference (these were condensed from over 100).

Have no fear, I do not propose tonight to take you through the plan or the resolutions, but they are compulsory reading for anyone seriously involved in women's issues, who would wish to better appreciate and understand the enormously complex matters, with a view to better serving. (The organizers of

this conference would provide a useful service by making copies available.)

What I do want to draw attention to, however, are that minimum targets were set, in specific areas, for the first five years. A quick look at these is revealing. They pertain to increases in literacy and civic education especially in rural areas, extension of co-educational technical and vocational training, prevention of female school-dropouts, greater employment opportunities and elimination of discrimination in the related terms and conditions, enactment of legislation to give effect to equality, parity in the exercise of civil, social and political rights, recognition of the economic value of women's work not traditionally remunerated and so on. There were, in fact, 14 such areas and I would happily share these with those particularly interested. But tonight is not the night, as Napoleon is reported to have said to Josephine!

Since Mexico, of course, there has been no shortage of conferences. We have traversed every continent, restated, almost ad nauseum, the same arguments and gone over the same ground. We have evaluated, refined, researched, reported and taken stock. Globally, there have been some positive gains but these are far, far short of the expectations. In spite of legislation and in spite of expressions of good will, equality between men and women remains an ideal rather than a reality and the fact of discrimination against women remains a world wide phenomenon. Both at the midterm review in Copenhagen and more recently at Nairobi, it was agreed that despite the lack of spectacular progress, the Mexico world plan of action retained its lasting validity. New strategies would have to be employed if progress is to be accelerated.

I do not wish to be misunderstood. It isn't that nothing happened. Everyone of the U.N. specialized agencies gave a new emphasis to women's interests. For example, FAO intensified its efforts to identify the situation of rural women and sought to incorporate their concerns in activities relating to agriculture, forestry and fisheries. ILO emphasized increasing women's access to all types of technical training, greater job security and mobility, adaptation to changing technology and better living and working conditions. UNESCO undertook research into socio-economic indicators for the integration of women in development, in cultural life, in the mass media and in science and technology.

Guidelines which took account of women's needs and examined their opportunities to participate, were issued by several including UNFPA, WHO, UNDP and the World Bank. In my own time with the World Bank, it was obligatory to give consideration to women's participation both in the early stages of project preparation and the evaluation stages.

Other organizations including the Commonwealth and various regional commissions, also gave a new focus to women's interests - pressed for legislative measures, sought preferential treatment to redress discrimination, collected data, and disseminated information to assist in overcoming the attitudinal barriers which were being encountered.

All of this notwithstanding, at national levels, the progress hoped for remained elusive and at best marginal.

I did say earlier, that it was time to bring the message of Mexico, home, home here to Fiji. At Mexico it was agreed that each country should decide on its own national strategy and identify its own targets and priorities within the world plan of action!! Have we done so? I do not know, but if we haven't, let us delay no longer. The National Council of Women is well placed to initiate activity in this regard, and to enlist the support of Government and other agencies, locally represented, with a commitment to fostering our development efforts. The task is essentially one of co-ordination. Even the U.N. Agencies found that their individual efforts needed to be co-ordinated and machinery was established for that purpose. In our own situation, sectoral ministries are, of course, mindful of their obligations with regard to health, education, employment, etc. as far as women are concerned, and there is also within the Ministry of Rural Development, a women's interests unit, but we can perhaps make a more concerted effort through better co-ordination.

I would envisage an annual consultation at which the National Council of Women would meet with governmental representatives and others to review programmes and projects, to see how targets set were being achieved, to reorder priorities, to monitor the implementation of plans and examine how the resources available, locally and abroad, may best be utilized in achieving the accepted objective of greater participation and involvement of women in national development. Pursued in a spirit of partnership and co-operation, we may yet fulfill the promise that Mexico held.

Let us for instance consider the needs of different categories of women, different age groups, and the aspects in which they are most disadvantaged. Let us consider the role of the media in changing the image of women. With the advent of television can we not do something soon about the stereotypes which do nothing for concepts of equality? And what about much needed areas of social science research through which we may better understand some of the impediments to progress. An example which comes to mind is women's access to credit and references to them by way of their marital or parental status rather than as individuals in their own right. The list is infinite really. What simple technologies can we introduce to reduce the laboriousness of their work? And when we organize pre-school programmes what can we do to facilitate the personal

development and self improvement of the mothers?

I can go on but must desist.

These are some of the thoughts I wanted to share with you. They are personal and carry no official imprimatur. They are born of the opportunities I have had to observe, study and reflect upon approaches to development as interpreted and practised in many lands and over several years. Let me say finally that, in my view, there is little point in waiting to see who will make the first move or in debating whose responsibility it is to do so. The moment is yours. Grasp it. In doing so, keep in mind the chinese proverb which says, "Do not walk ahead of me, because I may not follow, Do not walk behind me, for I may not lead - Just walk beside me - and be a friend!"

May this inspire your efforts as you reach out to serve and as you strive to mobilize women in the development of our nation.

I thank you for your gracious invitation and congratulate the organizers on this initiative. My commendation too, to the sponsors. May your deliberations bear fruit and bring both the spirit and the message of Mexico - home - here to our people, so that their lives may be enriched and that this nation may prosper.

* * * * *



WOMEN IN DEVELOPMENT ISSUESDAY 2:

BY MRS. FINAU TABAKAUCORO, FELLOW IN INSTITUTE OF SOCIAL AND ADMINISTRATIVE STUDIES, UNIVERSITY OF THE SOUTH PACIFIC

Introduction

Fiji's population was estimated to be around 698,000 in 1984 (Current Economic Statistics, October, 1985). Fiji has a plural society dominated by two major ethnic groups, Fijians and Indians. Fijians make up 45.1% of the population whilst Indians who were first introduced as indentured labourers in 1879 make up 49.9%. The remaining 5% comprises people of Chinese and European descent.

The two largest islands, Viti Levu and Vanua Levu make up 87% of the total land area and contain 90% of the population. Fiji's economy is based primarily in sugar and tourism. Its per capita income in 1984 was \$1,683 (Current Economic Statistics, October, 1985).

Demographic Characteristics

Fiji's last population census was taken in 1976. At that time females made up 49.46% of the population and males 50.54%. Fiji's population is young 63% being under the age of 25 and of this 63%, females comprised 50.4% and males 49.6%.

In 1976 less people or 37% of the population lived in the urban areas, and of these 109,387 were females and 109,108 were males. The greater majority or 63% were rural dwellers. Of this 63%, females comprised 49.1% and 50.9% were males.

As is the trend the world over people are living longer and women are living longer than men. In Fiji life expectancy for both sexes of the two major ethnic groups increased over the two intercensal (1956-1976) period:

		<u>Life Expectancy</u>		
		<u>1956</u>	<u>1966</u>	<u>1976</u>
Fijians	Males	62	67	65
	Females	65	72	70
Indians	Males	64	65	62
	Females	62	67	68

(Source: Siwatibau et.al.p.4)

The decline in the life expectancy for all but that of the Indian women in the second intercensal period (1966-1976) was probably due to certain drawbacks in the statistical model applied to interpret the raw data rather than to any natural phenomenon.

Education Status

Women's education accelerated and changed quantitatively after the Second World War. The period up to 1960 saw the establishment of more girls schools and whilst the number of boys enrolment in schools continued to be higher than girls, female numbers showed a constant increase. Between 1960 and 1980 female enrolment increased from 40% to 50%. In the decade between 1974 and 1984 female students in secondary schools increased by 70.8% whilst the increase in male enrolment was 59.8%. Furthermore, from 1980 to 1984 whilst boys continued to outnumber girls in primary school the reverse occurred in the secondary school roll where girls have shown a predominance over the five year period. Also in terms of crude wastage rate the Ministry of Education sources suggest a lower rate for girls than boys. For example during the 8 years primary schooling period 1974-81 the crude wastage for females was 22% whilst the national rate 26.6%. (Source: Ministry of Education Annual Report, 1984).

From Form VI onwards to post secondary and tertiary level education males once again predominate in numbers. The 1976 Census Report for instance lists that some 9,374 people or 2.8% of the population had had post secondary education of one end or another. Of this 2.8%, 3,982 people or 40.9% were women and 5,752 or 59.1% were men. This same proportion continues to be reflected in the female enrolment figures at U.S.P. where, for example, the percentage of full-time internal women students in 1980 and 1982 were 40% and 42% respectively. General indications appear to be that as we move higher in levels of education there is a proportionate decline of women participation.

Employment

According to the 1976 Census Report, of the 50.7% of our population in the working age group and were considered economically active, males numbered 148,315 and constituted 83.3% of the total as opposed to 28,470 females or 16.7%. Put another way, of the 48.6% described as economically inactive 84% or an overwhelmingly high proportion were women. With such a high proportion of women being considered economically inactive it therefore follows that women's labour force participation rate (LFPR) would be low. Although this has been increasing within the last decade and a half from 7.5% in 1966: 17.1% in 1976 and 21.2% in 1982 and even in the wage and salaried sector where women secured 48% of the total increase in wage salary jobs between 1975 and 1980 women still constitute the largest number of "economically inactive" people. Of these so called "economically inactive" women 93% are said to be engaged in domestic duties. This statistical definition is in terms of cash remuneration. Therefore, for our society highly inadequate as a significant proportion of these women labelled

economically inactive are contributing to, through labour without remuneration to income generation in the family. Also taking into account the proportion of females who have received secondary and post secondary education we would have to conclude that there are instances in this country when women are excluded for reasons other than qualification or experience. It also seems that, males not only monopolised most of the paid employment opportunities because it is very likely that it was easier for them for a variety of reasons to obtain jobs, and probably in some if not many instances, in preference to women.

Legal Status & Political Status

The nation's perception of the status of women and the role they play in the community and national development is reflected in the legal rights women enjoy. Within the legal system the doctrine of equality with men is formally clearly anchored in the Constitution where it states that:

"all persons are entitled to the fundamental rights and freedom of the individual without discrimination on the grounds of race, place of origin, religious or traditional beliefs, political opinions, language or sex."

However, despite the general provisions for equality cultural attitudes, policies, etc. often prevent women from participating equally. This is evidenced by the fact that women have been unable to "break" into the political scene. Since independence, there have not been more than three women in Parliament at any time. Taking other forums, of the twenty-nine statutory and allied bodies studied by the YWCA in 1983 only six boards and committees had women members and out of a total membership of 234 only eleven were women and out of a total of 83 members of seven wages councils only two were women. (Source: YWCA Papers - 1983).



SUMMARY REPORTDAY 2 SESSION A: WOMEN IN DEVELOPMENT ISSUESFACILITATORS: Tauga VulaonoRECORDER: Robert Holcomb

The discussion centered on the problems of marketing handicrafts. Some of the problems brought up were:

- there is no market or the market is small
- transport of materials and the finished product to the market is difficult to obtain
- poor quality of the product

Some solutions were put forward:

- have an annual handicraft fair
- look for new markets (here and overseas)
- make the government aware of the need for an outlet

A participant felt that "marketing" is a problem that plagues all of Fiji's production and service organisations. The Government is aware of this and is trying to address the question. There was a general consensus that the women attending and women in general are not clear in their needs, wants, goals and aims. Before development and progress in the status of women can occur we have to be clear in where we want to go.

FACILITATOR: Loata KaravakiRECORDER: Jinx Faulkrer-Koehler

It's difficult to establish priorities in development, especially when each area of Fiji has different needs.

Although there is the law of equality in the Constitution, the culture has not yet adopted this idea. Men drink a lot of grog and don't work hard to raise money to help support the family so many women have to try and exploit traditional resources e.g. gardening, to support family. But many women work outside the home and don't always have access to these resources.

DAY 2SESSION A: WOMEN IN DEVELOPMENT ISSUESFACILITATOR: Finau TabakaucoroRECORDERS: Julie Bowman-Hughes & Susan Snyder

The primary aim of development is to improve the quality of life (health, shelter, availability of good food, employment, education).

In order to make development projects effective, we must first identify the target groups and the changes that need to be made and we must have access to the means of actually achieving what is needed. How do we gain access to these basic necessities (such as health, employment, education)?

It is important to develop the quality of life of the individual first. Benefits to the family and community will follow naturally.

FACILITATOR: Lavinia PadarathRECORDER: Cynthia Bower

Women have to accept that we can do things to improve our own development, and that we deserve to be a priority.

We have to take care of ourselves, educate ourselves and make sure our daughters get an education, work with our husbands on family planning. Sharing information and resources is important.

There are different ways of supporting each other and convincing society that we are as important as men. Some suggestions were:

1. Begin by telling the children
2. Housewives can support activities in the community that are for women
3. Joining a women's group and helping to share information about resources
4. Adult education courses at the Ministry of Education.
5. Classes at the Fiji Centre - some "campus" out of Suva.

Family Planning is important for a woman's health and the development of herself and her family. This should be stressed to both men and women. Maybe the Ministry of Health can run a program from door to door - come to the community.

DAY 2SESSION A: WOMEN IN DEVELOPMENT ISSUESFACILITATOR: Kuini BavadraRECORDER: Anne Johnson

Women in Fiji must develop at all levels: nationally
: within the community
: within the family
structure
: individually

The quality of life of the individual women is as important as the family and the community. Now the women are seeing and accepting our role as the facilitators of change. How can we bring about development? The point was made that ideas for changes too often come from outside - we must be active in seeing what we (our family and our community) need(s) - do not rely on others. If we can get involved in the planning of projects that affect us then these projects will benefit us.

We cannot be expected to change overnight - no one can. It is important, therefore, to be supportive of one another and to learn to work together - individually and in our women's groups.



INTRODUCING THE DEVELOPMENT PLAN 9 (1986-1990)

BY MRS. ESITERI KAMIKAMICA
PRESIDENT, FIJI NATIONAL COUNCIL OF WOMEN, FIJI

BACKGROUND

1:00 In introducing the Development Plan 9 to this Women in Development Conference/Workshop it is important to give a very brief background to the document especially outlining the part played by the National Council of Women, Fiji (NCWF) during the preparation of this important document. In late 1984 the Council received a suggestion from the then Director of Rural Development to make a submission for DP.9. A series of workshops and consultations was held and a document was jointly prepared by the members of the National Executive Committee and submitted to the Ministry of Rural Development, which in turn submitted the document to the Central Planning Office together with its own proposal and comments. During the preparation of the DP.9 in 1984-1985, the Central Planning Office liaised closely with the National Council of Women, Fiji. In its preparation and final consideration of the DP.9 document at the 1985 Summit meeting the National Council of Women, Fiji co-ordinated the women's national participation, and input by liaising closely with the Soqosoqo Vakamarama, the recognised largest indigenous women's organisation, and the Fiji Women Graduates Association along with the Council's own affiliates and individual resource persons. The joint action and support by women at the national level led to the full recognition by government of the co-ordination roles played by the Council of Women due to constitutional guidelines. In support and piloting the non-government women's organisations in this way the Council was directed by the following constitutional objectives:-

- (a) To bring together different women's groups and create a forum to consider national problems, specially women's problems, of national interest and voice grievances and opinions to solve those problems.
- (b) To promote awareness among Fiji women of their rights and privileges as equal partners with men in the field of national development effort.
- (c) To study the needs of the community, specially women and children, and organise resources for fulfilling those needs.
- (d) To collect and distribute useful information throughout Fiji and thus create an awakening in the community, specially women, and rousing the community interest in social services.

- (e) To establish links with women's organisations in other countries through the International Council of Women.

2:00 Development Plan 9 (Refer to DP9 Page 155 Paras 10.7.1 - 10.7.7)

2:01 The seven paragraphs on Women in Development in the DP9 document is a great improvement compared to the three paragraphs in DP8.

2:02 The introduction pointed out the "need to continue to highlight the importance of women's role in Fiji, not only as mothers and home-makers but also in economic developmental activities especially in rural areas. Government has recognized the need to encourage and fully develop "women's non-domestic capabilities and potentials." This means that women themselves must suggest and propose relevant training programmes that would develop their capabilities.. Secondly, the same introduction also pointed out during DP9, that in 1986 - 1990 greater efforts will be made by government "to ensure that women are fully integrated into the national development process, as equal partners with men." It is also recognised that women's development needs are different from their male counterparts. This means that women of Fiji have a great responsibility and a special task to define for themselves how they can be fully integrated into all the developmental processes as equal partners to men.

3:00 Objectives of DP9

3:01 Four paragraphs outline the objectives for Women in Development which are as follows:-

- (i) the involvement of women as equal partners in the national, political, economic and social development of the country and the need to strengthen and co-ordinate this as part of the national development effort.
- (ii) to encourage the participation of women not only in wage and salaried employment but also in various socio-economic activities such as nutrition, health, family planning, farming, agricultural produce, handicrafts, garments, family run business, co-operative societies and volunteer work in social, community and charitable organisations and fund-raising projects especially in major provincial projects.
- (iii) to collect data on women's present status to help eradicate biased attitude about women's role, capabilities and their contribution.

Such data would also assist in "the formulation of appropriate policies and strategies for enhancing the role of women in development".

- (iv) the review of laws which discriminate against women are inadequately supporting their needs. As part of this process women should be willing to be nominated or offer to volunteer to serve on/decision and policy making body at the national level. The table published in July, 1984 in the report "Women in Development Planning in Fiji", a study conducted by Agar, Sofield, Siwatibau, Lechte and Simmons is revealing. Out of 28 statutory bodies listed on page 265 of this document, 23 have no woman member, two one woman member, two with two women member and one with four out of ten members. Out of a total of 235 members of these 28 statutory bodies only 10 are females. How can women in Fiji fully participate in carrying out these objectives? The newly formed womens rights interest group will do well to work with the NCWF on current legal issues of concern to women.

4:00 D.P.9 Programmes

The last paragraph outlines projects and programmes which we should consider and propose to government in the following areas.

- (i) National Machinery to co-ordinate women in development activities
- (ii) Support Services and the provision of these
- (iii) Employment - opportunities and conditions
- (iv) Education and training

The National Council of Women, Fiji also made submissions on Basic Needs and the Mass Media together with the Fiji Council of Social Services to its affiliates. These sections are published on Pages 148 - 155 of the D.P.9. The NCWF believes that any exercise on women in development should be done related to the entire Plan.

The national women's meeting held last year in February 4 - 7, 1985 heard the women of Fiji and endorsed recommendations to be part of a revised submission on D.P.9. At the moment the Council of Women Fiji is preparing for a joint Consultation with all government departments on the appropriate national

machinery for the co-ordination of women in development activities scheduled for August 5 - 8th. The NCWF has committed itself to work jointly with Government on the implementation of DP 9.

Your deliberations at this Conference/Workshop will certainly be a stimulant and good preparation for the Joint Consultation. The Ministry of Rural Development is convening these consultations.

Vinaka vakalevu! Thank you very much! Bhahut Dhanbhaad!



SUMMARY REPORT

DAY 2 SESSION B: SMALL GROUP DISCUSSIONS ON DEVELOP-
MENT PLAN 9 ISSUES

FACILITATOR: Esiteri Kamikamica

RECORDER: Judy Hecht

Women need to be involved in policy making as equal partners. How can this happen?

1. Consultation between partners
2. Learn more about other cultures and religions
3. Training programmes.

Women need to visit other clubs and groups to see what they are doing and learn from each other.

1. Rural women have difficulty with this - rural mobile units for training are needed.
2. Need an office to organize from and a place to post information on meetings.

Women need to facilitate with the Government to become involved in women's issues for Non-governmental Organizations.

1. National Council of Women, Fiji
2. Need a women's bureau for coordinations of women's issues. This bureau needs to be financially self-supporting.
3. Women must be involved in all branches of the government to strengthen the total women's movement. There are 28 statutory bodies in Fiji, 5 have women. Out of 235 members only are women.

Women must be willing to say "yes" to involvement in decision-making bodies. Express your interest in becoming involved in the decision-making process in all areas. Consultation with women is not enough because the final decisions are still made by men.

FACILITATORS: Loata Karavaki, Vakiti Naikatini & Lopeti Vulaono

RECORDER: Jinx Faulkner-Koehler

First Lopeti and Loata went through the Development Plan 9 handout with the group. Most of the discussion focussed around "national machinery" which is still in the formative stages.

The idea behind "national machinery" is to create a working body which recognizes and works for all women regardless of race, creed, colour or affiliation. Since this is the first time anything like this has been formed in Fiji several of the participants in this session brought up concerns about how involved various interest groups might be (i.e., religious organizations, rural women's groups, etc.).

In reviewing the Development Plan 9 (DP9) objectives the facilitators were careful to include mention of young unmarried girls as well as women.

The second issue which was discussed in relation to the "national machinery" was quote once this national machinery is formed, how will it be able to actually reach out and help individual women? unquote. This question brought up discussion about ways that "servicing agencies" can extend.

1. Funding
2. Training
3. Support and advice to women in the field.

In response to impatience on the part of some observers the facilitators pointed out that women's interest groups in Fiji have only really made headway in the past 5 years. As a result, the government now sees the energy and time women have put into change and are more willing to support women.

The coordinators stressed that the August meeting of government representatives and non-governmental representatives (scheduled for 5-8 August, 1986) will be a good opportunity to bring up many of these same concerns about how several different groups representing all types of women can work together with the government.

The point was made that this national machinery can also serve as a coordinating body and information - resource centre so that all womens' concerns can be handled from one central point.

Overall the group was responsive and inquisitive.

FACILITATOR: Tauga Vulaono

RECORDER: Mary Ann Robinson

The discussion opened on how can women do more for their development themselves. To be taken seriously we have to talk about equality and value ourselves. The mother's role in the home is important because she is the example for the next generation. If we work outside the home children will accept this

as normal. We are the example - our children will act instinctively as they see us act.

