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Final Report

of the

Workshop on Reaching Rural Women

Grant No. AID/OTR 0200-G-SS-1168-00

Submitted to the
Office of Women in Development
Agency for International Development
United States Department of State

by the

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Introduction

In August 1981 the Office of Women in Development, Agency for International Development awarded a grant of \$25,394.00 to the American Home Economics Association. The Association was to conduct a workshop for home economists from eighteen Latin American and Caribbean countries, who work with rural women, and which would focus on problems of rural women. The area of most concern was identified, through interviews and correspondence with rural home economics workers, as developing ways of assisting rural women to increase family income. As a result, a proposal was submitted, to the Women in Development Office which outlined a five (5) day workshop on "Income Generation for Rural Women" in which participants could present problems related to increasing incomes and in which possible solutions could be identified.

Objectives

Objectives were established for the workshop:

1. To conduct a five (5) day workshop on reaching rural women,
 - a. for members of home economics associations in selected Latin American and Caribbean countries;
 - b. for selected home economics leaders from countries where home economics organizations do not exist but where interest in forming a home economics organization has been indicated.
2. To make it possible for twelve (12) Latin American and six (6) Caribbean home economists to receive training needed to:
 - a. develop programs aimed at helping rural families solve urgent problems associated with family living;
 - b. seek funding for demonstration projects; and
 - c. increase women's involvement in economic and social development.

Specifically, participants would:

- identify problems rural women have in earning an income
- through an exchange of experiences and an analysis of case studies learn how others have dealt with income generation issues
- be stimulated to improve existing programs and to initiate new programs to help rural women increase their earned income
- be better able to integrate income-generating activities into regular programs of food production, utilization, and preservation; child care; nutrition; and management of family resources

Activities Prior to Workshop

The International Programs Coordinator of the staff of the American Home Economics Association was assigned 1/4 time to the project and served as Project Director. Two consultants were selected, both of whom had considerable overseas experience, were fluent in Spanish and knowledgeable about income-generation activities and needs of rural families.

Two U.S. home economists were invited to join the Project Director and consultants mentioned above to form the five-member planning/advisory committee. The group met for one and one-half days in early September 1981 and planned the workshop program, prepared a questionnaire to be sent to all invitees, selected the participants to be invited, and outlined case studies to be presented, and determined the location for the workshop.

Jamaica was selected as the site for the workshop because of the (a) availability of excellent conference facilities operated under the auspices of the Ministry of Agriculture, (b) availability of income-generation projects to observe, and (c) the interest and expertise of the Chief Home Economics Officer of the Jamaica Ministry of