The "struggle" is for men and women. We are not more important than men, we just have different responsibilities and need to work together. We have the responsibility to move into economic development at the same time as developing the homemaker role.

The second part of the discussion centred on specific suggestions for the government and DP9.

DP9 must be carried into the rural areas, not just Suva. How can the "national machinery" help us and what is our role? Women's groups need to ensure that the government provides these support services.

Under "employment" two recommendations were made:

1. The government must be encouraged to make job opportunities for well-qualified school leavers.
2. Maternity leave is not a part of DP9. This must be work into employment, the fact that women have children and allow for this.

FACILITATOR: Lavinia Padarath

RECORDER: Anne Johnson

This discussion centred around the problems of the availability of financing and health care.

Women from several areas of Fiji had different ideas for fundraising: weaving mats and baskets for sale, sewing, raising chickens. Young women should be taught traditional crafts so they will be able to raise funds themselves. In one community, the women are working to build a community hall and the young women would like to turn it into a craft house so the women can put their goods there on a regular basis rather than sell things only when money is needed. Working together the women could provide a continuous supply of handicrafts for sale. That is one of the biggest problems when trying to "market" handicrafts. Other ways of fundraising were also suggested: hold a fundraising day in the community - everyone brings something to sell. One lady suggested having a dinner and inviting political/public figures.

The health of half of Fiji's people is also very important to women's development. Village health care workers go out into the community and take care of people while teaching preventive

health care measures to the members of the community. One issue that came up often was family planning and the problems involved in trying to help people to accept change. Now, women assume most, if not all, of the responsibility for family planning and contraception. It is difficult to involve the men but husbands must feel that it is important before much change can occur.

* * * * *



PANELISTS:

Susana Evening)	
Mrs. Subramaniram)	
Alice Dhari)	National Council of Women, Fi
Harieta Finiasi)	
Tauga Vulaono)	
Ted Pierce)	
Lavinia Padarath)	
Carole Richards)	U.S. Peace Corps
Robert Brummel)	

SESSION C: P A N E L D I S C U S S I O N

The discussion opened with the panelists' descriptions of how the National Council of Women, Fiji has helped their organization in the past and how they are involved in the community:

- Workshops for Indian and Fijian women at the district level
- National Council of Women, Fiji lending staff for limited period of time
- Sponsoring individuals for courses and workshops held locally and overseas.

Tauga Vulaono summarized the role of the Council like this quote the Council is to serve as a vehicle for articulating the views and coordinating the programs of the constituent organizations unquote.

The U.S. Peace Corps' work in Fiji is centred around three areas: Health, Education and Rural Development. Volunteers work with and learn from women in all these areas. Specific ways that Volunteers can work to promote the development of women were discussed:

- as facilitators, links to information sources
- encouraging women to voice opinions and ideas
- building self-confidence in trying new things
- using each other as resources
- sharing the joys of accomplishment.

In the future Peace Corps' rural development program will emphasize the assistance with management of already existing businesses and the establishment of new small enterprises. This is an area that affects women directly. The Volunteers will be involved with training and technical assistance to help men and women run more successful businesses.

Some issues that were discussed:

- ° Peace Corps Volunteers must be requested and needs/problems stated. All requests are then screened and Volunteers are assigned to areas where they would be most effective.
- ° Peace Corps should have less impact in the country

and play a more listening role. Women should use already existing resources in Fiji, speak out and take action, not rely on Peace Corps.

- The number of Peace Corps Volunteers in-country is limited to 130 by the Fiji Government.
- Can Peace Corps make information available to the public - other women's organizations would be interested in learning about some projects?

There is a technical and resource library in the Peace Corps office; anyone interested is welcome to use these resources. People must approach Peace Corps since it is difficult to know what information to send where.

The National Council of Women Fiji sponsors women from all affiliate organizations to attend different courses and meetings - local and overseas:

- : church women
- : school associations
- : community welfare clubs
- : advisory councils
- : special interest groups.

* * * * *



DAY 3WOMEN IN HEALTH

BY MRS. SULJANA SIWATIBAU
DIRECTOR OF ENERGY

1. What is Health?
2. Role of Women in health
3. Strengthening and Promoting the role of women in health
4. Health of Women

WHAT IS HEALTH?

Health is more than the absence of sickness. It is the wellness of our physical, emotional, social and spiritual beings. One cannot be healthy when one is only physically well, but emotionally or mentally disturbed. Health involves a right relationship not only between the separate components of each individual's being (spiritual, mental, physical, etc.), but also between an individual and her/his society and an individual and her/his environment.

The Fijian word for health "tiko bulabula" covers these relationships with one's society and one's environment.

In fact, the concept of health I propose for our consideration is much closer to the concept of health traditional societies than to that of modern medicine. It however goes further than the traditional societies concept. In traditional societies sickness and health are closely related to religious beliefs and societal norms of conduct. Thus sickness is often attributed to breaking of taboo, to anger of the gods or spirits, or to some serious misbehaviour. Health will be restored after atonement leading to the restoration of right relationship where it has been disturbed. So the maintenance of health becomes part and parcel of the maintenance of culture and health is not only an individual's, but also a society's responsibility.

I propose that this morning we look at health as even more than a right relationship between oneself and society and between oneself and environment. It also includes living to the maximum within our human limitations and developing in an integrated way the social, spiritual, mental and physical aspects of our being. So that a crippled person can be fully healthy within her/his limitations or an elderly person can still be fully healthy given her/his limitations.

ROLE OF WOMEN IN HEALTH

If we accept this concept of health, then women play a vital role in the maintenance of health in our society. Despite our so called modernisation, the role of women as mothers and home-makers in our society has remained basically unchanged.

Mother Role

As an expectant mother, a woman's state of health is extremely important in influencing not only the development of the unborn child inside the womb, but to some extent the future health of that child as an adult.

Once the child is home and during its early years, the mother is the one person most closely associated with that child's growth and development. The mother ensures that the child's nutritional needs for physical growth are met, gives it emotional and psychological nurture and guides it gently through the complexities of social and cultural codes of behaviour. The mother is in a unique situation with each child she nurtures to inculcate in the child the basic principles of good healthy living.

Homemaker's Role

As homemakers, women are the most important health agents of a nation. It has been said that we are what we eat. Women have the most say in choosing what we eat and how it is prepared for us to eat. In rural homes it is the women who gather food from the gardens, go fishing in the sea or river to provide for everyday meals. In urban homes it is the women who manage the family budget and purchase the family's grocery needs. How well the nutritional needs of a household is met is highly dependent on how sound is the woman's knowledge of nutrition and how acute her sense of priority in values. All too often what are considered status foods are the least nutritious.

As homemakers, women set the example for environmental appreciation, inculcate the sense of awareness of others needs, and the necessity for self discipline so necessary for a healthy society.

No matter how poor a home is, it is still possible to keep it clean, pleasant and healthy. The appreciation of gardens and the respect for wildlife are qualities anyone can achieve with encouragement at home. If we learn to enjoy a healthy environment we will automatically spurn a polluted one.

To be aware of others needs and to feel strongly enough to do something about it often through self-discipline and sacrifice is health. Such qualities have to be nurtured early in life in the home. It is women as homemakers who can be influential in developing such qualities in our society.

PROMOTING THE ROLE OF WOMEN IN HEALTH

It is obvious to me that if we wish to be a healthy vigorous society then we must work with women. A healthy society is one that is made up of physically, mentally and spiritually well individuals who care for each other and care enough to maintain a healthy environment in which to live. This for many of us will involve a change in lifestyle and a different set of value systems. The most effective way of achieving this healthful living is through educating women to become aware, and making use of them in health programmes.

It is gratifying to note that the government does recognise the importance of women in health care as evident in the use of women's organisations for the promotion of the primary health care programme.

It is also heartening to read the government's intentions for the DP9 period to pay greater attention to maternal and child health problems, to direct more services to low income and rural people and place top priority to family planning and population control, to continue its programme of primary health care and to encourage increasing involvement of community organizations in health services.

With such an encouraging statement from the government, it would be amiss of us not to identify for ourselves ways in which we as women and members of women's organisations can help in the promotion of health in our society.

If individual members of society were able to take more responsibility for their own health needs we would ease considerably the burden on our overworked and strained medical services. The 1980' Annual Report of the Ministry of Health for example, showed that the proportion of outpatients who visited general outpatient departments of the main hospitals were as follows: C.W.M. 59%, Lautoka 53.9%, Labasa 71.8%, Levuka 77.7%. Most of these I suspect would come with minor complaints such as cuts, boils, headaches, mild colds, etc. that can be taken care of at home given the knowledge of self care.

HEALTH NEEDS OF WOMEN IN FIJI

Fiji's population has consistently had more males than females as there has, for many years, always been more male babies born than females. However, the life expectancy of females as evident in the 1976 Census is higher than the life expectancy of males until they reach the age of 80. In 1976 also, the life expectancy at birth was 62.4 for Indian females and 63.9 for Fijian females while it was 59.5 Indian males and 60.7 Fijian males.

Although women tend to survive longer they are not necessarily healthier. An analysis of pertinent statistics from the 1976 Census indicates that women with fewer children tended to live longer. When the mortality rate of children is examined, it appears that mortality rate of children in rural areas is higher than that in urban areas. Further children of less educated mothers have a higher mortality rate than those of more educated mothers.

In terms of identifiable and specific health problems of women, a survey by two nutritionists in 1982 showed a high proportion of Fijian girls and Fijian adult females aged 30 to 39 years, 68% of urban and 47% of rural women were above 120% normal weight for height. Indo-Fijians females on the other hand tended to be underweight. In both races obesity tended to be more prevalent in urban areas and to increase with the increase in income.

Obesity is usually associated with increased tendencies to develop serious health problems such as cardiovascular diseases and diabetes. While less than 40% of cases of cardiovascular diseases are females, mortality rates from diabetes mellitus are higher for women. Statistics show a steady increase in admissions of diabetes mellitus into C.M.W. Hospital since 1960. The rate of increase was slightly higher for females. In 1978, 6.7% of females deaths for the over 40 age group in Fiji were exclusively due to diabetes mellitus, while that for males was 4.9%. A national survey in 1980 showed diabetes was much higher among urban sedentary dwellers than active rural dwellers.

Associated with diabetes and obesity are other less common diseases such as trachoma. In 1981, 60% of those afflicted were females endocrine, nutritional and metabolic diseases as well as immunity disorders were observed to affect females more than males. The Ministry of Health reports that in 1983, 54% of admissions to hospitals for these disorders were females.

According to another survey the percentage of deaths due to cancer increased rapidly from 6.7% in 1977 to 12.1% in 1981. It noted that 63% of all cancers occurred in females particularly due to the high incidence of cervical and breast cancer.

Fijian females have one of the highest rates of thyroid cancer in the world, while anaemia continues to afflict a higher proportion of females, 42.7% in 1982 than males, 38.4% in 1982.

Not only is the high incidence of various diseases amongst women a cause for concern, but is also the increase occurrence of psychological problems, brought on by the strains and stresses of modern living. Of the cases of suicides and self-inflicted injury recorded from hospital submissions 75% were Indo-Fijians and 56% of all cases were females. The majority of these cases were in the 15 - 29 year age group.

These statistics are just a selection indicating that much needs to be done to help improve and maintain the status of health of our society. I hope that you in this conference will finish this day with positive suggestions for actions that will involve wider participation of women and the community in improving the health status of our nation.

Thank you.



SUMMARY REPORTDAY 3 SESSION A: WOMEN IN HEALTH ISSUES

FACILITATORS: Suliana Siwatibau
 Vika Q. Tikinitabua
 Adi Mei Gauna
 Jokapeci Koroi
 Mereani Tukana
 Pushpa Nair
 Wainiu Caginiliwalala

RECORDER:

Women and Health Issues:

After Mrs. Siwatibau delivered the keynote address, the participants divided themselves into small groups to discuss the topic of Women and Health. The small group leaders were Mrs. Siwatibau, Adi Mei, Mrs. Koroi, Mrs. Nair, Mrs. Tukana, Mrs. Tikinitabua and Mrs. Caginiliwalala.

Followed are combined some of the key ideas recorded in these small group discussions:

What is Health?

- health is the complete physical, mental and spiritual well being of a person...not just the absence of sickness and disease.
- there are four parts to health that must all come together as one.

<u>Physical</u> (healthy (body)	<u>Mental</u> (healthy mind - (happy thought)
<u>Spiritual</u> (feeling peaceful and content)	<u>Social</u> (happy in the community and with family and friends)

- for example - if two people don't get along they are not healthy....spiritual health is not just going to church but how you live....if a marriage is unhappy it is unhealthy, etc.
- contentment and satisfaction in one's daily life
- stress and tension are the beginnings of many health problems

breaks up in traditional system (taboos) cause many wrongs which can cause sicknesses.

- spiritual healing is important.

What are the roles of women in health?

- women are often the central points of health issues.
- mothers are the keepers of health in the family, the burden is on them to keep everyone healthy and happy.
- women do most of the cleaning and are looked to set a good example for others. (It does no good to preach health to others if your own house is dirty.)
- mothers do most of the education in the family - such as proper hygiene, etc.
- women would teach the family about proper nutrition at home, school lunches, snacks, etc.
- budgetting is important but women often don't have the money - how can we give proper food to our children if the husband won't give enough money?
- many women have two jobs - one outside the home and then must rush home to cook and clean....this causes many problems, stress to the woman.
- some men feel its beneath them to do housework.
- most of the nurses in Fiji are women, more and more women are now doctors, dentists, health inspectors and laboratory staff. Most community/village health workers are women.
- women use health services more than men as they bear children and give primary care to these children.
- women's groups are often the key to a healthy village or community but their work often goes unrecognized, men often take the credit for the work the women do.

How can women strengthen and promote health?

- learn more, seek more education for ourselves
- teach others what we learn
- start support groups for women in crisis - keep these conversations confidential, don't gossip.
- support health activities - such as village health committee, women's groups, civic organizations and the like.

- get more involved with school canteens to make sure healthy snacks (not just "junk" food) is available to the children.
- set a good example for others
- improve communication within the family so all members will be responsible for health.
- we need more willpower to avoid poor nutrition and laziness.
- better management of time and money.
- be more aware of the signs of sickness and diseases such as diabetes, high blood pressure, stress, etc. take steps to prevent these problems or prevent them from becoming worse.
- women's organizations should promote programmes that encourage women to be more aware of health issues such as diabetes, cancer, family planning and so on. Also, to use these programmes as a means of support amongst women.
- women must know their own health and report this to the health workers. Women are responsible for their own health. You must be healthy yourself before you can make your family healthy.
- women's groups need to approach the Ministry of Health with suggestions and recommendations on how to improve health services for women.

Health of Women in Fiji - Issues and Problems:

- ° women generally have a higher life expectancy (they live longer) than men but the following problems and diseases often strike women:
 - complications of pregnancy, miscarriage of child birth
 - "hidden" signs of sexually transmitted diseases
 - goiter
 - heart disease
 - high blood pressure
 - obesity and other forms of poor nutrition
 - anaemia
 - cervical and breast cancer
 - diabetes
 - rape violence and abuse

- suicide
 - depression or mental illness and other problems caused by stress
 - complications of birth control methods
 - cancer of the thyroid
 - infections of the womb such as pelvic inflammatory diseases, vaginitis, etc.
- ° the changing life style of women today is affecting their health - for example, more women are obese now as they are exercising less, more pregnant women suffer from high blood pressure, there are more suicide attempts, urbanization causing many new forms of stress, etc.
 - ° it seems like women are being held primarily responsible for family planning....most Family Planning programmes are directed at women. What about the men? There are enough males at the Ministry of Health to teach the men in the community about family planning and the responsibilities that go along with it.
 - ° lack of education - a lot more needs to be done to educate people about their health. More use of videos, radio programmes, newspaper articles, posters and health seminars were recommended. Again these programmes need to be geared to males as well.
 - ° the issue of side effects of birth control methods was brought up several times. Women are concerned, they hear a lot of conflicting information and have many questions:
 - Why is Depo Provera banned in many western countries but still used in Fiji?
 - Does the pill cause cancer or birth defects?
 - Will an IUD (loop) make women sick?

The Ministry of Health should give more information to stop this confusion.

- ° more support services are needed for women in crisis.... as it is now, the system has little or no protection for women who are seriously depressed, suicidal, abused, beaten, raped or experience violence. Men who rape a woman are given light sentences....longer sentences are given for stealing a video!
- ° women need to have examinations to detect cancer of the cervix early - before it spreads to other parts of the body. But most women are too embarrassed by this exam to have it done. More education and awareness is needed to motivate women to have this exam regularly.

- ° a man can give a sexually transmitted disease to a woman without her knowing it causing serious problems to her womb. Women need to know the signs of STDs (by using a natural method).
- ° if a woman wants to avoid becoming pregnant and her husband wants sex....she can end up with a black eye and pregnant as well.
- ° traditionally, Fijian men eat before the women....and this sometimes causes the women to have weak blood (anaemia) and other forms of poor nutrition.
- ° in some households, the men use too much money for alcohol and cigarettes and then there's no money for proper food, medicines, transport, etc. for the wife and children.
- ° urban women have many health problems caused by overcrowding, poor sanitation, stress, etc. Rural women are often isolated and feel alone with limited access to support services and health information.
- ° some women are not allowed to breastfeed because family members say they must go back to work soon after the baby is born.
- ° lack of control over her own life (such as not having control over family budget, not having a say in how many children she will bear, not being allowed to finish her education, not being allowed to choose her own husband) can cause a woman to be seriously depressed and try to commit suicide.
- ° more support is needed for the mothers of disabled children so they can help the children to have normal and happy lives and be accepted by the community.
- ° more education and handouts are needed on traditional medicines and how to find and use them.
- ° sex education is a topic women are worried about. Some participants agreed mothers could do more to educate their children on the "facts of life" but again, traditionally, this has been a "taboo topic". Women need help and guidance on how to approach this topic.
- ° unmarried mothers are the ones who get the blame. Some women are rejected from the family when they get pregnant and end up as prostitutes or begging.

CONCLUSION:

The aim of this session was to encourage the participants to take a new look at their roles, ideas and feelings about women's health issues. To this end, the session was very successful. Just how we are to make changes to improve the

health of women in Fiji still needs to be thought through. According to the evaluation forms, most of the participants found a few new ideas or solutions to try out for themselves. It was expressed by many that sessions like this need to be sponsored by NCWF as many felt they gained a new and deeper understanding of the many issues within the topic "Women and Health".

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SUMMARY REPORTDAY 3 SESSION B: FAMILY PLANNINGFACILITATOR: Sister (Mrs) Vika TikinitabuaRECORDER:

There were two workshops on Family Planning (one in English and one in Fijian) at this Women in Development Conference. Following are key ideas from the two workshops combined together.

Mrs. Tikinitabua talked about Development Plan 9 and how Family Planning is a top priority in Fiji...even though many village men and women don't really seem interested in paying attention to it.

Fiji's population is increasing and problems are resulting - unemployment urbanization, short resources. The groups talked about abortion and how the church makes it impossible to legalize here. It is very difficult for the Government to implement Family Planning with these barriers.

The men and women of Fiji must take more responsibility for the size of their families.

The groups talked about the benefits of children. How they bring joy and luck, help the parents as the parents get old, carry on the family name, help garden, work and bring in extra income. Some women said babies are God's purpose and gifts. Some felt that if there are no children the family will break up. Some women said sons are needed to take over the land.

Then the groups talked about the problems. Many were concerned about the age of mothers in Fiji and how many young women get pregnant without understanding the implications. Too many illegitimate children are waiting to be adopted at Dilkusha Home, etc. Some young women are "dumping" their unwanted children on to the grandparents in the village.

Fiji's population is growing too fast and unemployment and social problems are resulting.

Unemployed youths are stealing and committing other crimes. Parents with too many children are not able to attend to all the children well-monies for school fees, bus fares, good food, health care and so forth. In really large families the parents are overtaxed and problems will be passed on to the children.

Overcrowding and land problems were also mentioned. Many old people are not being cared for by their children. Too many women are not taking the time to breastfeed their infants.

A lot of people don't think ahead about quality of life over the quantity of problems posed by the number of family numbers.

The recent increase in sexual activity also causes an increase in Sexually Transmitted Diseases which are causing big problems for women.

Birth Spacing: It was pointed out that pregnancy and childbirth can be very hard on a woman's body. If a woman has too many babies too quickly she can have serious health problems and the baby's health suffers too. Ideally, every woman should wait two years after giving birth before she gets pregnant again.

Methods of Birth Control:

Mrs. Tikinitabua showed many pictures to explain birth control and how it works to prevent or delay pregnancy.

1. Male Reproductive system - how sperm is made, released, joins with woman's egg.
2. Female Reproductive system - the growth of the egg in the ovary, how it moves down the tube to the uterus, how it is fertilized. Explained about monthly periods, how each woman's cycle is a bit different, when they start, how long they last, reasons that cause changes in a woman's menstrual cycle.

Young women also need to be educated about monthly periods before they start. Problems occur if she is ignorant. Who can she turn to for education? Ideally, she should learn from her mother. Young men and women should understand the consequences of fooling around with each other. Pregnancies can happen before some young women even understand completely about their periods.

3. Conception and fertilization - what happens when the egg and sperm meet. The group discussed some reasons why some women have difficulty getting pregnant. (These couples should go to the doctor for help and advice.)

4. Methods:

- a) Withdrawal - a lot of people use this method. This method is risky...especially if the man is drunk and does not withdraw quickly enough.
- b) Calendar/Rhythm/Mucus -
Ovulation methods; Mrs Tikinitabua explained how to know when you are fertile (ovulating). The mucus from a woman's vagina becomes sticky when she is ovulating. Women can also use a calendar to predict when she is fertile (counts 10 days after a woman starts her period - the next 8 days are "unsafe" or fertile days). Catholics often use these method.

- c) Foams/creams/jelly/suppositories - used by the women inside her vagina before sex to bill off sperm. Hard to find these in rural areas.
- d) Diaphragm - showed pictures of how it is inserted into vagina. Very popular method in other countries. Must be obtained from private practitioners here in Fiji.
- e) Condoms - used by the man. Condoms also help protect against sexually transmitted diseases. Condoms are used a lot in the villages and Indian community.
- f) I.U.D. or "Loop" - is inserted by the doctor while the woman is having her period. There were many women concerned about stories they have heard about the loop. They agreed the Ministry of Health should do more education on side effects as many people are confused.
- g) Pills - these come in a packet. A woman takes one pill every day...if she forgets a few pills she can become pregnant. There are many different types of pills - if one type is not right for a woman she should return to the health worker and get another brand.

The group talked about how each woman is different. No two are alike in their monthly periods or the method of birth control that is suitable.

- h) Vasectomy - this method is done to the man so he will not longer give sperm to the woman. The problem is this method is not accepted well in Fiji. Men need more education on this method and learn how much easier it is than TL for the woman.
- i) Tubal Ligation "TL" - (tied tubes/operation) - showed how the woman's tubes are tied or cut so she no longer can have babies.
- j) Hysterectomy - is when part or all of the woman's work womb is removed. This operation is done when the woman has a serious illness (like cancer) in her womb.
- k) Injections (Depo Provera) - one injection keeps the woman protected from pregnancy for three months. Again, this method has some side effects that the MOH should explain more.

The groups discussed these methods - their benefits and problems. For instance, if a woman uses the ovulation/mucus or calendar method and knows when to abstain from sex....she get a blackeye from her partner if he wants sex.

STD or VD infection - how a man has more signs than a woman - some women have no signs at all. These infections can make women sterile and/or very sick.

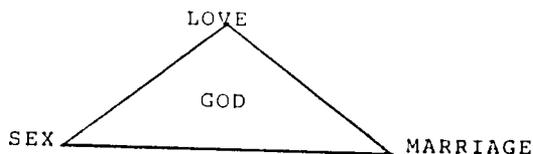
Responsibility of Sex - men have to take more responsibility of sex. Now, women are being stuck with the entire burden. If a man has a problem (such as he knows he has a STD) he should go directly to the woman and communicate with her.

The group also discussed the importance of sex education. Gave the example of a young woman who became pregnant and then said she had never been naked with a boy. This is a social problem. As young women have a lot of fear and ignorance when they haven't received sex education.

Most Ministry of Health family planning education needs to be directed at men and youths. As it is now, it seems like women are being stuck with all the responsibility.

Talked about problems posed by Fijian Culture:

- 1) men are heads of the household yet less responsible about sex than women.
- 2) lack of education and communication between young men and women.
- 3) differing views of men and women causing problems in the family.



Talked about relationship between these factors - for example, if there is sex but no love which leads to marriage - it will be a weak family.

CONCLUSION: Women need to help women better understand family planning. Women's groups need to be more active in addressing the problems.

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SUMMARY REPORTDAY 3 SESSION B: DIET, NUTRITION, EXERCISE AND OBESITYFACILITATORS: Mary Woodruff
 Daniel GalanisRECORDER:

This workshop focussed on group participation. Worksheets were passed out to be filled out on daily diet activities. Participants guessed at their weight and then actually weighed themselves. Then they compared their weight and height to charts to see if they were underweight, normal or obese.

Then the group discussed about how weight relates to diet and exercise, and how women can deal with eating problems.

Suggestions given on how to lose weight:

- try to diet and exercise with a friend so you won't feel alone and can have support.
- drink a glass of water before meals
- eat regularly, three balanced meals a day of the three food groups
- eat slowly, chew well, pause between bites.
- remove your plate from table immediately after eating,
- plan your meals in advance and cook only healthy foods.
- avoid snacking between meals except for raw fruits or vegetables.
- take more exercise, it can actually make you less hungry.

Then the group broke up into pairs. They discussed each other's diet and activity worksheets, giving advice to each other.

The groups's feedback:

- could there be more education and handouts?
- could there be a centre for losing weight?
- we need more information in exercise, more workshops like this.

SUMMARY REPORT

DAY 3 SESSION B: LIVING ALONE, DESERTION, DIVORCE
AND OLD AGE

FACILITATOR: Patricia Jalal

RECORDER:

The women attending this workshop divided into four groups. Each group was assigned one of the four topics to discuss, and were asked to share their feelings and answer to questions:

- 1) What "bad things" (prejudices) would people say to or what problems are encountered if I were to live alone or be deserted or get divorced or become old?
- 2) How can I cope with these problems and prejudices?

Each group had very lively discussions. Following are some of the ideas that were shared.

Living Alone:

QUESTION: What "bad things" do people say if a woman decides to live alone?

- ANSWER:
- Some people are suspicious and ask me why do I live alone.
 - Some are threatened - they think its not "normal".
 - Some people say "oh, you will not be safe".
 - Some gossip about my friendships with men....
 - They feel threatened by me.
 - No, they don't make bad remarks.
 - Friendships aren't what they were before.
 - Some people make jokes.
 - Some women fear or are jealous of other women who live alone - especially if you look nice.
 - Some people are bored so they like to see others unhappy.

QUESTION: How can women who live alone handle the problem?

- ANSWER:
- Join church activities or other social or civic groups.
 - I show my children by example how to be independent
 - By living alone you find new qualities in yourself that will help you.
 - I become defensive and give reasons why I want to live alone....but its none of their business.
 - Just ignore what people say.
 - Its important to have friends and be active in the community.
 - Treat others like you want them to treat you.

Desertion:

Desertion is when a wife is left by her husband.

The problems of being deserted:

- feeling lonely, sad, sorry for yourself, depressed
- the family might get the blame
- how will I look after the children? (Shelter, food, money)
- feeling angry
- need to protect the children
- people gossip
- husband's friends make comments to the wife.

QUESTION: How to cope with being deserted?

- ANSWER:
- I have to cry
 - Seek a spiritual counsellor
 - Don't talk about it
 - Find other women who feel the same way - share your feelings - feeling sad and angry is normal.
 - Self control.

Divorce:The problems of being divorced:

The problems which are faced in divorce are firstly: no money, fear of what people will say about us and the unkind remarks. Also how to cope with all the problems of people saying things like I was not successful in married life because of my family background. Rural women have no choice and have no chance to prove themselves innocent.

How to cope with being divorced:

Firstly, we can cope by getting a fair share of the legal separation. Try to readjust and try to ignore what people say. If they don't care to help they shouldn't say bad things. As women who live in fear we can do very little so we must find our own solutions.

Women have the right to ask for her share of the Government and the Government should help by collecting the money from the husbands and paying it to the wives. Women must work to change the law to give better protection for them when they are divorced or deserted. The Government should see that if a man has a business the ex-wife should have her fair share and not be neglected.

Old Age:What are some of the problems, and What bad things are said about people who are old?

- Some people think they are dirty, useless, not caring for themselves
- But mostly, our tradition teaches us to respect our old people.....in western culture old people are sent off to nursing homes.
- But many of our old people here are being sent from one relative to another to live....they feel insecure.
- Old people want younger people to follow their tradition and get frustrated when they are ignored.
- Old people do not like to be dependent.
- Are there laws to protect old people? We need to know.
- Some countries have old age benefits.

How can we help old people - how do we want to be treated when we get old?

- Its good to show respect, follow tradition
- Old people who stay in the villages are happy with many close friends nearby.
- Old people need work to do and to be active in the community.
- Their health and sanitation needs to be looked after.
- More education is needed - through neighbourhood, church, community groups.
- They need home and care in their own environment.
- Talk with them and be surprised how much they appreciate your taking the time to listen.

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SUMMARY REPORTDAY 3 SESSION B: TRADITIONAL MEDICINEFACILITATOR: Mrs. Suliana SiwatibauRECORDER:

Main Issue: Encourage self-care not only for the individual, but also for the community. Also, to encourage independence of government care.

Alternative Health Care Service:

- (A) Traditional Medicine attempts to heal the person as a not only the physical part of the person but also the spiritual, mental and social aspect of the person. At the same time, healing is also concerned with the person's relationship to others and to society. Therefore, this is more of a holistic point of view.
- (B) Plants:
1. In London, 350 species of plants from Fiji were obtained to research medicinal properties. Three plants were found to have these properties. One is known for treating cancerous tumors and another is known to treat mental illness.
 2. The next step is to encourage the cultivation of these 3 species of plants of Fiji.
 3. Following this, is to obtain the chemicals found in the plants and synthesize them into more available forms.
 4. Alkaloids which are the chemical components found are the ones that give the potency of the medicinal characteristics of these plants.
 - a) For example, in a certain plant 60 alkaloids were found and was discovered that this can be used to treat leukemia. This particular plant is used in China.
 5. Do native cures have side effects?
 - a) Some are poisonous and must not be used in large quantities.
 - b) What is needed is to do more research, evaluation on these plants and most importantly to find the active ingredient that gives them their potency.
 - c) In order to identify these active ingredients, years of research in the laboratory is needed.

Traditional Healer:

Mrs Singh, a traditional healer, relies on common sense on how to use certain plants such as grass, hibiscus and guava leaves, cassava leaves and lemon leaves, etc. for various kinds of ailments. At the same time, she relies on her instincts when she decide which plants to use for a particular kind of ailment.

According to her, all the medication we need for various illness are available to us for free. All we have to do is to pick-up and gather various plants that surround us. She discovered that usually one type of leaf will not do the trick in curing a certain illness. Instead a combination of 4-7 types of plants is needed for a cure.

Mrs. Singh's knowledge of herbal medicine came from her grandmother.

3. What is the position of traditional medicine in the government?
 - a) The Ministry of Health in Fiji strongly supports the use of herbal medicine. It also encourages the development of herbal gardens in the rural areas as part of primary health care.
 - b) Nurses and doctors who are trained by the government in the use of herbal medicine can in turn train local workers. In this way, people who can't afford western medicine can turn to another form of health care.
4. A lot of herbal healers will hand their knowledge to certain people. Usually by the time they reach the patient, all the medication have been prepared ahead. Therefore, anybody who is with the patient and is interested in what goes in the mixture is not given the information.

Most of the healers are old women who collect the leaves themselves and usually at night. They avoid using other people to collect these plants because the other may not recognize the right ones. Also the psychological contribution of the healer when she looks for these plants is important.

5. How to recognize non-poisonous leaves:

Use only the ones that are edible or used in everyday cooking. A number of varieties must be mixed together in order to obtain the proper medication for an ailment.

However, the public must be made aware of which plants are poisonous.

6. Summary: Five Points

- a) More research in common herbal cures is needed.
- b) Need for people to be informed which plants are poisonous and are its effects.
- c) There should be meetings and workshops for healers to identify the cures, dosage and which plants are used for certain ailments. All information gathered should be published so as to make them accessible to the public.
- d) There should be official encouragement such as by the government of the use of traditional medicine and healers besides western medicine.
- e) Use of traditional medicine as a first aid cure.

Example: Use the plant "Mile-a-Minute" to stop bleeding.

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DAY 3 SESSION B: CRISIS INTERVENTION

FACILITATORS: Helen Sutherland, Cynthia Pring,
Roshanar Mohammed, Veronica Matos
(Representatives from Women's Crisis Centre)

RECORDER:

The Women's Crisis Centre (WCC) helps women and children who have suffered through rape, family violence, or other violence or sexual attack. The Centre is a collective, it has no President.

It is located at 16 Goodenough Street, Suva, Telephone: 25730, 24 hour service. Office hours: Monday through Friday, 9am to 5pm. Both Fijian and Hindi speaking counsellors are available.

What is a Crisis?

There is no strict definition. Its when a person becomes dangerous to herself or others. It is an urgency, a demand for response. For example: drug abuse, child abuse, drunken behaviour, rape, unwanted pregnancy, etc.

The Centre fills a need for those who don't have the family and friend support in time of crisis.

Counselling

The main function of the WCC is counselling. A woman in crisis requires a certain kind of counselling. Some of the problems with this kind of counselling: the counsellor/client relationship is strong and intense but short term, there's no follow through, all the counsellors are volunteers, the work is very stressful, there is very little community or civil service support for women in crisis.

The counsellors provide information about support services and emotional support.

The four aims of counselling:

1. Do not judge the client about her race, religion way of life, etc.
2. Do not give advice - help the women to figure it out for themselves
3. Always believe what she says.
4. Give her total respect and treat her as your equal.

Also, keep confidentiality - everything she tells you is private, not to be gossiped about.

Then the group was divided into smaller groups and asked to read and discuss some case studies. They were asked to (a) identify the problem, (b) help client to decide which solutions to try, (c) help her decide on a plan of action.

CASE A:

My name is Sera and I am 15 years old. One early afternoon after I knocked off from school, I went to my house. When I came into the house, my mother wasn't there. That was alright because she often is gone in the afternoons to visit friends. I went in the room to change my uniform, but I didn't know my father was in the room. I took off my clothes over my head. I didn't realize that he was lying in the bed because I didn't see him. Then I heard his voice and realized it was him. Then he started hugging me. I thought he was hugging like when I go to school, like father and daughter. But instead of that, he started kissing my stomach. My heart went faster, because of the way he molested me. I tried to shout because I know it was different from the way a father should treat the child. He hugged me tighter. Then he locked the door and threatened he would kill me if I shouted. He then punched me on the floor and raped me. I was afraid to tell my mother. On the afternoons that my mother was gone, my father continued to rape me until I became pregnant. When my mother noticed my stomach, she questioned me. I told her the story about my father and she hit me and sent me away.

CASE B:

I married Tevita when I was 20 and he was 21. We have now been married for about 5 years. Our first child, a daughter, was born five months after the wedding. Solo was born a year later. My husband is a teacher, but I don't work.

Tevita has always hit me. Not regularly, but every now and then. Even before we married I used to receive occasional beatings. Once it was so bad I was hospitalized for a broken nose and ribs.

Over the years his drinking and the beatings have increased and I am beginning to fear Fridays. Some nights he would return so drunk and without the slightest provocation would hit me.

Last night I was very frightened. We fought over the food money and Salote, my daughter woke up. The noise frightened her and she began to scream. That irritated him and he hit her too. Solo woke up, saw his father striking me and also began to howl. I tried to calm them down, but it was horrible.

I am afraid, not for myself, but for my children.

CASE C:

My husband has a problem with money. He works at the Union Marketing Ltd. I don't work but stay home with the children. On the pay day my husband spends the money on drinking. He comes home drunk and brings along his friends sometimes. It always turns out bad when he does this. When I ask him "where is the money, I want to buy some food for us and the children", he tells me to shut up and starts beating me. He won't give me the money to buy clothes and food. The children are always asking for food from the neighbours and run around in torn clothes. I don't know what to do.

CASE D:

Mere, aged 35 years, married has 3 children aged 2, 6 and 8 years. She lives with her husband Jone near Nausori. Mere is a nurse and Jone is a senior clerk with the government.

SCENARIO: Mere was returning from work at 5pm carrying two large bags of food. She met a man who was a friend of her husband. She herself knew him and his wife fairly well. He offered to help carry her bags up the track which led to her house. They had been talking about the church meeting to be held the following week when he began to make sexual advances to her. She tried to ignore them but he persisted. He began to threaten her and became abusive once he realized that she was not responding to his advances. He then pushed her off the track into the bushes and raped her. She resisted by trying to hit and scratch him but he was far more powerful than she. He had threatened her life if she screamed.

You are her neighbour and close friend. She comes to you in a state of shock. Her clothes are dirty and torn and she is very frightened. She is anxious about telling her husband in case he thinks she is partly to blame.

What other thoughts and feelings, do you think, she will be experiencing at this moment? What you do for her initially? And how do you think you could help her through this crisis?

By answering these questions, the groups learned to feel the struggles and crisis of the women in the case studies and made some conclusions:

In Fijian life, violence in marriage is a part of life which happens but its not acceptable. In many cases, alcohol is used as an excuse but this is unacceptable also.

Other issues: money, the lack of choices or alternatives for women in crisis. Some women

are afraid they will lose respect or their role as "married" or "teacher's wife" if they tell they are beaten. The children will be ashamed if the wife leaves the husband. They do not see violence as a problem. If the woman were to leave, where will she go? Some relations are more concerned over whether shame will be brought upon the family than the woman's safety or happiness.

Women in crisis need and deserve our support - both short term and long term for social welfare, medical and personal adjustment and happiness. More needs to be done to help rural women develop their own Women's Crisis Centres.

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SUMMARY REPORTDAY 3 SESSION C: DISABILITIES AND HANDICAPS

FACILITATORS: Maria Tong
 Mrs. Lepa Udit
 Adi T. Kotobalavu

RECORDER: David McCullough

Key Ideas from the Group Discussion:

- It is very important that everyone work together to achieve independence for handicapped children and adults.

QUESTION: What are our attitudes towards handicapped children?

ANSWER:

- Sympathy
- Loloma
- He/she is just another human being like me
- Odd appearance
- Some other people abuse or tease them
- Assistance and charity
- They are outcasts
- They need self-help
- Some people think they are less than human

Parents of handicapped children sometimes feel guilty, they assume that somehow the handicap is their fault. This is not true. Handicaps are caused by many things that sometimes cannot be prevented.

Handicapped children should be treated like any other children. Don't ignore them. Give them love and attention and encourage them to grow and be as independent as possible.

QUESTION: What causes handicaps?

ANSWER: There are many causes including:

- accidents or poisoning
- improperly taking birth control pills. For example, one woman did not take her pills everyday as she was instructed then she became pregnant. She did not want the baby so she took many birth control pills to try to have an abortion. Instead, she gave birth to a handicapped child.
- in Vanuatu, Malaria pills caused problems with babies.
- jaundice (when baby goes yellow and becomes feverish)
- premature or early babies
- infection and fever - can cause blindness, deafness, brain damage, etc.

- motor car accidents - these are increasing
- poor nutrition
- from mothers who don't take care of themselves while pregnant
- from mothers who take drugs while pregnant or breastfeeding
- damage caused during child birth

It is not true that a handicapped mother or father will always have handicapped children.

QUESTION: How can we detect a vision or hearing problems in our children? How can mothers help their children in rural areas when there is no Medical Aid?

ANSWER: If a child has a problem such as rolling or weeping eyes or bumps into furniture or a squint or looks sideways, the Health Workers must be notified as soon as possible. Similarly, if a child cannot turn when you yell at him or bang a pot while behind him - or if you need to speak slowly to be understood - there may be a hearing problem. Seek help from health workers immediately. Hearing problems are caused by damage to the outer middle and inner ear. If the problem is inside the ear - a Health Worker must look for it with special equipment.

QUESTION: How can we help teenaged handicapped people?

ANSWER: For a long time, youths with handicaps were left unaided at home. Now there are places so they can have the same chances as everyone else. Socially, the disabled need friends and meeting places too and this is one of the aims of the Rehabilitation Centre. These young people also need to feel useful, by helping out at home and doing work in the community. They do not need to be hidden away - they need as normal a life as possible.

QUESTION: How can we communicate with a person who has a hearing problem?

ANSWER: You need to be very patient. Sometimes when people who cannot hear properly, behave a little differently - talk normally to them - don't yell, yelling only scares them. Repeat your words again and again calmly. Don't exaggerate your lips - just talk normally so the child will learn how to "read" everyone's lips, not just yours.

Try to treat a child or adult with a hearing problem as normally as possible.

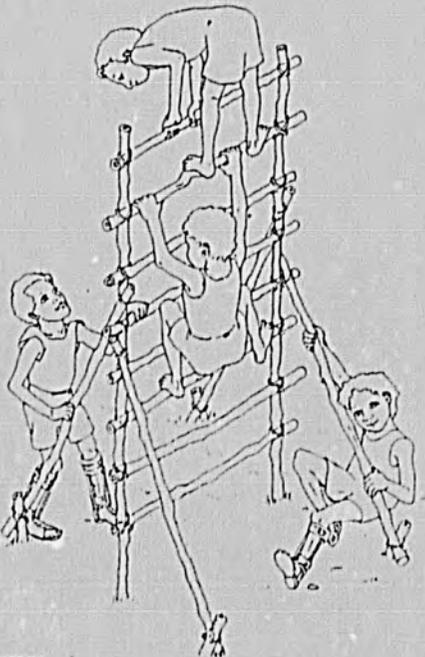
QUESTION:

What can women's groups do to help the disabled children of Fiji?

ANSWER:

- "Enable" or help all disabled people to be independent, treat them normally and with love.
- Encourage disabled children to go to school, learn to take care of themselves, meet new people.
- Get in touch with health workers if you suspect a child in your area has a problem
- Seek help from proper agencies such as:
 - Suva Crippled Children School
 - Suva Rehabilitation Workshop
 - Save the Children Fund
 - Your local physiotherapist or Red Cross Volunteer
- Don't laugh at or tease - teach others.
- Support programmes and businesses that train and employ the disabled
- Speak out on the need for the Fiji Government to build buildings that people in wheelchairs can use, hire the disabled, and so forth.

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SUMMARY REPORT

DAY 3 SESSION C: GYNAECOLOGICAL PROBLEMS AND SEXUALLY TRANSMITTED DISEASES

FACILITATOR: Dr. Krishna Nair

RECORDER: Julie Bowman-Hughes

Gynaecological problems (diseases of the female organs) and Sexually Transmitted Diseases (STD) are very serious risks to a woman's health. Many times a woman can have a STD or other infection in her womb but not know she has it because her female organs are hidden inside her body.

Women need to know the signs of STDs and other gynaecological problems and seek medical treatment quickly to prevent permanent damage.

Sexually Transmitted Diseases

STDs are infections passed from one person to another by sexual contact. STDs are not spread by toilets, spas or shower rooms. The germs that cause STDs die very quickly when they are outside the human body.

Herbal medicines will not cure STDs. Only proper medical treatment will kill the STD germ.

Condoms can help prevent the spread of STDs from one person to another.

GONORRHOEA

Gonorrhoea is the most common STD in Fiji. It is caused by a bacteria germ which needs warm moist /to live in such as /P inside the vagina and womb.

It is easier for men to find out they have Gonorrhoea because men may have a thick discharge of pus from the penis and pain when urinating. Women may show no signs of infection or only show signs later. Some women may only notice because their husbands or partners have signs of Gonorrhoea or tells them.

Early Signs of Gonorrhoea

- ° Pain and burning when urinating
- ° Pus coming from the vagina or anus

Later Signs

- ° Pain in the abdomen (belly) on one or both sides
- ° Missed periods or painful periods
- ° Fever, chills backache
- ° Pus from vagina, pain during sex

If Gonorrhoea is not properly treated it can permanently damage a woman's womb. Then the woman will not be able to have children. This disease may also make women very sick with another disease called Pelvic Inflammatory Disease (PID).

Gonorrhoea and Pregnancy

If a woman catches Gonorrhoea during the first few weeks of pregnancy she can lose the baby (miscarriage).

A woman who catches this disease later in her pregnancy may pass gonorrhoea on to the child's eyes while the baby is being born. Gonorrhoea can result in the baby's eyes being scarred or even blinded.

All ANC women are tested for Gonorrhoea to prevent this disease being passed to the baby.

Treatment of Gonorrhoea

- ° Usually injections of penicillin or other antibiotic drugs are used to cure Gonorrhoea. It is very important to take all the injections or medicine the doctor advises so all the Gonorrhoea germs are killed.
- ° Sexual contact should be avoided until treatment is finished. All sexual partners need to have the treatment.

SYPHILIS

Syphilis is a very serious Sexually Transmitted Disease. It develops slowly and can cause illness and death if it is not properly treated. Syphilis must be treated as early as possible.

Like Gonorrhoea, the early signs of Syphilis are often not noticed by women making it difficult for it to be discovered early.

Signs of Syphilis

1. The first sign is the appearance of a small, red, painless sore or blister called a chancre in a woman's private parts or in her mouth. It lasts two to six weeks and then goes away.
2. Secondly, the sores show up again between six weeks and six months later. At this time a rash may appear all over the body - it is not painful or itchy. The rash can even appear on the palms of the hands and the soles of the feet. Sometimes the woman will have a fever and feel tired and rundown. All these signs go away but this does not mean the Syphilis has magically been cured. Only proper medical treatment cures Syphilis.

3. The third stage of this disease is when the Syphilis germs are attacking other organs in the body. If the brain is attacked by Syphilis germs the patient feels tired, giddy, irritable, has trouble thinking, feels depressed and then silly and confused. If not treated these germs can attack the heart - causing heart attacks. They can also damage the skin, spleen, kidneys and bones.

Syphilis and Pregnancy

This disease is passed from a pregnant mother to her baby in her womb. That is why all ANC women must have their blood tested for Syphilis - to prevent damage to the baby. AT CWM Hospital, 8% of all maternity cases have Syphilis.

Syphilis causes the baby to have damaged organs - such as a too large liver or spleen, bone pain and the baby's growth will be delayed, be weak and sick. If then baby is not treated for this disease, he or she can die.

Treatment of Syphilis

The treatment for Syphilis are injections of pencillin. Usually more than one injection is necessary to kill all the germs.

Women who suspect they might have Syphilis need to seek medical treatment quickly.

Other Women's (Gynaecological) Problems:

Trichomonas or "Tricks"

Signs: A bad smelling yellowish or greenish discharge from the vagina - there may be a painful or burning feeling when urinating (passing water). Both partners must be treated to cure the infection.

Herpes

Signs: Red spots or sores on the private parts which are full of fluid and then break open. At this time there is no cure for Herpes. The signs can show up and go away and show up again. Herpes attacks may be caused by stress.

AIDS (Acquired Immune Deficiency Syndrome)

This dangerous disease probably started in Africa and now is found all over the world.

At first only homosexuals and people who use needles to take illegal drugs caught AIDS. Now heterosexuals can catch AIDS too. There is still no cure for AIDS.

AIDS destroy the body's ability to fight disease. Any infection can become severe and cause death.

Signs: There may be no signs for several years. The AIDS victim may feel weak, tired, loose weight, have swollen glands, catch infections easily. The test for AIDS is a blood test.

The prevention of AIDS: have only one sexual partner.

PID (Pelvic Inflammatory Disease)

PID is caused by a variety of bacteria or virus germs. It is a serious infection in the woman's womb which can make her sterile (not able to have babies). Common causes of PID are:

- bleeding or bad smelling yellow discharge from vagina
- pain in the belly on one or both sides
- missed periods or painful periods
- fever, chills and backache
- nausea or vomiting
- pain during sexual intercourse.

Treatment of PID:

Sometimes doctors have a hard time treating PID - but usually they use penicillin or other antibiotic drugs. Usually the woman must be treated for a long time before she is cured of PID.

CANCER

Cancer of the cervix (the neck or opening of the uterus/baby basket) or the breast is very dangerous if it is not found early. The best way to be safe from these types of cancer is to have a complete medical examination by a doctor including a breast and pelvic examination ("pap" smear).

(See Attachment A)

Conclusion:

Women who suspect they have a STD or other problem in their private parts must seek medical help quickly.

Another Good Source of Information: "CARING FOR OURSELVES"

A Health Handbook for Pacific Women by Vanessa Griffin,

Institute of Pacific Studies, U.S.P., Suva. - \$5.00 per copy

or Contact the Health Worker in your area and ask questions.

* * * * *

126 COMMON HEALTH PROBLEMS

Signs: Breast cancer does not give early warning signs. There is no pain.

1. **A Lump in the breast** — is usually the first sign of breast cancer. *Not all lumps* found in the breast are cancerous. Some lumps in the breast such as cysts, or fibroids (see p. 132), are harmless and can be removed. Some women can have many cysts in both breasts. After a certain age, lumps in the breast are more likely to be cancer. However, since breast cancer can happen to any woman at any age, *any lump* in the breast is a possible sign. Only a doctor will be able to tell if the lump is cancer. A lump in the breast should be reported. In most cases, it will *not* be cancer.
2. **Discharge from the nipple** — Any discharge that is not milk can be a sign of cancer and should be checked. After pregnancy, miscarriage or abortion, there may be some discharge from the nipple. A Pap smear test can be done to check that the discharge is not cancerous. A discharge from one breast only should especially be reported.
3. **Changes in the skin of the breast** — puckering, crinkling up, redness, a tingling feeling, a dimple

- or the appearance of large looking pores.
4. **Changes in the nipple** — turning inwards, turning to the side, or being pulled to one side; any change that makes one nipple look different from the other; also any changes in the skin around the nipple — burning, itching, formation of a scar, or flaky skin
5. **Change in breast size** — shrinkage (one breast getting smaller) or swelling (one breast getting larger)

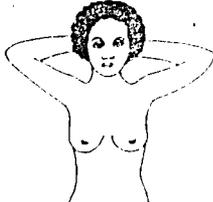
Examining the Breasts for Signs of Cancer

Breast cancer is usually discovered when a lump is felt in the breast. Women should examine their own breasts every month, to note any changes that could be an early sign of cancer. The earlier a lump is discovered, the sooner it can be checked for cancer and treated. **NOT ALL LUMPS MEAN CANCER.** Most lumps are discovered not by doctors or nurses but by women themselves. Women can help protect themselves from breast cancer by knowing the danger signs and **examining their breasts every month.**

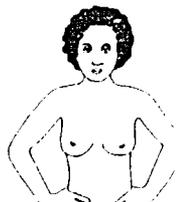
Look for any changes



Stand in front of mirror, with arms down



Raise arms overhead. Press your hands behind your head



Place hands on hips and press down firmly. This will tighten chest and arm muscles



Press or squeeze the nipple of each breast with your fingers. Check for any discharge

Examining lying down



Make your hand flat, with fingers pressed together. Place a pillow or folded towel under your right shoulder. Place your left arm under your head



With the fingers of your right hand, feel around the breast. Feel the whole of the left breast carefully

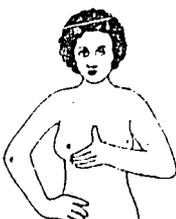


Remember to feel the area between the breast and the armpit. Feel the armpit also



Place the pillow or towel under your right shoulder. Examine the right breast in the same way

Repeat the same examination of the breast standing or sitting



SUMMARY REPORT

DAY 3 SESSION 3: MENTAL HEALTH AND SELF-IMAGE

FACILITATORS: Carol Carter, Counsellor.
 Vanetta Prasad, Counsellor.

RECORDER: Helen Archibold

QUESTION: What do we mean by "Mental Health"?

ANSWER: The state of the mind, how we cope with life, how we adapt to changes, our ability to reason - to figure out solutions to our problems, having control over our thinking and behaviour, to feel "balanced" or well adjusted.

QUESTION: How is mental health and a good self image formed?

ANSWER: We all need many things to keep us healthy in our minds and feel good about ourselves such as:

- a happy environment
- healthy food, adequate housing, safe water
- positive thinking
- stable family life
- to reach aims we set for ourselves, achievement
- feeling close to God
- receive support, respect and praise from others
- feeling safe - free from abuse
- feeling like we are in control of our life and the environment
- meaningful work - within the family and within the community
- believing in yourself

Sex Role Stereotypes

From birth, the messages boys are given are different from the messages given to girls. For example, "A boy should climb trees.....a girl should not climb trees." We are taught by example too - for instance, as children, we saw that our mothers did all the cooking.....so we think "women cook, men do not". These are examples of sex role stereotypes.

QUESTION: How do these stereotypes affect our mental health or self-image?

ANSWER: They can cause frustration if we must hide our talents or are not allowed to express our feelings. This is especially hard for women who try to make changes in society to seek more recognition for women.

QUESTION: How does our self-image affect our lives?

ANSWER: If we have a good self-image, we are able to make friends more easily and understand people better. We feel more confident that we can solve our problems. We are better wives and mothers and can show our love for others freely. We feel good about our work - whether we are housewives, students, cane farmers or shop-keepers. We feel close to God and nature. We feel life is a gift and each day important. We try to achieve new aims and don't quit when we become disappointed. We feel we can try many new roles - not just roles traditionally given to women. We help to develop other people and encourage them. We feel we have something to say and feel free to share our ideas. We feel we look good - even as we grow older. We handle stress well

QUESTION: How do you feel about yourself? Activity:

ANSWER: Write few words you think describe yourself starting with - "I am _____". (Example: I am friendly, I am fat, I am religious, etc.)

Now go back and look at the list of ten words you used to describe yourself. Are they positive or negative? What do these words tell you about your self-image? If you think your self-image is not good....What can you do to feel better about yourself? What changes can you make about your own attitude, behaviour or in the environment around you so you can have a better self-image?

FOOD FOR THOUGHT

Try to stay aware of the messages you receive from others, these affect your self-image. Be aware of the messages you give to others, try to help others to have good images too. Women can do a lot to help other women feel good about themselves.



SUMMARY REPORTDAY 3 SESSION C: FEMALE SEXUALITYFACILITATORS: Mrs. Jackie Koroi
 Mrs. Wainiu CagiRECORDER: Anne JohnsonKey Ideas from the Group Discussions:QUESTION: What do we mean by the word "Sexuality"?

ANSWER:

- Sexuality is a life long process
- Sexuality can be described as the most intimate feelings and deepest longings of the human heart to find meaningful relationships
- Spiritual unity
- During our life we experience different events in our sexuality including childhood, puberty, marriage, pregnancy, menopause and old age.
- Sexuality is not just sex alone. It also involve feelings and emotions. When people grow up they experience many different influences such as customs, religion, family, school - all these affect how we feel about ourselves and our own sexuality.

QUESTION: Sexuality need not be a "taboo" topic:

ANSWER: To many families of all cultures, sexuality is a "hush-hush" or "taboo" topic. This is wrong as the sexuality of a person is just as normal as our other feelings and desires.

Ignorance about our sexuality causes many problems:

- adolescent girls feel frightened or ashamed if they begin their menstrual periods and don't know what is happening to them.
- too many young unmarried women are getting pregnant these days.....it's a big problem everywhere.
- some people take too many risks with sex and are likely to catch sexually transmitted diseases which are increasing in numbers all over Fiji.
- poor communication about sexuality between parents and children can cause many problems too for the entire family.

QUESTION: Who then, is responsible to teach our children about sexuality?

ANSWER: The parents are responsible - but this is still difficult for us. Often, we feel embarrassed to talk about sexuality as it hasn't traditionally been talked about. Many grown women and men have questions, also and do not know how to explain.

The more we know about our bodies and the better we understand our own sexuality, the better will be our self-image or self-esteem.

The idea of courting or dating does not exist in traditional life of Fijians. Now, our young people are trying to establish a new pattern. They want to select their own friends, go on dates, etc. Our interpretation of the situation is important. We should not be too quick to judge. Instead we need to encourage our children to talk about their feelings and make proper decisions on their own. For example, parents can warn daughters about what can happen on a date - being offered alcohol, wandering hands, comments like "everyone is doing it" or "if you don't have sex with me you don't really love me", etc. Mothers and Fathers should ask to meet their children's friends, invite them over to the house so the friends get to know the entire family.

QUESTION: What are the signs of menopause in a woman?

ANSWER: As every woman's body is a bit different, each woman experiences different signs of menopause. Basically, during menopause, there is a decrease in the female hormones. A hormone is a chemical in the body that does a special job. For example, female hormones regulate a woman's period and are used to create and grow babies in the woman's womb.

As the level of these hormones goes down, (usually during a woman's early 40's), changes begin. Women notice their periods change, becoming very heavy or skipping months here and there, until the periods finally stop.

Some women notice they get bigger waistlines. Others grow more hair on their faces. As women get older, also their bones can become weaker, but this is not a problem for women who usually eat balanced diets that include all three food groups.

QUESTION: What are some of the problems women face when dealing with sexuality in their marriages?

ANSWER: Women are capable of making babies so women can be more aware of their sexual responsibilities than

men. For example, when the husband wants sex he often is not thinking of the long term perspective of women who can see and feel all the burdens of having a lot of children. This causes the women to sneak off and use birth control behind the husband's backs.

But if a man is not satisfied with his sexual urges he will go off to another woman.

Poor communication between partners causes many problems. Each woman must decide for herself how to cope with these problems - it helps to be able to talk with other women and discover we all have questions and want to know more about sexuality.

Mothers and fathers also need to be aware of the male responsibility in sex - how they need to educate their sons not just their daughters.

A lot of assumptions are made in Fiji about the type of women who hang around with men and get pregnant. The blame is always placed on "loose" women rather than aggressive or uneducated males.

Even if children receive sex education in schools the parents cannot assume their children have learned all about it.

CONCLUSION:

We as women have a responsibility to teach our children about sexuality. Good communication is very important for a happy family.

Many of the women commented it is good to have this topic of Female Sexuality discussed in open and honest way...and agreed they would take the points discussed back to other women and their family.



DAY 3 SESSION C: FAMILY PLANNING

FACILITATOR: Sister (Mrs) Vika Tikinitabua

RECORDER:

Refer to Session B, this workshop was given in Fijian.

DAY 4:

WOMEN IN EDUCATION

BY MRS. LILI KING
PRINCIPAL, ADI CAKOBAN SCHOOL

BETTER OPTIONS FOR GIRLS

The government through the Ministry of Education has done much since independence to giving most young people quality education.

Many more young people now have access to tertiary education which meets the changing needs of the world of work.

However, educational disadvantages experienced by girls continue to prevent them fully utilising their potential.

Research has shown that the education a girl receives in school, is closely connected to a girl's equality in the world of work.

Thus the outcome of a girl's education must be changed in order to broaden her option for employment.

Boys are increasingly moving into traditionally female jobs such as nursing in particular. Jobs that males traditionally enter, offer a wider scope to choose.

For a girl to be able to make that kind of a choice, she must have done Maths, Science or Technical subjects at school.

The issue then - a fundamental educational issue is **EQUAL OPPORTUNITY FOR GIRLS.**

Equal opportunity in school to enable her to make a non-traditional career choice.

(Limited my talk to career opportunities - academic bias)

THE IMPORTANCE OF SUBJECT CHOICE:

At present, careerclasses in schools are offered to Forms 5 and 6 only for one period per week.

This may be too late. Girls (as well as boys) need to understand early the implications of their choice of subjects.

Girls in particular, need to realise the importance of Maths, Science and Technical subjects to increasing their options for a career.

In our schools, apart from academic streaming, there is also gender streaming - Girls go to these classes, Boys to these. This is done by timetabling Maths, Science and Technical subjects (Boys) as options to Typing, Home Economics, Geography or History (Girls).

In most cases students don't have a choice. There is no encouragement given to girls to take science or technical subjects or to run remedial Maths or Science classes for girls, to help them improve.

Some factors which help to reinforce these male/female areas/subjects in schools are:-

1. Childhood practices - toys/plays - masculine/feminine activity.
2. Attitude of male students.
3. Parental discouragement of daughters.
4. Fewer number of female Maths, Science and Technical/Vocational teachers - role models.
5. Predominance of male models/activities in textbooks used in schools.

Another area of gender bias which begins in the home is PREFERENTIAL TREATMENT FOR BOYS.

- In our culture, mothers especially are good at this. Mothers also encourage areas for female/male and not so much sharing (chores, etc.)
- Classroom - teachers have a higher expectation of boys. Can do better than girls in most things.
- Studies in Britain and Australia show that in co-ed classes (classes of boys and girls) -
 - 2/3 of teachers time spent interacting with boys
 - class talk time - 2/3 = boys perform
- Co-ed schools - boys dominate play area
 - more money spent on their activities (sports/workshop tools, etc)
 - dominate use of computers
- Technical/vocational opportunities greater - 2 large secondary school cater almost exclusively for boys. No such schools for girls.

SELF-ESTEEM OF GIRLS

Girls need more encouragement and need to feel good about themselves - confidence to do well/they can do well in Maths, Science and Technical subjects.

Girls in single sex schools on the whole do better academically than girls in co-ed schools (St. Joseph, ACS, Jasper).

Telling them of the importance of these subjects is not enough.

SINGLE - SEX CLASSES - non-threatening situation
- not teased/laughed at by boys

Maths for Girls/Science for Girls/'Hands on Tech' for Girls.

Issue we tend to forget is sexual harassment in schools - which can undermine a girl's self-confidence and change her whole attitude to schooling.

- occur between students
between student/teacher
between teachers

Need to discuss with your daughter. Delicate issue.

Look at 1984 figures on FEMALE ANALYSIS.

1984 MINISTRY OF EDUCATION ANNUAL REPORT

TOTAL NO. OF STUDENTS AT SCHOOL		1974-1984	
= 170,506	= 86,930	Boys = 21,521	Secondary 59% increase
	83,576	Girls = 21,756	" 70% increase
			National Increase 65%
	<u>GIRLS</u>	<u>BOYS</u>	
FORM 3	5,414	5,318	
4	5,661	5,272	
5	3,937	3,747	
6	2,083	2,407	
7	146	238	
F. USP Sc.	31	36	} 112
Soc. Sc.	32	26	

1984 SUMMARY FOR TEACHERS

	<u>FEMALE</u>	<u>MALE</u>	<u>TOTAL</u>
1. TECH & VOCATIONAL	62	177	239
2. SECONDARY	1,152	1,504	2,656
3. PRIMARY	2,470	1,914	4,384
4. TEACHER TRAINING	7	26	33

1984 FULL-TIME ENROLMENT IN TECH & VOC. COURSES
(Out Teacher Tr.)

	<u>FEMALE</u>	<u>MALE</u>	<u>TOTAL</u>
1. Technical & Vocational	427	1,749	2,176
2. Agriculture	-	81	81
3. General & Sect. Studies	1,299	152	1,451
	<u>1,726</u>	<u>1,982</u>	<u>3,708</u>
(F.I.T.)	56	1,066	

EXAM RESULTS RACIAL NOT SEX ANALYSIS.



DAY 4 SESSION A: WOMEN IN EDUCATION ISSUES

FACILITATOR: Lili King

RECORDER: Julie Bowman-Hughes

QUESTION: Are there scholarships for women?

ANSWER: No. Only by race - 50% to Fijians, 50% to other races. Qualified women have opportunity.

Problem: Women not always qualified. After Forms 5 or 6, many women are taken out of school

- needed at home
 - money goes to educating brothers, women come second; women complete Form 6 and go to the village they don't know what to do. Need to make information available to girls' mothers.
 - career information, educational opportunities
 - Women's Clubs, Parents and Teachers Association
 - more involvement of mothers in education
 - schools could take greater initiative
Need adult education/extension classes
 - could use government schools at night
 - vocational training classes, e.g. typing
 - personal growth classes, e.g. Art
Need to change attitudes toward girls taking Mathematics/Science subjects
 - negative reaction from teachers/other students strongly influences girls attitudes
 - girls seldom go against parent's wishes
Need women boarding school for non-traditional classes
Need to listen to women. Why dislike Maths/Science subjects?
-

FACILITATOR: Harieta Finiasi
Donita Simmons

Women's progress in education (teaching) begins in the home, it is really a sharing experience which begins with your children.

How can we allow change and maintain our traditional values? Many practices that need to be changed involve ingrained attitudes that are difficult to change. For example: in your household are boys and girls treated differently? Are cooking and gardening jobs shared in your home? Emphasis in the culture is for women to be only mothers when they grow up; the boys are allowed more freedom. Many of these practices need to change in the home and the change must come from, or supported by, the male head of the household. Otherwise, the sons won't bother to learn to cook or wash.

FACILITATOR: Unaisi Vasu Tuivaga

There is a big difference in sexual equality in education today. The first guidance is the responsibility of the parent and the parent-child relationship remains very important right through the school years. Parents are motivators and can observe the skills their children do or do not have by listening to child at home and discussing schoolwork.

Often, if there is not enough money for school fees only the boys will be sent to school, because daughters will leave home when they marry. Sons are more apt to remain at home, work and earn money so they need an education. Another problem with sex-role stereo-typing in education occurs when schools offer subjects at times that limit the girls' choices of mathematics and sciences.

When choosing your daughter's school, look at the subjects offered and the choices your daughter will have. It is not always best to choose a school because it is closest to home.

FACILITATOR: Rev. Laisiasa Wainikesa

Our task is to discuss:

1. Why things are the way they are and what our role is?
2. What can we do?

Where Are We Now?

In Fijian society there are customary roles expected of men and women. When boys are born there is always a big celebration, when girls are born there is no such celebration. Women are undervalued from the day they are born.

Within the Indian culture it is similar but parents are becoming more educated themselves. They are beginning to understand the value of educating their daughters. Change is still very slow but it is happening.

Rotuman society seems to be matriarchial - after marriage the man moves into the woman's home, but he is still looked after by her. Education is slowly changing some things.

Society looks to the women as leaders in the Solomon Islands.

Today, females in America are closer to being equal to men. Many of the changes have been brought about by education.

We can see that we all have things in common - What can we do to improve the status of women?

Suggestions that came out:

1. If some sort of social security system could be developed so people would not have to look at children as insurance for their old age. This would also help push family planning.
2. At home it is important to give equal attention to boys and girls.
3. Education at all levels on the status of women.

FACILITATOR: Adi Davila Toganivalu

RECORDER: Mary Ann Robinson

Points from Keynote Speech:

- ° What do we do when our children go to school?
- ° Who shapes the girls' attitudes, and when? Parents? Teachers? Many do not know what their children learn.
- ° Who helps students make course and career decisions?
- ° Who encourages/How to encourage girls to study Mathematics and Science?

Fiji Institute of Technology Building and Civil/^{Engineering}School enrolls approximately one girl a year. These girls have no drawing experience. Need to push (as mothers) for girls to enter vocational courses. Girls already taking mathematics and science, but unfamiliar with trades and tools.

Girls do have the ability -

- Female teacher in the vocational educational field could speak to parents to interest them.
- Statistics show marked drop in girls who go on from Form 5. They don't know what to go on for. Girls need advice where to go on from there - perhaps if Peace Corps teachers are available, students could seek their assistance on career counselling.
- Child's interest must be considered. Parents can push children in wrong direction.

Children need guidance. Who provides this? Schools? Ministry?
How competent are we as parents in choosing the best school?
Choosing subject areas?

- As mothers we can help build child's self-esteem so they can make these decisions.
- Also have to communicate with child so parent and child know each other's desires - child for child and parent for child.
- Family can work together, all children helping to solve one child's mathematical problem, for example. Listen to children's ideas about what they want to do. If we think they have the aptitude, we provide financial and other support.
- When do you ask the child what she wants to become?

Children change their ideas often while young, depending on what they see and what teachers suggest.

- Girls need female role models, to see that other girls can do technical work then they realize they can do it too.
- Television might bring some of these role models. Girls will see other girls doing non-traditional work and get an idea for themselves. To make better choices.

Girls need to be brought up to see that everyone in the home shares responsibilities and girls don't have to do it all.

- We have to run our own homes to show the girls that the men can do domestic work also, so the girls will not grow up thinking of themselves only as domestic workers.
- Rural play groups of kindergartens - boys and girls are channelled into sex-roles very early. They are told what they can do and play.
- Early training should breakdown these sex-roles. Encourage them to interact.
- But in villages we encourage the practices to continue.

But now we can see the result of these early sex-roles.
All of the work falls on the woman.

- A time is coming when we traditional people will see that we have to change. Overseas influences, education, will make us change. We need to start moving away from the separation of boys and girls from an early age. Children should mix together so they can be more equal later in life. Don't tell girls they are weaker and cannot do certain things.
- But why should we change traditional practices just to accomodate career choices later on?

In what areas do we separate the boys and girls?

- It is not only that men and women have certain roles. It is a joint responsibility. Children need to see both. Girls also need to see the father's role. Boys can also see women's roles in their sisters. We can begin these changes at home.
- What can we do with 16-17 year old school leavers (boys) who suddenly realize they have to do something? What support services can community provide to help these boys?
- In the United States it is nearly impossible to get jobs without secondary degree. Fiji needs program to bring school leavers (non-exam passers) up to a standard where they can function well in a job. External examinations may not relate to job skills. Other competence should be stressed besides the ability to pass examinations. Life skills should be developed in an alternative education program.

Vocational training could go on from age 12 or 13 as alternative for those who do not want to attend university. We shouldn't give our responsibilities over to the teachers as soon as the child enters school. No one can provide the guidance parents can provide.

- Sessions such as Wainiu's should be repeated so all women can attend.
- Mothers need to raise children to make the right choices later on.

If boys see women treated with respect in the home, that will be the boy's attitude later on. Everyone has to work together. Childhood is the only time of life to develop the child's security and self-confidence. But very difficult to change the traditions. Old people living in the home may conflict with the desire for change in roles. But children should see the older peoples' ways, too.

- School subjects may be beyond parents' abilities. How can they help there?

School can help there.

DAY 4 SESSION B: GROUP LEADERSHIP, GROUP DYNAMICS

FACILITATORS: Salote Qalo
 Michael Eng

RECORDER: Mary Woodruff

HOW TO BE A GOOD GROUP LEADER

A group leader's job is to influence their group positively, so that, by working together, the group can accomplish its goals. What then, is required to be an effective leader? The most important requirement of a good group leader is to be aware of what's happening in the group. A leader who sees and understands what's going on during interactions as group members work together will be better able to influence the behaviour of the group in the direction required. These interactions between group members indicate a lot about the group's morale, their feelings towards each other, their level of participation, interest, conflict and co-operation. By being sensitive to these interactions within the group, a leader will be able to identify group problems early and to deal with them effectively.

Emotional issues between members form under-currents during most group activities. Often, these under-currents can make it difficult for a group to function. Here are some examples of emotional issues which frequently arise during group activities:

- Identity - Who I am in this group? Where do I fit in?
- Goals - What do I want from this group Are the group's goals the same as mine? What do I have to offer the group?
- Power - Who will control what we do? How much power will I have in this group?
- Intimacy - How close will we be getting to each other? How much can we trust each other?

Ignoring these issues will do nothing to solve the problems that can arise from them.

The effective group leader will recognize the underlying emotional issues and encourage the group to discuss and deal with the issues openly; thus resolving the block to the group's progress.

How can a group leader influence a group? By performing both TASK ROLE behaviours and GROUP BUILDING ROLE behaviours, a group leader will have significant influence in helping a group accomplish its goals. Some behaviours which are particularly powerful in moving a group forward are:

- CLARIFYING - clearing up confusions; interpreting the meaning of ideas and suggestions; defining terms; indicating alternatives and underlying issues

SUMMARIZING - pulling together related ideas; reviewing what the group has discussed; offering a decision or conclusion for the group to accept or reject

ENCOURAGING - being friendly; calling people by name; showing acceptance and appreciation of someone's contribution

DEVELOPING IDEAS - listening to others' ideas; supporting them and developing them further

The group leader who listens, clarifies and develops ideas, and then summarizes at certain points will most certainly be influential and effective in that group.

CHARACTERISTICS OF A GOOD GROUP LEADER

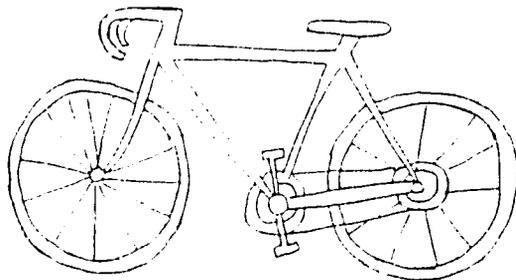
A good group leader:

- is friendly and relaxed
- is honest with people
- treats people as equals
- helps make people feel comfortable
- helps others see how their own skills, knowledge and experience relate to the concerns of others
- uses words people understand
- asks a lot of questions
- listens well
- points out useful information and ideas that have been suggested by people in the group
- respects people
- suggests ways to solve problems
- helps clarify the purpose and goals of the group or meeting
- states any problems or decisions that the group will need to deal with
- encourages everyone to share their opinions
- keeps track of time to make sure everything is covered
- plans ahead
- states points of agreement or disagreement among the group to clarify what's happening
- summarizes what group members have said
- deals with any hostility, conflicts, or other blocks to the progress of the group

HOW DO GROUPS WORK?

Most of us are members of different groups which were formed for one purpose or another. The group might be a Church Committee, a Women's Club, a School Committee, a Village Health Committee, a group to advocate for the rights of garment workers, the Committee for a Village Co-operative Store, or perhaps we are forming a new group to start a small handicraft business. No matter what group we are involved with, if we understand how groups function and how members of a group work together, then we will be better able to help our groups operate effectively and succeed in achieving their goals.

What actually should group members be doing in their groups? For any group to be successful, we can think of the group as having to exercise two important responsibilities: one is to their task at hand or the specific work of the group and the second is to the other people in the group. We can think of these as a TASK ROLE and a GROUP BUILDING ROLE. When some member is performing a TASK ROLE behaviour, they are doing something that helps the group get its work done, and thereby helping to move the group towards its goals. When someone is performing a GROUP BUILDING ROLE behaviour, they are doing things which help build good relations between members of the group, keeping it cohesive, and helping it to work well together. Both of these ROLES must be performed by the people in a group if the group is to be effective in achieving its goals. The analogy of a bicycle can be helpful in thinking of the interdependence of these two ROLES. In order for a bicycle to move ahead, both wheels must be working properly. A breakdown in either one of the wheels will bring progress to a halt.



TASK ROLE

INITIATING - suggesting new ideas for solving a problem; suggesting a new task or goal for the group; defining a problem

INFORMATION SEEKING - asking for facts, information, opinions or ideas

GROUP BUILDING ROLE

ENCOURAGING - being friendly; calling people by name, showing acceptance and appreciation of someone's contribution

HARMONIZING - attempting to reconcile differences and disagreements; making compromises; releasing tensions; joking

INFORMATION GIVING - giving facts, information, opinions, ideas; sharing relevant personal experiences

CLARIFYING - clearing up confusions; interpreting the meaning of ideas and suggestions; defining terms; indicating alternatives and underlying issues

ELABORATING - building on someone else's ideas and suggestions

CO-ORDINATING - pulling ideas and suggestions together

CHECKING PROGRESS - checking the progress of the group in reaching its goals

TESTING FOR AGREEMENT - checking to see if the group is ready to make a decision or take some action

SUMMARIZING - reviewing what the group has discussed; offering a decision or conclusion for the group to accept or reject

GATEKEEPING - making sure that no one feels left out or neglected; making sure everyone has a chance to participate and contribute their ideas

FOLLOWING - going along with the group; being a good listener

DEVELOPING IDEAS - listening to others' ideas; supporting them and developing them further

Group members can also play UNHELPFUL ROLES. This is behaviour which interferes with a group's progress; making it difficult for the group to work together and get its job done. When a group member does this kind of thing they are not contributing anything productive to the group, but rather are trying to satisfy their personal needs. Like a bicycle with a flat tyre, the group's progress is halted.

Examples of UNHELPFUL ROLE behaviours:

BLOCKING - going off the topic to something unrelated to the group's task; arguing too much about a point the rest of the group agrees on; preventing a vote from taking place

AGGRESSION - criticising or blaming others in the group; showing anger or hostility towards the group or someone in the group

SEEKING RECOGNITION - attempting to call attention to oneself by too much talking, bragging or boasting

REBELLING - opposing anyone in the group who represents authority

WITHDRAWING - not paying attention; not participating in discussions; daydreaming; whispering to others

DOMINATING - attempting to get one's own way regardless of others; interrupting others; giving orders

When this kind of behaviour occurs, it is usually quite irritating to other members in the group. It is important that these problems are recognized and dealt with openly by the group. This kind of behaviour should not be ignored, because it will destroy a group's progress.

Many members of a group should contribute in performing both TASK ROLE behaviours and GROUP BUILDING ROLE behaviours. The leader of the group, however, must be able to play many different ROLES.

They must lead the group; help it organize itself towards its job or task; listen to and observe the group to see if it is working well together or if it is having problems; intervene when a problem does occur and finally, the leader must help move the group to action without forcing it.

SESSION B: WOMEN'S EMPLOYMENT OPPORTUNITIES FOR
RURAL AND URBAN

FACILITATOR: Jyoti Ramsay

RECORDER: Carole Richards

Women in Fiji make a huge contribution to the economy and without their labour the Fijian economy would have serious problems. Much of women's work gets unrecorded.

Most of the discussion focused on ideas for bringing women into the "formal economy". Courses in money management and marketing should be offered to rural women, separate courses held for women, when an extension officer visits a village he or she should hold separate sessions for the men and the women. These are a few ways women can overcome their reluctance to make decisions. Also, having a specific person in the Government to deal with women's issues will help.

Co-operatives were discussed. Many co-operatives are established by men but run by the women in the community when problems arise. These women should be recognized and encouraged by the Ministry of Co-operatives.

Women working in factories have a different set of problems from these in the rural sector. They need quality child-care facilities, maternity leave, as well as help from their husbands and families to run their household. We are a long way from all this and it is true that we all have cultural constraints but we cannot hide behind our culture.

SESSION B: OPTIONS FOR CONTINUING EDUCATION, USP

FACILITATORS: Adi Davila Toganivalu
 Penelope Schoeffel

RECORDER: Anne Johnson

The session began with a brief description of what is available at the University of the South Pacific.

- Continuing Education is non-credit courses from USP for knowledge, leisure, skills and employment enhancement. These are offered through the Extension Services at University of the South Pacific e.g. the Fiji Center.
- fees are kept low - for F\$75.00, you can do a 3-term course (UNICEF helps to sponsor the pre-school program)
- University of the South Pacific advertises these courses in the newspapers and over the radio
- there are no pre-requisites
- Correspondence Courses are not available but there are extension centers outside Suva.

The question and answer period brought forth many problems that the women felt needed to be addressed by the Ministry of Education and by their own communities.

1. Many of the mothers are concerned that they are not qualified at present to supervise the homework that their children are bringing home. They want very much to help and promote the education of their children but cannot. This started a discussion on ways for parents in the rural areas to continue and update their education. Someone suggested requiring teachers to reserve time for teaching small courses on Mathematics, Science, English, proper Fijian, etc. for parents in the community. This could be done during holidays or evenings and weekends but would place a large burden on the teacher. Another suggestion was to tap into other skilled people of the community who could sit down for a couple of hours a week. All this brought out the problem of time. Time must be allocated so that courses can occur when they are most suitable and can be most widely attended.
2. Resource Centers (libraries, community centers, etc.) cannot be used unless people know where they are located and how to use them. Libraries could hold courses for mothers during the day while the children are at school.

These Centers could play an important role in recording and taping of traditional stories and legends, songs, etc. for the preservation of and education of others in the culture. The women would be giving something valuable back to the Center in the form of these stories, etc. in exchange for these courses. The library (or whatever) could collect and categorize this information and offer it to the general public.

Overall, the participants showed a great deal of interest in the topic and each other's ideas and experience.

SESSION B: IMPROVING BASIC SKILLS - READING, WRITING

FACILITATOR: Vilsoni Heneriko

RECORDER: Judith Hecht

Introduction:

Session Outline -

Discuss why reading and writing are important
Basic aim is to have everyone in the world be able to read and write

Group should share ideas -

- A. Women have shown an interest in this issue
- B. Many people cannot read and write
How can we get them interested

Break into small groups - 3 questions to answer

1. What are the benefits to be gained by learning to read and write?

Communication, education, entertainment expression, transferring information, etc

Summary - Adults cannot be part of community decision making process if they cannot read and write

- They could be cheated and not know it

2. If you started a literacy programme that is teaching adults to read and write in your community, what problems would you expect to face? What solutions would you have - interest lacking, no reasons for needing it, too old, no time, reject young peoples new ideas.

Solutions - explain why it would help you, be a patient teacher

Summary - If you want to start a programme you need to research -our group first. Find out how they communicate and learn. It must be useful to them. Examine the culture, may be songs, dance, etc.

3. How will you teach adults to read and write.

teach their names first, short sentences, learn the alphabets, pictures, get easy books.

Summary - Start from familiar then go to the unfamiliar
make it fun and enjoyable

Back in the large groups -

What can women do to improve reading and writing in their communities?

- put up bulletin boards
- find where to get a resource person to help or to do the teaching
- form groups to get support in you community
- incorporate reading and writing lessons into other clubs like reading and writing
- women could obtain books contacting -
Ministry of Education
Fiji Center
Others
- make stories and books of your own and use them to teach

SESSION B: TEACHING PEOPLE TO TEACH

FACILITATOR: Pauline Dooley

RECORDER: Cynthia Printz

1. What makes 'good' teaching?

Small group discussions among participants. They apply the method BRAINSTORMING to generate ideas to answer the question using past learning experiences.

- A. Major ideas mentioned are as follows:

Motivation
Interest
Rewards/Encouragements
Patient Teacher
Get opportunity to try it yourself
Feedback
Meet needs of student
Hands on projects/Problem solving
Use of professionals for talks

2. Different teaching methods are appropriate for different situations. A teacher would use a different method if the students were to problem solve, watching or doing something. In other words the type of method used is dependent on the particular Learning Outcome that the teacher wants the students to achieve

There are 5 learning outcomes that can be achieved:

verbal information, intellectual skills, cognitive strategies, attitudinal change and motor skills

In order to achieve these previously mentioned outcomes, the teacher wants to choose the technique or method that will be most effective. A guideline has been developed by Lim Hay Pick choosing the most effective techniques.

If Verbal Information is to be relayed to the student the most suitable techniques are as follows:

1. Lecture or talk about the information.
2. Panel discussion with several persons knowledgeable about the topics before the group. Questions can be exchanged between the panel members, students, and instructions.
3. Debate between students having opposing views on a controversial issue. Followed by open discussions concerning the issue.

If Intellectual Skills are to be transferred to the group one would use the following techniques:

1. Demonstrations.
2. Go on a field trip to a planned location.
3. Use Buzz groups of 3 to 6 persons to discuss or solve a problem and/or topic for 5 - 10 minutes.
4. Group Discussions among participants to discuss issues.
5. Brainstorming - better in large group or sub-group to generate as many ideas or solutions to a problem.

If Cognitive Strategies such as problem solving or self-reliant behaviour are to be the outcome one would use:

1. Case Study of a real life experience is given to the group and analyzed. A solution is offered.
2. Buzz Groups to solve a problem.
3. Role playing involving participants and observers in which a problem is acted out and discussed. Exploring of feelings, attitudes, values, perception, is accomplished with this technique.
4. Simulation and Games in which participants are involved in a situation as close to the reality as possible and learn from the consequences of their actions.

If Attitudinal Change is to be acquired which is based on habit and the slowest outcome to achieve by participant, the most effective techniques would be as follows:

1. Role playing (as mentioned above)
2. Simulation and Games (described above)

If Motor Skills using more physical aspects of behaviour are to be the learning outcome one would use the following methods:

1. Demonstrations.
2. Practice and Drill where participants develop a skill by repetition with guidance from the instructor.

(Small groups discussed what methods would be most appropriate to relay information concerning Development Plan 9. How would one go about changing or solving the problem. The techniques described above were then selected: Debate, Demonstration, Practice and Drill, Panel Discussions, Brochure).

Last Word:

When you hear you forget;
 When you see you remember;
 When you do it you know.

** For anyone interested in the handout on 'Teaching Methods In Non-Formal Education' by Lim Hay Pick, University of Singapore (which was used on the above session) -
 Contact Mrs. Lavinia Padarath, Peace Corps Office,
 Phone No. 311-344.

SUMMARY REPORTDAY 4 SESSION C: MARKETING, MONEY MANAGEMENTFACILITATOR: Daphne KaloucavaRECORDER: Jinx Faulkner-KoehlerCASE STUDY: SEREANA'S TAILORING BUSINESS

Sereana lives on one of the outer islands of Fiji, she usually has the chance to come to Suva about four times every year. A boat from Suva calls at the island at least once a month.

Sereana is a good hard-working member of the Soqosoqo Vakamarama, one day a week she helps with sewing to raise money for the club funds. She also grows her own voivoi and weaves mats.

The husband is chief of the village which means the family often has extra guests at their home. Sereana decided to start a small sewing business of her own in order to make some money to pay for household expenditure.

After saving nearly \$100 from other family income, Sereana bought the materials she needed to start her sewing business. She sews boys shorts which she sells at .50¢ each and girls sundresses which she sells for .80¢ each. Sometimes the sales are very slow. The money Sereana has already received from sales has already been spent on food and other household items.

Last month while on a visit to Suva, Sereana came into BOMAS to ask for help in getting \$150.00 to buy some new parts for the sewing machine to keep her business running.

The following information was gathered:

1. Sereana says the main problem is that there is a lack of money in her village and the other nearby villages, the women can't afford to buy the clothes.
2. The cost of materials she buys:

Shorts:

3/4m of material at \$1.20 per metre	.90¢
1/3m of elastic at .23¢ per metre	.08¢
Thread .31¢ reel (enough for 10 pairs)	.04¢
Total Cost of materials	<u>\$1.02</u>

Sundresses:

1m of material at .85¢ per metre	.85¢
Thread .31¢ reel (enough for 5 dresses)	.07¢
2 buttons at 5¢ each	.10¢
1m of lace at .45¢ per metre	.45¢
Total Cost of materials	<u>\$1.47</u>

3. Sometimes to get money urgently Sereana has made patch-work pillowcases and sold them to the teachers at the local school, they always pay cash.
4. Sereana has a sister working in Suva who might lend her the money (\$150.00) to buy material and machine parts. In return Sereana will weave some mats and send them to her sister who can sell them in Suva. The sister says her friends in Suva are always asking to buy mats.

WHAT DO YOU THINK SEREANA SHOULD PLAN TO DO NOW?.....

Ideas For Sereana:

1. Learn about budgeting
2. No profit
3. Doesn't understand what are overhead costs
4. Learn costing and pricing
5. Give up sewing in favour of mat weaving or learn how to handle sewing business
6. Gather capital from mat weaving to start sewing business
7. There is no market for the clothes because are too expensive

How do people find out if they have a market? Is it difficult?

Things to Consider:

1. Competition from other businesses
2. Quality of the product
3. Price
4. Quantity

Talked about a program that had been started and collapsed. It was said that once something like that collapses, it should be followed up and given feedback so people could understand exactly what happened.

What is a feasibility study?

1. Writing out items to sell
2. Cost
3. Labour, etc

Carefully observe how money will be spent.

One woman suggested looking for all possible alternatives before making final choice - that is what a feasibility study helps to do.

What is Budgeting?

Women suggested:

1. Writing everything down
2. Estimating how long things will last
3. Estimating fuel, maintenance cost
4. Figuring in labour costs

Discussion about Fijians not being able to budget because too many people dropping in, kerekere/credit. It is very hard to break away from customs but urbanized Fijian eyes are opening as they have to pay bills, bus fares, etc. The Indian women felt they also had these problems - just as much hassle. It was suggested that both Indians and Fijians must learn to separate business and custom if they want to succeed in business; and that women must learn to be shrewd and hard in dealings. Someone else suggested the whole issue is centered around characteristics of a businesswoman. This led to a discussion on the many types of costs.

There are different kinds of costs:

1. Material Costs - should only go to business
2. Overhead Costs - fuel, maintenance, repairs, rent
3. Labour Costs - goes to home/family

Profit - use is up to the owner/manager of the business

It can be used as:

- (a) income
- (b) put back into the business
- (c) saved for emergencies

Profit is the only item available for use. The "costs" must never be given out to kerekere or to other people.

SESSION C: COMMUNITY RESOURCES FOR EDUCATION

FACILITATOR: Donita Simmons

RECORDER: Anne Johnson

In reality, there are few resources available in the community. What does exist, and is our most valuable resource, is people.

The group drew up recommendations for women personally and within our own communities, and for the National Council of Women and other Non-Governmental Organisations.

Personal-Community

1. Be inquisitive and assertive about asking questions.
2. Utilise people as a resource.
3. Don't wait for physical structure to be built before organizing - we can do it ourselves!
4. Start simply, be successful and move on from there.
5. Use local resources.
6. Don't wait for information to come to you.

National Council of Women, Fiji and Other Non-Governmental Organizations

1. Information should be "two-way", it should flow up and down, e.g. the N.C.W.F., as the umbrella group should disseminate information, while the member groups should contribute information to the National Council of Women, Fiji. This makes the National Council of Women, Fiji the co-ordinating body for resources on and for women.
2. Conferences, workshops, meetings, etc must be held in the villages and settlements.
3. Print information in local languages.
4. The National Council of Women, Fiji should publish a pamphlet listing all the women's organizations in Fiji, local affiliates with their addresses, telephone numbers and type of services offered. A pamphlet on funding sources should also be published.
5. National machinery is needed for distributing information to women, especially rural women.
6. A 'talent pool' should be established so women's organizations can use local people for training and teaching.
7. The National Council of Women, Fiji should produce an annual calendar of training available - seminars, conferences and continuing education.

People are one of the most valuable resources for information. Use them!

SESSION C: STARTING A KINDERGARTEN, EDUCATIONAL TOYS

FACILITATOR: Unaisi Vasu Tuivaga

RECORDER: Judith Hecht

There are several reasons, besides both parents working, why you might want your child in a kindergarten or pre-school:

- development of social skills
- emotional and intellectual development of the children
- prepare the child for primary school
- mother has more time to do other things

How do you go about starting a pre-school or kindergarten in your community?

- There are government advisors in the Education offices at the district level
- Applications are required. A committee is required to register.

- The community must supply the building and pay for the teacher and equipment - \$1,000:00 per year is the minimum amount needed. If the kindergarten will be 80% or more Fijian you can get equipment from the Fijian Education Unit.
- Teachers
 - 5 day teacher training per year
 - 1 teacher per 15 students
 - 2 teachers for a maximum of 35 students
 - one of these teachers can be an assistant
 - one must attend the teacher training course
 - if more than 35 students they must be divided into 2 groups e.g. morning or afternoon or every other day.
- Permanent equipment: teacher's desk, waste paper basket, door and lock, cupboard with lock, floor mat, some low tables, outside rubbish tin.

There was also some discussion on materials you can use to make educational toys.

Toys you can make:

- building blocks
- boxes with different shapes
- a train that comes apart
- different size/colour barrels
- marbles with holes and string
- wooden tractor
- shapes on a board that fit into place
- puzzles and books

Materials you can use:

- ice cream containers
- shoe boxes
- plastic meat containers - painted
- painted egg cartons
- magazines pictures and cardboard

IMPORTANT: USE NON-TOXIC PAINT

SESSION C: COMMUNICATION SKILLS

FACILITATOR: Larry Thomas

RECORDER: Helen Archibold

Teaching our children about different language skills is basic human nature, but communication is more than language

skills. It is important to try and communicate effectively because this determines our relations with others, although "customs" often over-ride the individual. To overcome this, communication must begin in the home and extend to the community. Listen to what the other person is saying to you, try and understand their point of view and try to express yourself so that they understand - /just what you are saying /not but what you are feeling.

Ways to improve your ability to communicate with another:

- have patience
- be honest and open
- notice their 'body language'
- respect the other person's point of view
- ask questions, listen to the answers.

SESSION C: NON-FORMAL EDUCATION, ASSISTING FEMALE
SECONDARY STUDENTS

FACILITATOR: Vani Samuwai

RECORDER: Marvin Reaves

Non-Formal Education - Education that is not structured. It is organized but with no set curriculum, more practical than theory.

Why? - Improvement of life, development of a livelihood, learn from one another.

Ways different women have participated in Non-formal Education

- a young village woman holds monthly sessions in her youth group.
- Levuka woman from the District Council of Fiji - gives session on leadership, training, training skills, small income projects to all female school leavers.
- a Peace Corps Volunteer to friends and family.
- a woman at the Ministry of Health works as an advisor for career counselling of youths.
- Youth Worker from Ra holds workshops on small engine repair, small business, sewing.

Suggestions/Recommendations on Ways Non-formal Education
Can be Used:

1. There should be more emphasis on non-formal education in rural areas.
2. Aim aid/education at parents - Fijian parents are aimed at outside things rather than the family. Make family education a first priority.
3. Mothers must be smart in helping daughters. Most of the time, the mother is not there - all responsibilities fall on the young daughters.
4. Make your daughter your best friend. Prepare the daughter for future life. Fijian women is advancing but some are not ready for change. The mother must be first in teaching the daughter. Mothers must understand what is going on in the mind and body of the daughter.
5. Teach female prisoners.
6. The problem is not just women but men also. The whole community.
7. Learn sewing and light engineering.

SESSION C: EXTRA SESSION ON TELEVISION

FACILITATORS: Devakar Prasad, Deputy General Manager,
Fiji Broadcasting Commission

Rev. Akuila Yabaki, Communication Secretary,
Methodist Church of Fiji
Fiji Council of Churches

David Jones
Roy Morgan Research

RECORDER: Helen Archibold

Roy Morgan Research is responsible for finding the questions that are utmost in people's minds about the introduction of television in Fiji. They are not the organization that will bring television into Fiji.

What kind of programme should be introduced in the first 12 months?

These are some of the women's responses:

1. Kindergarten - pre-school level - all age levels
2. Not on an all-day-basis
3. News coverage and current affairs for local and overseas news
4. Sports - restricted

5. Cultural
6. Religious
7. Women's interest
8. Parliamentary proceedings
9. Coming Attractions
10. Rural Programmes
11. Advertising

The programme should be for everyone and everyone should have equal access - political; rural; overseas and local news; urban.

Television will be introduced not on an all-day-basis.

A sample schedule was drawn up:

6.00 am. - Devotion
 6.05 - News & Weather
 6.15 - Adult Education
 6.30 - 7.00 - Women's Programme

CLOSE DOWN

10.00 - Childrens' Programme - School Programme
 11.00 - Kindergarten Programme
 12.00 - Family Doctor

CLOSE DOWN

5.00 - 6.00 - Childrens' Programme
 6.00 - 6.30 - News & Current Affairs - Local and Overseas
 6.30 - 7.00 - Adult Sport
 7.30 - 8.00 - Adult Information/Agriculture
 8.00 - 10.00 - Adult Entertainment
 10.00 - News

CLOSE DOWN FOR THE DAY



DAY 5PROGRESS OF WOMEN IN RURAL DEVELOPMENT

BY THE HON. RATU TIMOCI VESIKULA, MINISTER OF RURAL DEVELOPMENT, DELIVERED BY ROBERT KHAN, DIRECTOR OF RURAL DEVELOPMENT

The increasing awareness of women's potentials in the last decade has brought into focus the crucial role they could play in the development process of any country.

Since the beginning of time they have supported men and influenced them to change the course of history. During war and in peace women play leading roles together with men to protect the rights and identity of nations they represent.

Their existence also accounts in history of bravery, sacrifice and fortitude through which women have gained special place in nation building.

We will find that the women's role in the early days of our development were many. A woman was first a mother, a housekeeper, a cook and a gatherer of food for the family, and a weaver of mats, etc. She gave moral support to her husband in times of disasters and suffering. Her role was generally a subservient one but as time passed with more particularly in the family units, they assumed greater importance in the social and economic well-being.

This brought in added recognition of their potential and as a result they accepted additional responsibilities and participated more in domestic and economic activities.

The growth of family unit meant that more mouths were to be fed which generated more efforts on their part to produce more from their home gardens and sell surpluses to compliment the income of their husbands. Interest motivated them more and they started to revive their traditional skills in arts, pottery, etc. to earn cash. With the extension of market incentives, these activities became small scale local industries in many villages and settlements. The women's role was then no longer domestic and subservient but was progressively identified as important component of development process both in domestic and commercially orientated environment.

Women's contributions have created more potential in them to participate equally with men in any development process. This is evident in the fact that those disciplines which were regarded exclusively as men's domain are now dominated by women.

About 20 years ago we would have seen very few women in such enterprises as the commercial banks but today the

trend has changed so much so that women are leading in many fields of development. They are involved in primary health care and family planning, in sanitation projects, and in building or village/settlement footpaths, housing village dispensaries, agriculture, fishing and other income generating activities.

Our Government has already acknowledged that women should effectively be represented at national levels of decision-making process in all sectors in order that their voices and interests are made part and parcel of our development strategy. Women are represented in Government and commercial sectors, in political arena, in science and technology, and in many fields of development. You all know that our Secretary to Cabinet is a woman and so is our Director of Energy. Women are also given a place in our Economic Summit. Women's participation in Government and Statutory bodies is gaining momentum while their contributions during our National emergencies through Organizations as the Red Cross and Local Relief Committees have also invoked an awakening in our development efforts for the recognition of women's potential as a force and energy to be reckoned with for strengthening our National Development programme.

In the process, our women's interest unit has played and is playing a very decisive role in involving women's organizations and individuals to participate in policy-making and planning process both as decision-makers and as potential beneficiaries.

Our women's interest unit has evolved several programmes for women to enhance their socio-economic position. Over the years the unit has mounted the following courses:

- (a) Leadership training
- (b) Clothing and textile - almost 80% coverage throughout the divisions
- (c) Food and nutrition - covers 70-80% of the divisional women's population
- (d) Family education - 10% of the women's group covered
- (e) Home improvements
- (f) Budgeting
- (g) Income generating activities - covers 25% of the total women population
- (h) Rural kitchen/smokeless stoves/appropriate technology - 30 smokeless stoves have been built in Central Division and one each in Eastern, Northern and Western Division.

- (i) Craft development and marketing - this is Fiji wide and covers almost 50% of the 1100 villages and settlements.

Annually about 20,000 women are being trained throughout the Nation within the resources available to the unit. Such programmes and the involvement of the women's interest section will be further consolidated and strengthened during development plan IX period.

The focus of our local women's involvement has been in the following:

- a) Strengthening and supporting women's organisation at grassroots level - various women organisations such as Mahila Mandals, Soqosoqovakamarama, Zanana Muslim League, and the PPSEAWA which is an affiliate of Women's Associations of countries in the Pacific and South East Asia Region, YMCA, Stri Sabha and Youth Groups of these organizations are but a few examples.
- b) These organisations had existed in rural areas even before independence but there were limited activities and interests. Lately their existence have been made known through the local media. In this, our women's interest unit of the/rural development is also playing a positive role and consequently there is more interaction both within the local societies and the outside world. /Minist

In recent years, the interest of our women and the importance of their role in our nation building have on numerous occasions been highlighted in our Parliament. So much so, that there has been salutary recognitions of these in international forums also.

Broadening agricultural training and extension to include work done by women. This in my view is evident mainly in the rural areas where currently women are playing a very significant role in agriculture - both in subsistence gardening and in cash crop cultivation or processing.

Women are also moving into wage labour on farms and plantations. This new trend appears to be on a steady increase as larger scale farms are established for commercial output. In addition, their roles are prominent in community based poultry, piggery, goat, fishing activities and and garment industry where their input is quite substantial.

- c) Minimising the negative effects of modernizing on women's traditional employment.

There has not been any major shift in the traditional involvement of women although the influence of modernisation has reached rural areas through the development of modern amenities.

In fact, there has been escalation and revival of traditional art and crafts through the involvement of women in their own organisations.

There has been merger of skills - both modern and traditional if anything. For example, in pottery, making macrame and fabric printing using tapa designs, now involve both modern and traditional skills.

It has been through their initiative and perseverance women have earned positive recognition in our societies. Such recognition has culminated in the United Nation proclaiming 1975 to 1985 as the U.N. Decade for Women with the slogan "EQUITY DEVELOPMENT AND PEACE". (MEXICO CITY).

Since the beginning of the decade many members of the United Nations and other international agencies have recommended specific action plans to involve women's organisations and have taken positive steps to re-orientate their work to reach all women better, in all walks of life.

Some provincial development projects have largely been funded through fund-raising activities which the women themselves initiated. An example is the Tailevu Provincial Office at Nausori.

Other areas in which women are involved and contribute significantly, either through paid and family employment or through self and volunteer employment, include industrial, commercial and tourism sectors, education, health and social welfare sectors. With current trends of increasing numbers of women acquiring higher education and qualifications, the number of women in paid employment will continue to arise.

It is therefore evident that women have tremendous potential in contributing to Fiji's development. The fact that 40.5% of Fiji's population is females should be a sufficient ground for women to gain special recognition as equal partners in development.

No society can be fully developed unless all its members are permitted to develop their full potential and enjoy

the same degree of freedom. Thus the aim of development in relation to women must be to facilitate the identification of women's full potential so that a healthy spirit of inter-dependency between men and women can be promoted.

Let me now mention what the DP9 includes on Women in Development. DP9 says that:

"DURING DP9 GREATER EFFORTS WILL BE MADE TO ENSURE THAT WOMEN ARE FULLY INTEGRATED INTO THE NATIONAL DEVELOPMENT PROCESS, AS EQUAL PARTNERS WITH MEN."

To facilitate women's role in National Development DP9 proposed for the Plan Period to:

- a) Continue to encourage and involve women as equal partners in the National, Political, Economic and Social Development of the Country; and
- b) Strengthen and co-ordinate women's activities in the overall National Development effort.

The National Economic Summit in February 1985 had adopted in its communique the need to involve women in the decision-making process at all levels in recognition of their contribution to the development of the country.

While there has been satisfactory impact on their contributions in these areas, there is room for improvement. It is hoped that during the DP9 period the more positive steps envisaged in this sector will ensure that the above objectives are met.

In both cash farming and subsistence farming, women have continued to play a major role. Besides tending root crop and vegetable farms other more specific agricultural activities worthy of note include:

- i) Non-commercial chicken farming; vegetable farming;
- ii) Voivoi farming, as raw material for mats and basket weaving;
- iii) Masi cropping, as raw material for tapa.

These also form an important source of income for the household. In many villages and settlements women spend an average of 20 hours per week outside the domestic duties mainly in farming, fuel and food foraging including fishing.

In the co-operative movement women are now playing an increasing successful role in the management and day to day running of the village Co-operative Societies.

It has been found that compared to their male counterparts, women make better Managers and display skill in supervision and financial control.

As reported by the Minister of Co-operatives, women succeed in Co-operatives because "they are less inclined to give credit sales, and more parsimonious in their operations and are able to keep up the more menial tasks such as record keeping, costing and cleanliness, in much better condition."

To incorporate such aims one must consciously battle the underlying stereotyping of sex-roles sometimes inherent in development of women's roles largely in terms of mothers and home-makers. Although these roles are still and will always remain very important, it is in the development and utilisation of their non-domestic capabilities and potentials that women can be expected to more actively contribute to development and to increase their share of benefits.

I see from your programme that this Conference is a follow-up of the Decade for Women Conference which started in Nairobi in July 1985. The theme of the Conference embraces Women's activities and I am fully confident that members and participants have found the deliberations of the Conference interesting, stimulating and rewarding.

For visiting participants - I am sure you have had a very enjoyable and fruitful experience and that this Conference would further strengthen and consolidate your contributions in our development efforts.

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SUMMARY REPORTDAY 5 SESSION A: WOMEN IN RURAL DEVELOPMENT ISSUESFACILITATOR: Mrs. Susana EveningRECORDER: Anne JohnsonQUESTION: Any comment on Mr. Khan's talk this morning?ANSWER: One comment he made about government recognizing women. Wasn't that true in the past.QUESTION: I think he was meaning that women will be recognized at the decision-making level. For example, at the Economic Summit last year and again this year, women are included in the Summit. We are given opportunities but women don't move forward. Why is that?ANSWER:
1) Ignorance
2) Lack of education. Don't know how to go about it, also fear of being outspoken, not popular with one's husband and leaders.QUESTION: Mr. Khan mentioned the Women's Interest Office. How effective is the W.I.O. in your area?ANSWER:
1) In our area, we haven't seen her much, her work area is very wide.
2) We must take the initiative to contact the W.I.O. with our needs.
3) In Lautoka, again W.I.O. is very busy but she is responsive when she's around.
4) I find Soqosoqo is for fundraising. I see other women's groups for helping with training.COMMENT: Soqosoqo Vakamarama is based on the Vanua system and it is getting stronger because it has a strong base.QUESTION: Would you like to share project problems?ANSWER:
1) We have land for handicraft centre, but no money to start building
2) I support what Mr. Khan said about women running coops. The women are successfully operating the coop in my village.
3) Dravua village is the project village for South Pacific Commission, where many successful projects are run by women.
4) I have a project but no finance. Who do I talk to? (Talk to National Council for Women, Fiji Council of Social Services for possible funding sources.)

- 5) Complaints of project on water-seal toilets - hard to get the plastic insert, in Vanua Levu. Ministry of Health making it difficult, not cooperating.
- 6) We were told government has self-help money available. Community is to raise 1/3 of costs and government contributes the other 2/3 of project cost.

Facilitator: Discussed the National Machinery for Women in Development.

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DAY 5 SESSION A: WOMEN IN RURAL DEVELOPMENT ISSUES

FACILITATOR: Cema Bolabola

RECORDER: Robert Domainque,

This is a small group discussion on Women in Development Issues presented in the keynote address....

The discussion opened with a question on the marketing of craft products - where and how can women market their handicrafts? Marketing is an area few people understand. Many people, men and women, produce things without thinking about how and where the items will be sold. B.O.M.A.S. is a resource for help as is the Women's Interest Office in the Ministry of Rural Development.

Duty-free shops can be a very good place to approach about selling your crafts but the quality must be high and regular. The items must be produced regularly. This is difficult because women often produce the handicrafts when they need money and do not have time to produce continuously. Therefore, they must organize with other women to provide a continuous supply of good quality.

Another area to consider is the promotion of the raw materials for women's handicrafts. Women can develop their own natural resources by, for example, growing their own voivoi. On Koro they are reviving traditional designs for masi by looking at old pieces. The young girls are also learning from their mothers after school.

Multicraft centers try and utilize women in the community because one of the problems in remote areas is that people often do not know where the resources are.

Costing of a product is also a problem. Women usually do not know what price to charge. They must consider not only cost of raw materials and labor but also overhead costs - putting money aside to repair sewing machines, etc.

The issue of time was brought up. Women must be educated about time, to create an awareness of time so it is easier to organize ourselves. Not only for work but also for rest. It was suggested that women's interest officers, nurses and women's groups in general all work together to look at the uses of time.

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SUMMARY REPORTDAY 5 SESSION A: WOMEN IN RURAL DEVELOPMENT ISSUESFACILITATOR: Mrs. Kini RokoseRECORDER: Cynthia Bower

Discussion began with hinderances of trying to promote women as equal partners. Women's potential can be better used to overcome these hinderances through education, rural development, etc. One obstacle is Ministry personnel are predominantly men, with attitudes and lack of insight into women's point of view.

The same statistics were presented this morning in a male's perspective; "look at how much you've gained". Instead of women's view all week of "look how little we've got,.....we need more".

The group had a general attitude of disappointment with keynote speaker, nothing new was presented.

How can women be more utilized and more productive?

- Rurally women have trouble making their husbands work. This is tradition, it causes social and family di' order, and it causes women not to be more productive.
- Women need to start with their own family, to improve their village standard of living. To being on their own housing, water and sanitation. The women need to understand the reason for the improvements, what are the benefits of good housing and sanitation.
- Men are very important in women's development. If you don't include the men, they never will see that cooperation will make things better. Important to involve the men.
- Projects which are too women oriented are perceived as a threat by our men. Women need to remove the threat to men, by stressing improved quality of life, by sharing work and by communicating.
- Love will help solve this problem. The wife will continue to work despite the husband's lack of support, eventually he will see the love and reciprocate.
- Another method, the women to cook a good meal, then ask the favour.....

On the topic of Family Planning both women and men should be informed and involved. Rurally, this is a delicate matter. Medical people are highly respected in rural areas, it is very important for them to explain and educate the rural women and men. It is important to treat them as human beings with love in words and actions, not just forcing new ideas on them,

Failures and success depends upon the people involved. Congratulate them if its done well. It reflects on everyone if they succeed. Explain what you are doing. Be patient, humble and listen. This way they will try harder.

Successful projects need research.
Do the people want the project.
Then channel the energy.

Keep the communication lines open between women and men.

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SUMMARY REPORTDAY 5 SESSION A: WOMEN IN RURAL DEVELOPMENT ISSUESFACILITATOR: Ted PierceRECORDER: Paul Koehler

The facilitator, Ted Pierce identified the main topics of Mr. Khan's address on women's old role of homemaker and housewife including now the new role of involvement in cash income generating through handicrafts, farming and fishing.

QUESTION: Do you agree with Mr. Khan's identification of role of women presently?

- ANSWER:
- 1) Women need to be more involved in budgeting and co-ops.
 - 2) Problem of how to incorporate the 5 day work week into all the other activities the women do. Not enough time for all the chores and development projects.
 - 3) The church can sometimes be a deterrent to women's roles in development because the church and ministers often demand so much time.
 - 4) Women are scared. They do not speak out in meetings in the rural areas. Women should say how they feel, what they believe and stand up for their rights.
 - 5) Women's interest are a low priority, following the church, the government, the vanua (village) and the schools.
 - 6) For the Councils of Chiefs, women have to do work and pay, the vanua system.
 - 7) Young people of today are often moving away from the village and building homes near their farms and to be away from the village.
 - 8) Women do not have incentive to work or earn money. They are taxed highest, men take their money and they are worked by the village, church, government, and schools.
 - 9) Culturally change is difficult. Education may slowly change the status of women.

QUESTION: It was mentioned that power is of concern. People do not want to give up power. How can women become empowered? How can the women get the Chiefs and men to share the power?

- ANSWER:
- 1) Need education by budgeting and to have follow-up courses.
 - 2) Educational programmes should be aired in the evenings, so that women have the time to listen to the radio programmes.
 - 3) A woman told a tale about the Greek times, when the women wanted the men to stop war. The women said, "Men, no sex until you stop going to war" that is a solution to share the power with the men.

QUESTION: People can empower themselves by cooperating.
How do women cooperate?

- ANSWER:
- 1) Through the Soqosoqovakamarama and church fellowship.
 - 2) If women from villages and districts get together to communicate problems and solutions. Distribute information and talk about various actions.
 - 3) Can women cooperate with her husband? Difficult when he takes the money for tobacco or booze.
 - 4) Cooperating is a slow process.
 - 5) There is a great need to push on family planning, education is important. Family Planning should be free, some men do not give money to the women for the pills, etc.
 - 6) Indian women in rural areas need to find a way to work together and cooperate. Indian women are isolated in the settlements they do as their husbands say, traditionally.
 - 7) The health workers need to go back repeatedly to contact the residents of a rural area.
 - 8) The church needs to focus on change, can play a role in development.

The group recommended the need for further education, adults and community.

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SUMMARY REPORT

DAY 5: SESSEION A: WOMEN IN DEVELOPMENT ISSUES

FACILITATOR: Mrs. Loata Karavaki

RECORDER: Jinx Faulkner-Koehler

The group started by dividing up into six small discussion groups, each with a different topic.

Group One - Communication

The group discussed the role of the turaga-ni-koro in dealing with communication problems. The turaga-ni-koro should act as liaison person not only in the village but as a link to government.

Communication is very important. When there is a breakdown in communication great problems result. Talked about how communication is a step by step process.

They mentioned all types of communication: radio phone, newspaper, mail, lorrie, boat, plane, helicopter and future television.

Group Two - Water

The group agreed there are still many water problems in several villages. They said villagers need to be aware of all water sources so they can have back up. They expressed the want for more general survey of water needs.

Group Three - Energy/Power

The women seemed most interested in this topic. They had a definite interest and asked for a more understandable set of terms to describe energy and power. They seemed very curious to learn about all the various alternatives for energy, costs and benefits of each energy source. They recommended the need for more information in understandable terms.

Group Four - Income Sources

They listed and discussed the following income sources for rural areas:

1. soil/gardens
2. fishing
3. handicrafts

It was suggested if women are selling garden produce, it is important to remember not to sell all the

most nutritious foods. But to save food for the family to eat healthy.

Group Five - Food

The group stressed the importance of eating more fruits and vegetables. Suggested that each house should have a garden, for planting and harvesting vegetables and local crops. Many modern diseases are related to poor and unbalanced diets.

Group Six - Housing

The women discussed people don't use bures enough any more. For bures the cost is very low, but maintaining takes a lot of work. The cost of concrete or wood houses is high along with the cost of maintaining and finishing the houses with paint. Good, strong housing is very important for the many cyclones that hit Fiji. The women are encouraged to promote better housing.

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DAY 5 SESSION B: USE OF RURAL RESOURCES - APPROPRIATE TECHNOLOGY

FACILITATOR: CEMA BOLABOLA

RECORDER: PAUL FAULKNER

QUESTION: What appropriate technology are you now working with?

ANSWER: a) Family planning and breastfeeding seminars with help from Peace Corps Volunteer are appropriate technology for training

b) Use of smokeless stoves.

c) Chared stoves has been introduced but was inappropriate

d) Bee hives.

QUESTION: Why introduce appropriate technology for women?

ANSWER: a) Husbands are sleeping

b) Women need to know more

c) Health reasons for example, smokeless stove? help the women's eyes and cleaner way of cooking food

d) Makes work easier for women. But sometimes the groups or women are not motivated or trained properly. Instead, they are just told that it is good. Also, men are often not included.

e) Helps women raise their living standards

f) It saves time and therefore, saves work.

QUESTION: What is appropriate for rural technology?

ANSWER: a) It has to make use of available resources

b) It must be what can be afforded

c) It must be readily available to women

d) It must meet the needs of the people and area involved

e) It must be useful

f) The people must be able to maintain and operate it

g) It must have durability and thus improve the economic life of the people

- h) It must bring satisfaction and happiness and not be a burden.
- i) It must be simple
- j) It must be of less costs
- k) It must be clean

QUESTION: Who is to determine what is appropriate? And is it happening?

- ANSWER:
- a) Often the ideas come from outside because the women often do not see what is happening.
 - b) Initially, it should be a joint effort but ultimately the decision must be made by the people. Exposure from outside is important.
 - c) Local technology is described by a woman as a coconut scraper.

QUESTION: What is the role of women's work?

- ANSWER:
- a) Working, washing, planting, firewood collection, fishing, ironing, voivoi preparation, weaving, masi, sewing, child caring, food gathering, fetching water, oil making, housekeeping, shopping, dishes and pots, meeting club, church meetings, traditional ceremony, animal husbandry.

QUESTION: What technology is available and what is the problem?

- ANSWER:
- a) Stoves would be needed for the kitchen.
 - b) There are washing tubs, soap making facilities, washing shelter with taps, water tanks but the problem is that water is not available or it's dirty or it is at a distance.
 - c) Vegetable backyard gardening, fencing around the garden and crop rotation are other examples of the technology that is available. But the problem is that animals manage to go into the garden. Also the gardens are far away.
 - d) Since it is difficult to store food as it takes time, some equipment are used to solve the problem of preserving food. These are: the ice box, kerosene fridge, smoking and salting facilities for preserving and fishing nets.

QUESTION: What training is or are available to make use of the technology present?

- ANSWER:
- a) Budgeting, time planning, skills exchange, agriculture training, soap making, agriculture officers and womens interests in fish preservation.

QUESTION: What hardware are available?

ANSWER:

- a) Five wood burning stoves, 1 charcoal stove
- b) Coconut scraper, manual fish scraper
- c) Voivoi stripper
- d) Coconut squeezer
- e) Charcoal iron
- f) Hand-sewing machine
- g) Stone grinder
- h) Water tank
- i) Solar battery charger
- j) solar power
- k) Manual Scrapper
- l) Mortar and pestle
- m) S.P.C. fish drying cabinet

QUESTION: Why is the stove program outreach low?

ANSWER:

- a) It maybe a problem of over-committing already busy women
- b) The Soqosoqo Vakamarama has been working with child care. The problem is that after a few months, the mothers stop coming to the Health Care Center. Often they do not understand the "why" of an idea be it a Health Care Center or another.
- c) Dry seeds are available in the market.
- d) However, the government has been pushing the program more recently.
- e) Ministry of Health has been demonstrating its interest.



SUMMARY REPORTDAY 5 SESSION B: VILLAGE INCOME GENERATING PROJECTSFACILITATORS: Mrs. Seniloli Sovea
 Mr. Simon ColeRECORDER: Helen ArchiboldQUESTION: What are some things to consider when thinking about making money?ANSWER: - Feasibility study
 - What will the product be?
 - Available resources - land, mangrove, sea
 - The market for the products
 - Transport
 - Capital required and its availability
 - Customers needs, likes and dislikes
 - Call BOMAS (Business Opportunity Management Advisory Services) or relevant government agency.QUESTION: What are the objectives of the project?ANSWER: - Make money
 - Provide employmentI. Financial Reporting

- A. Money in, money out - write everything down so you can keep track of where your money comes from and what it is spent on. These records should be kept simple.
- B. Cash flow - when do you need your money? Not only must you have enough money to pay the bills but you must have the money when the bills are due.

II. Marketing

- A. Where will you sell your goods, and to whom?
- B. The product or service should be good quality
- C. You must make enough of each product to satisfy the customer demands but not more than you can sell.
- D. Watch competitors for information and new ideas. Don't repeat their mistakes.

III. Resources

- A. Cash up front
- B. Raw materials - are they available? Nearby?
- C. Trained manpower
- D. Traditions

IV. How do we let people know about it?

- A. Advertise - newspaper, radio
- B. Word of mouth - friends and relatives - this is usually the most effective
- C. Notices in shop windows, at the bus stand.

V. How large do we want the organization to grow?

- A. How many employees
- B. How many customers
- C. How much working capital available to put back into the business
- D. Who will keep control of the business, be in charge.
- E. Is it cost efficient to let the business grow?

Might help to write down job descriptions for all the people involved in the business. Is anyone doing too much work? (hire another person) Is anyone not doing enough work? (Give person more tasks to do)

VI. Where do we get money?

- A. Subscription, shares (in a co-operative)
- B. Bank, money lenders. Do you have collateral for a bank loan?
- C. Friends, relatives, family savings - work out the money very thoroughly before you begin.

VII. Where do we get information?

- A. Ask government ministry for information - i.e. Ministry of Primary Industries, BOMAS, Co-operatives.
- B. Ask them for their opinion of your idea, listen to what they say but do not get discouraged if they suggest changes.
- C. Go to your library.

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SUMMARY REPORTDAY 5SESSION B: FAMILY FOOD SUPPLIESFacilitator: Mary WoodruffRecorder: Judy Hecht

As a source of food supply for the family, gardening offers some of the rewards and problems of meeting one of the basic needs of a family.

There are several problems faced by the gardener. One is the soil. If there are too many rocks, they have to be cleared out first. Another is the time factor. It takes not only the time to do the actual gardening but also to get the fertilizer, and put up fencing. The latter is to insure that animals don't get in. Finally the problem of insects and pests.

The rewards of gardening are just as simple. There is a feeling of satisfaction after the day's work and seeing the growth of what has been planted. At harvest time, one can pick just as much as one wants. There is no waste. Also, it provides good nutrition for the whole family.

But, in order to have a successful garden, there are certain things that have to be done. Crop rotation is one of these. The need for compost and/or fertilizer must be met. To ward off animals straying into the garden, fences need to be put up. In addition, pest control is of the essence. One can use soapy water and cigarette waste as a means of pest control. This way, chemicals are used only as a last resort. Planting companion plants and pest-resistant varieties is another way of controlling pests.

It is also suggested that planting around the house in small areas is in keeping with a good garden. Using boxes and large plastic bags as containers or planters are additional suggestions.

Most foods are easy to grow but they cost money to buy. So, why doesn't everyone plant a garden? Some can afford to buy the food at the store. Gardening is time consuming and some are used to tinned foods. It can also be community influence in that no one has a garden. In addition, it can be difficult to get the planting seedling one wants. However, it must be remembered that when problems such as those above arise, the Ministry of Primary Industry has a resource person for urban garden advice.

Another problem that has to be faced by gardeners is the control of weeds. In order to do this, it is best to weed regularly. Mulching with grass cuttings is a good idea. This keeps weeds away, keeps moisture in soil and fertilizes the soil too. At the same time, it keeps heavy rain from draining the soil of its nutrients.

In order to promote gardening, YWCA classes are being conducted in the subject along with NFNC. NFNC also has a Family Food Garden project that has been running programs with church groups, etc. If more information is needed with NFNC, the address is:

P.O. Box 2223,
Government Buildings,
SUVA.

How can one encourage others to have a garden? There are several ways: talking about it with your club; offering assistance; taking turns weeding and/or working on each other's gardens. Also by setting a good example.

There are two good points about having a garden. Exercise and good mental health can be assisted by working in the garden. Diabetes and blood pressure can be affected by this.

Unfortunately, there are people who are poor who may just grow vegetables to sell while they have malnourished children who they are not feeding the nutritious food they are growing.

The NFNC has a newsletter on different gardening issues. Plus some recipes, too.

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SUMMARY REPORT

DAY 5 SESSION B: VILLAGE SANITATION IN RELATION TO
THE FAMILY

FACILITATORS: Mrs. Unaisi Bera
 Alan Gay

RECORDER: Robert Domaingue.

Village sanitation is keeping the village clean and safe for children to grow up healthy. The physical environment affects our health and safety. The benefits of good village sanitation are:

Time - there's more of it
 Good health and so people are happier
 More money to spend
 Self-reliance in health care
 Satisfaction and pride

Mrs. Bera spoke on village sanitation. Her office is concerned with sewage, rubbish and sector control. She is a zone inspector. When she goes to a village in her zone she looks at housing, drainage and water-seal toilets. Mrs. Bera uses competition among households for motivation to improve their standards. She comes across two problems most often:

1. cyclones constantly disrupt progress
2. people expect the government to do everything for them.

Alan Gay spoke on water supply. He works with drainage and water source problems, refuse disposal and water-seal toilets.

For example: A village in Vanua Levu had only one source of water in which they did everything (drink, bathe, wash clothes and dishes).

The villagers asked for help and built a ferrocement water-tank. A catchment was built, then a pipe from the water source to the tank, then taps to all the houses were installed. They must maintain the system, which includes keeping the catchment and the tank covered to prevent algae, stop flies and mosquitoes breeding and keep the water supply clean.

QUESTION: Health Department,.....does it supply plans for thatched bures or just concrete houses?

ANSWER: Mostly for concrete houses.

QUESTION: But these don't use local materials!

ANSWER: As long as it is good housing, the village inspectors don't mind what kind it is.

QUESTION: Cyclones.....what type of building does the Ministry advise?

ANSWER: That is why the village inspectors want to approve the plans: rafters must be metal-strapped or tied approved roofing nails must be tied new timber, not old,etc.

QUESTION: Soapstone.....what is proper drainage in an area like that?

ANSWER: Drainage ditch is needed, a soakage pit will not work. Drain the water into another body of water. Do not let it collect in pools.

QUESTION: Rubbish pits.....what kinds and how do we make them?

ANSWER: Dig a pit, cover your rubbish pits, (burn paper).

QUESTION: In soapstone areas they fill with water!

ANSWER: Best to carry trash away. Also rinse bottles and cans so flies won't be attracted.

QUESTION: Water seal in swampy areas - how to construct?

ANSWER: Ideally, use 44-gallon drums as pit lining and make latrine or a mound. Same in sandy areas.

QUESTION: Where do beach villages build latrines?

ANSWER: Well must be 20 meters from the sea for a water-seal toilet.



SUMMARY REPORTDAY 5SESSION B: YOUTH GROUP DEVELOPMENTFACILITATOR Robert Brummel & Naomi GasaraRECORDER: Cynthia Pring

Robert Brummel gave the introductions and at the same time, handouts were given on the educational and technical training resources. He also added that the workshops being discussed were taken into the villages.

In Taipou (sic) the YWCA talks about young women and their problems. Often its the older women who plan the activities behind the scenes. What is needed is to give young women participation and get them involved in decision-making.

In the rural section, one major drawback is dependent on the parents in that problems arise with getting the parents to persuade the youth to participate in activities. However, in order for these activities to happen, a lot of assistance is needed and there is no finance. At the same time, there are no recreational facilities especially for young single women.

There are also barriers to deal with such as the traditional ways of doing things; having no aim; and the generation gap between parents and youth. In the latter, the parents tend to expect their children to be perfect; the children perceive their parents as too demanding; and the children feel that there is no freedom to make decisions. It was also felt that parents should see the needs of the children. Mothers were found to be ignorant of developmental tasks, especially that of their daughters.

Therefore, how can cooperation between mothers and daughters be helped? There are several ways: 1) Promote the relationship between the mother and the daughter such as giving the mother the guidelines on discipline and patience. This should also include telling the daughter why they are being disciplined. 2) Educate the mothers of the developmental changes that children go through. This will enable the mothers to cope and facilitate the growth process and be closer to their daughters. In this way, they can meet the needs of their daughters. 3) Get the youth together to discuss what they want as a solution to meeting their needs. 4) Establish a rapport between mothers and their daughters. 5) Get an agreement from the parents in order that cooperation and understanding between the parents and their children can be initiated.

There are several areas where the needs of the young people can be met. These include an interest in sewing; income generating projects such as business using BOMAS as a contact; educate the elders, and youth workshops for all men. Also, through sports activities and religious groups, the younger generation can work with the parents. Another example is to earn money for the village such as part-time kindergarten teachers.

In the industrial section, there is a move to try and help young people to work on applied/such as engineering, repair- ing motor works and other trade-type jobs. /jobs

One area where communication between parents and their children is of great importance is on sexuality issues.

Leadership skills are also needed. Peer leadership, for example, youth led by the youth themselves is a skill that must be learned.

Since there are times when parents lose interest of what's going on with their children's activities or wants and needs thus the wisdom and experiences that are needed cannot be given. Therefore, one solution is to bring in older people who are mature so that morals and knowledge can be transferred. This will then open up channels of trust and understanding between the adults and youth.

The discussion groups suggested that on the whole, the issues of both family planning and engine repair has gained the most interest. Sexuality issues however, were on the forefront. For example, problems on teenage pregnancies (10 years old and above) and the resulting rejection by families were discussed. This problem is not limited to race. It is a major problem.

Sexually transmitted diseases and cancer of cervix are not only found in the urban areas but it is also spreading in the interior areas. Therefore, ways to remedy this problem are needed to be looked at. For example, all organizations such as Family Planning should be concerned with these problems on sexuality. If discussions on sex is not allowed, sex education in schools will be a start. But the problem are where can sex education be taught? In other words, in which form can it be started approximately? Another problem is finding the person who is willing to teach it.

Another area where discussion of sex is difficult is between husbands and wives. Perhaps, in order to help solve this problem is to start the discussion first with the women and work onwards later.

* * * * *

SUMMARY AND EVALUATION OF CONFERENCE

DAY 5 RECORDER: Julie Bowman-Hughes

GROUP REPORTS:Group 1

1. Make common medicines more readily available so people won't have to purchase them from the chemist.
2. Make scholarships more available to needy students.
3. Revise laws of property distribution in divorce cases.

Group 2

1. Information should be made available on the village level on how to conduct a feasibility study.
2. Encourage men to take responsibility in Family Planning. V.D. should be reported. Good communication between husband and wife is to be encouraged.
3. Tax laws need to be revised. Why are married women in a higher tax bracket? We need laws to protect the handicapped.

Group 3

1. Provide more education for women - Fiji National Council of Women.
2. More scholarships for girls and women are needed.
3. Why are married women in the highest tax bracket. Individuals should work on their own health, learn more about educational opportunities, and learn about legal/governmental issues on their own. Women should work within their own groups - there should be resource centers.'

Group 4

1. Education is a high priority, Fiji National Council of Women could act as a resource center to co-ordinate the sharing of ideas and issues.
2. More women need to be education on Family Planning.

Family Planning materials should be made more available in hospitals and health facilities.

3. DP9 makes provision for a body to do research and to disseminate information concerning women. Beginning August 5 and running for one week the Government and women leaders will meet. This will give women an opportunity to affect DP9. This is for our own benefits; it is up to us.

* * * * *



EDUCATION

- Learn to separate business practices from cultural practices to be more successful in business.
- training on how to do a feasibility study at the village level.
- mothers focus on informal education of their daughters to prepare them for their future lives.
- Be open, share their thoughts and feelings with their husband and children.
- work with our children on communication skills ... listening, clearly expressing what you think.
- more courses especially for women in marketing and money management
- men must share decision making and control of money with women
- Training in leading groups, information and exposure to communication skills, work with our children on communication skills.
- obtaining information and books from the Ministry of Education for people interested in improving adult reading and writing in their community.
- Change the outcome of girls education to broaden their options for employment
- Establish more support services like the crisis centre, marriage counseling, medical treatment, social welfare.
- Make more scholarships available for women and girls
- Change attitudes regarding the study of maths and sciences by females
- Educate elders as well as young people so growth and change occur at all levels simultaneously
- Students should be given a choice of all subjects offered, not limited by sexual stereotyping
- guidance counsellors to advise students on where to go after form 5, or whatever.

- Sell healthy foods in school canteens
- Train Fiji's women in first aid.

HEALTH

- Encourage development of herbal gardens in rural areas as part of primary health care ... providing another alternative to Western medicine
- Conduct meetings/workshops for healers to identify cures, dosage and plants for treatment
- Train people on the care of elderly and coping with that care.
- Women help each other in dieting
- Make condoms more available, especially in rural areas
- Women groups/organisations to write public letters expressing support of women in crisis situations
- Compile and distribute a book on traditional medicine
- Ministry of Health should publicise more information on possible side effects of contraceptives, especially depo-provera and the pill
- Educate males on issues of womens' health
- Parents need to keep a close relationship with their children so they can discuss matters of sexuality and maturation (i.e. the changes their bodies experience at puberty).
- Help men to understand why women feel family planning/contraception is important and that they share the responsibility.
- Encourage males to take responsibility for family planning, reporting VD; and improving communication skills between husbands and wives.
- Womens's organisations to provide more opportunities for education on womens' health matters.
- Family planning should be free
- Women need to share thoughts and feelings with husbands and children.

LAW/GOVERNMENT

- Establish adequate child care facilities in urban areas
- Assure that DP9 is carried into rural areas
- Women must encourage government to create more job opportunities for women
- DP9 should look into maternity leave (?)
- People need feedback when a project or programme or small business fails so they can understand what happened.
- Investigate why married women with an income are placed in the highest tax bracket in Fiji.
- Study and reform or establish new laws related to old people
- Need to find solution for non-working women who get a divorce
- Laws should ensure that divorced women receive sufficient alimony and child maintenance
- Establish laws for the benefit and protection of the handicapped (womens' organisations could work towards this).

OVERALL EVALUATION OF THE WOMEN IN DEVELOPMENT CONFERENCE
FROM PARTICIPANTS

1. Was the WID Conference what you expected?

Response: Yes - 62
 No - 7
 No answer - 10

Comments:

- Prefer Fijian language to be used at this conference.
- More handouts in Fijian and Hindi
- Original registration form gave impression of conference to be held in Fijian and Hindi.
- Enabled more thoughts on women's development in rural areas
- To gain interest and knowledge
- To meet other women from different organisations
- Well organized in regard to accomodations, meals and transport
- Yes and more, opened up and answered many questions, making new contacts
- To further my education
- Could have been better in certain areas, it was geared towards the Fijian
- More than what was expected
- More workshops and demonstrations
- Has given me more confidence to talk and work in my community
- Expected more of women's opportunities
- Handouts not sufficient from facilitators, except from Peace Corps. We could learn from Peace Corps presentations.
- Expected more information
- This sort of meeting should be held at grassroots level
- Short of time
- First time to attend and now understand what a conference is all about.

2. How was the WID Conference?

Response: Very good - 40
 Good - 36
 Poor - 1

Comments:

- Good to share among the participants
- More time
- Better identified my role as a woman in my family and community
- Got both more information than expected and contacts that I can use
- Helpful
- New strength to overcome fears, learned many things

I did not know, got to meet and share with other women

- Best conference I've been to
- I gave my ideas and take others and learn from them
- Good to have many Fijian ladies leading the conference - things that used to be given by Europeans.
- Good to have people from as far as Tonga and Samoa; the extra women that came as observers.
- A chance for urban Peace Corps Volunteers to learn about the rural women's lives, a good opportunity for Peace Corps for future placements
- We should keep the National Council of Women, Fiji separate from Peace Corps. Do not feel comfortable with U.S. Government intervening in local and national policy or activities. Did not feel Peace Corps was very subtle. The Ambassador's speech was inappropriate as was his inclusion in the program at all. (His inclusion) allowed women to leave feeling that the Conference was a gift of United States Agency for International Development (USAID).
- Interesting and stimulating, information in progress achieved and areas still teaching development.
- Well organized
- Exchange of views amongst participants
- Learned new ideas, ways of dealing with problems, ways to get help.
- Not a bad start, can improve
- It covered a lot of areas concerning women's needs and smooth running of it
- Excellent
- I have gathered a lot of information, educational techniques
- Gathered more information that I can pass on to others and to rural clubs
- Some places it was well done, others needed more explanation
- Being a housewife I have achieved a lot both physically and on educational basis
- I would like religion left out
- Since I am from the village I haven't known before of how to communicate with others of what our needs are, now I know what to do.
- I learned so many things that I didn't know or aware of.
- Look into all walks of life and ways we women can develop
- Too many complaints and talk but no action
- We are able to meet other women from various places around Fiji
- Brought women together to interact and interchange views.

3. What was the best thing about the Conference?

- To get to know new women, to share their ideas and talents
- To get together, rural and urban, of different cultures, languages and society.
- The sharing of ideas and knowledge from others, very helpful.

- Learn more about rural development.
- New views from participants you do not know.
- Sharing of views and problems faced by women.
- Noon Hour videos from the Crisis Centre.
- Self-defense demonstrations.
- Group discussions.
- It showed where the faults are with communications between National level and clubs in urban and rural areas.
- To cooperate with other races and organizations.
- To learn more and new things.
- You learn from what you see and hear.
- You know whom to contact when problems arise.
- Small group discussions, to give my view points, which in large group I felt inferior. I received good answers to my questions.
- The knowledge of what a big fool I am, in terms of saying yes, when I should say no!
- The knowledge that we women of underprivileged are slaves.
- Broaden my knowledge of how to develop women in my community.
- Uniting the women of Fiji in one common purpose.
- Promoting understanding and goodwill.
- Making us aware of DP9.
- Making us aware of other organizations.
- Everyone was given the freedom and right to raise her voice.
- Many topics were covered.
- Good variety.
- Learned how to deal with handicaps.
- Getting to know other women representing NGO's.
- Getting to know the activities and expertise of agencies represented.
- Getting to know the resources available.
- Very impressed with display and exhibition - very informative and constructive.
- Off-sessions demonstrations e.g. making of smokeless stoves and self defense - useful and meaningful
- Level of participation of rural women.
- Generally well-organized group leaders, facilities, PC coordination and time.
- Solving the problems in various areas of weakness.
- The mixing of all women, the discovery of sameness of experiences and worries.
- The opportunity for a basis from which to do further action.
- It was an International gathering.
- Everything was at its best.

4. What was the weakest point about the Conference?

- NCWF vs PC = NCWF too brief, PC too long winded.
- Time not followed, too short.
- Having men (PCVs) leading sessions and having them leading workshops. Found the women didn't respond except in courteous ways rather than spontaneously.

- Didn't have much time to talk, translating takes time, one week has been short.
- Lack of punctuality, facilitators didn't prepare handouts for their discussion, too much noise in small group, interesting workshops that were all scheduled at the same time.
- No feedback from groups at plenary session, domination of PCV's as recorders.
- No final or constructive solutions to the many common problems.
- Language problems.
- Only regret that I couldn't be in groups where various topics of personal interest to me are discussed.
- Too much "Fiji Time", we should have not waited.
- Women are ashamed to speak out.
- Wasted so much time translating to and from Fijian.
- I didn't like the harsh words from some of the women pointing at each other.
- Scheduling, lack of consideration for Indians i.e. language, prayer.
- Catering too much to the Fijians - the participants selected, language, etc.
- Too much knowledge in the head, but have none in the heart.
- We should have been given notes from individual speakers.
- None that I can think of gave notes.
- We didn't have enough time to get to know one another.
- Groups too large, need more facilitators.
- Some of the speakers weren't well versed in their subjects; occasionally facilitators dominated conversations.
- Majority of problems left unsolved when we were in group discussions.
- No comment.
- I think most sessions took more time on rural, how about urban?
- Some speakers were very fast - I couldn't catch up in making notes - and the most - I couldn't understand anything when we had discussion in Fijian.
- That it didn't conduct it to our chiefs - no chief participation.
- Some facilitators were not very prepared or organized.
Opening every morning could have been organized better.
- Translating.
- Some facilitators not well versed.
- No spiritual gathering in morning and nights for delegators.

5. What Sessions were the most useful to you?

- DP9
- Women's Role in Development
- Women in Health Issues
- Family Planning
- Diet and Nutrition
- Living alone, desertion, divorce and old age
- Treating common illnesses, Traditional medicines
- Self-defense, crisis intervention

- Disabilities, Handicaps
- Gynecological Issues, STD
- Mental health, Self-Image
- Female Sexuality
- Women in Education Issues
- Group Leadership, Group Dynamics
- Women's Employment Opportunities for Rural and Urban
- Options for Continuing Education
- Improving Basic Skills
- Teaching People to Teach
- Marketing, Money Management
- Community Resources for Education
- Women in Rural Development Issues
- Appropriate Technology
- Village Income Generating Projects
- Family Food Supply
- Village Sanitation
- Youth Development
- Keynote Addresses
- Small group discussions
- Smokeless Stove Demonstration
- All sessions were useful
- Most sessions
- None at all

6. What sessions were the least useful to you ?

- Health Care
 - Communication Skills
 - Treating Common Illnesses
 - Self-Defense
 - Crisis Intervention
 - Women in Crisis Issues
 - Community Resources for Education
 - Female Sexuality
 - Women's Employment Opportunities for Rural/Urban
 - Family Food Supplies
 - Marketing and Money Management
 - Youth Group
 - Rural Technology
 - Income Generating Projects
 - Preschool and Kindergarten
 - Education
 - Group Leadership
 - Keynote Addresses
 - Living Alone
 - Group Leadership, Group Dynamics - The facilitator didn't seem well prepared and offered very little help and only concentrated on stereo-typed Fijian village life. There's also an Indian community in Fiji which was not covered.
 - Women in Education - educate elders as well as young people.
 - Health Sessions - encourage males to take responsibilities for family planning.
- Sessions I didn't attend such as those which commenced at one time which I have to attend only one.
- Where group leaders did all the talking and less participation, where we drift away from the topic.
- All the sessions I attended were useful in one way or another.

7. Can you suggest session Topics not covered in the Conference that could have been included ?

- Tourism, and the effects of tourism in Development
- Female discrimination in employment
- Spiritual life in the homes
- Parenting/Child rearing skills
- More in Health
- Drugs and drinking
- Religion and Development
- Child care
- First Aid
- Family - how to teach and deal with our children
- Traditional ways in keeping with our customs
- Religion
- Prostitution
- Women and Law
- Women Rehabilitation
- Women and Unemployment
- Field Trips
- Topics to encourage women to be assertive and less submissive to a male run society.
- Mothers are the child's first educators, therefore education for mothers must be encouraged.
- Discussions between rural and urban women about perceptions of each other.
- Political involvement (voting power, candidacy)
- Women in Language - the way, traditionally, language shows the male dominance ie. chairman.
- Male unemployment leading to home problems.
- How to help youth today from the trouble they are facing.
- Teaching youth to be self-sufficient.
- Obtaining books and information from Resource Centre.
- More demonstrations and practical work.
- Communication skills with a qualified facilitator.
- Field trips.
- Women as Cultural Bearers.

8. Any other suggestions or comments

Focus approach on : i) Personal level

ii) Family level

for it seems that all problems are personal and be dealt with in personal ways and that spiritual aspect plays a role here.

- More of this kind of sessions, yearly, divisionally.
- Time factors to be followed strictly.
- Well, this WID Conference was very well organized. I hope to get this kind of seminars in near future. Religion shouldn't mix.
- We need to have more of this sort of conference/seminars and workshops at least once a year. Religion should not come in this sort of thing.
- We need to have at least such conferences once a year. Prayers - in all the religions or should not come in such conferences.
- We should encourage more young participants in next conference. The stove discussion was very useful. Religion should be left out regarding all different religions.
- There should be at least two conferences a year - the demonstration of the low cost stove was excellent.

- If women could be taught to time themselves and things at home will be alright. I think the ladies that are always late to meetings are the ones that complain the most about their clubs and soqosoqo aren't doing the right thing and all this and that because she herself aren't doing what she wants the women of her club to do. Stove demonstration was very good.
- To distribute a brief outline of the various topics to be discussed to groups well in advance.
- Young women should be encouraged to take part in this sort of conference as they are the ones who are mostly affected, I think.
- The workshops were the best sessions and I wish one person would have attended more than one workshop. Perhaps workshops could be shorter to enable people to go to another workshop with topic of their interest. Most facilitators rather than teaching the class things, they would ask their audience for opinion which wasted a lot of time since most people were inexperienced in those areas and were there to learn about it anyway. Overall the conference was very good, especially for Fijian women from the villages.
- We want to visit around USP.
- Facilitators could be a little better organized. Fijian women (non-English speaking) could be better accomodated. Can we have this kind of gathering more often. Take this kind of conference to rural and provincial areas.
- Some facilitators were not very clear with their explanation. Time was limited - we want to attend all sessions.
- More questions from the floor during panel discussion. More demonstrations of variety of crafts.
- The possibility of making the church know that we're tired of fund raising.
- I am really thankful to the organizers for the conference was so well organized that I enjoyed and learnt more at the same time and I am sure when I get back to my community which is a very rural one, I will take with me a lot of ideas and means of improving womens positions and their activities and achievement as a whole.
- Can we have more space for the handicraft display.
- There is a great need for a Resource Centre for Women on a National Basis and to be Government aided. Creation of more jobs.
- Good conference
- Follow-up workshops is a need urgently required to bring forth active participation of women in Fiji.
- Yes, if we could have a reporter from one of the women's group.
- More facilitators so we could have smaller groups where all participants could be involved.
- Outside visits might be an idea. A change from the usual program.

I would like to see a separate session as follow-up between Peace Corps/information professionals, etc. to sound out the idea of establishing an autonomous women's resources centre to co-ordinate dissemination of information in the form of publication, newspaper clipping service, to publicize workshops, network of women's organizations , etc.

- I feel quite strongly (Question #2 - Keeping NCWF separate from Peace Corps) about this aspect. I think that having the Minister as keynote speaker might have been wise as a political move but it does not inspire women to seek out an articulate woman who could be the keynote speaker. No reason to honor a male politician when the system does not encourage female participants.

- Commence first session at 8.30am instead of 8.00am
Have some educational skits during morning tea, lunch break, etc.
- There was little time of discussions and sharing.
- Over all, the conference was very good, interesting and lively. I liked the idea of the handicraft exhibition. One week was rather short. Two weeks is better.
- Yes, I wasted my time in coming.
- If some time could be allowed to have certain displays (flower making from sponge/wire) demonstrated.
- There should be a slot, a couple, at the end of the week to fill in and repeat some of the courses with the too high attendance etc. There is concern that to women who get out and are more western all of these issues are the same. One comment was on a disappointment in the keynote speakers in the beginning of the week.
- To women who had attended women's conferences previously this was just more of the same - I heard this over and over.
- One week is not enough for all these topics, I would like to learn all not just choosing for where you would like to be in.
- Had enough.
- N/A
- If this kind of conference could be taken close to the rural women by conducting similar ones Divisional level.
- Improve more talk on communication = need universal participation in group discussion.
- Tape record sessions and sell copies next day (at cost to be copied on demand at USP, mailed out later.



CLOSING REMARKS BY MRS. LAVINIA PADARATH, CONFERENCE
CO-ORDINATOR

On behalf of Fiji National Council of Women and the Peace Corps I would like to once again say that it has been an honour and privilege to host this Conference. I thank you all for your understanding, co-operation and support which has moved the Conference smoothly to its final recommendations today.

Highlights of the Week:

1. One of the most important aspect is bringing together representatives from so many different parts of Fiji.
2. The keynote address as well as the many workshop titles have been stimulating. These have provided us with the opportunity to learn, share and to put our own problems in perspective. I sincerely hope that when you return home you will share your experiences and observations with your fellow members as well as other interested groups in your communities.

Let me take this opportunity to thank our keynote speakers, facilitators and resource personnel and recorders of all workshops for their hard work which I feel is an indication of their commitment to the course of "women".

3. A uniqueness of this Conference is our individual sensitivity to the different cultural backgrounds we each represent as reflected in the sudden switch to the Fijian language during sessions to accommodate our many Fijian speaking sisters while our non-Fijian speaking sisters sit patiently. There has been no Hindi or Rotuman or Rabi translation not because all organizers do not speak the languages but it was indicated to us pre-conference that they all speak English. We appreciate your co-operation and understanding.

At this Point:

4. I would like to recognize the participation of men at this Women in Development Conference. Although there have not been many, my observation over the

years is that it has increased, which to me is a positive sign. If our mutual goal in development is to improve the quality of life then we need the co-operation of men by giving them the opportunity (or encouraging them) to meet with us by including more of them at Conferences such as this.

As participants not as just technicians of conference equipment.

5. Recognize participants from Rabi, Rotuma and Tuvalu.
6. Background workers - National Council of Women, Fiji and Peace Corps Volunteers.

To summarize proceedings of the week there have been general agreement that improvement of the situation of women for women's development (which is what this meeting is all about) it requires a change in attitudes and ultimately the shared goal is to improve quality of life mentally, physically and spiritually.

With the topic...Women in Development we have examined (analyzed) the multidimensional roles we as women play in our society.

Last but not least our continued best wishes and good luck in your endeavours to improve the quality of life especially for women.

Have a safe journey home especially our sisters from out of Suva.

* * * * *

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25. Ms. Unaisi Bera,
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26. Ms. Naomi Gasara,
P.A. Nanukuloa,
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27. Ms. Tupou Vere
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28. Ms. Cema Bolabola
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29. Alan Gay
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30. Mary Woodruff
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31. Stacey Freyermuth
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32. Robert Brummel,
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P.A. Nanukuloa,
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33. Rev. Laisiasa Wainikesa
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34. Ted Pierce
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35. Salote Qalo
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39. Donita Simmons
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40. Dr. Krishna Nair
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44. Ms. Kuini Bavadra,
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- * * * * *

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Lomaivuna
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Catholic Women's League

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Vani Samuwai
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RAIWAQA

Rabi Women's Club

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Akerio Kanagsau

Rotuma Women's Advisory

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Rarikua Firipo
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Mina Tivaknoa
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Fauoro Fiu
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Women's Reconstruct

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Sigatoka Friendly Women's Association

Caroline Steele
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Soqosoqo Vakamarama

Ba Branch - Kesaia Bouwalu
Namoli
LAUTOKA

Cakaudrove Branch - Seniloli Lalabalavu
Somosomo Village
TAVEUNI

Namosi Branch - Melaia Naiqara
Mau
P.A. NAVUA

Naitasiri Branch - Adi V. Varanisese
Navuso
NAUSORI

Kadavu Branch - Jofiana Naivalurua
KADAVU.

Lau Branch - Sera Draunidalo
Naroi
MOALA.

Macuata Branch - Adi Nomai Katonivere
Naduri Village
MACUATA

Secretary of Soqosoqo Vakamarama,
Nausori - Senimili Kikau

Nadroga/Navosa Branch -
Adi Ama Naqasima
Lawai Village
NADROGA.

Rewa Branch - Sokoveti Rayawa
F.B.C.
SUVA.

Ra Branch - Salote Wara
Tovata,
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Serua Branch - Tokasa Tabuakovei
DEUBA

Tailevu Branch - Sovaini Kikau
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Women's Crisis Center

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Yaroi Women's Club

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Young Women's Christian Association

Inise Vakarua
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SUVA

Lisi Vakawaletabua
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 RA.

Kolora Nai
 Drauniivi,
 RA.

Cindy Bower
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 Waiyevo, TAVEUNI.

Julie Bowman-Hughes
 Lomainikaya,
 Vatulele Is.

Robert Brummel
 Nanukuloa
 RA.

Naomi Gasava
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R. Domaingue & Klara Fajzi
 Nacomoto, Naveva,
 KADAVU.

Sanita Lewekuru

Paul & Jinx Faulkner-Koehler
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Ana Ratuere
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NAITASIRI.

Nunia Nacolaivi
Naitauvoli
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* * * * *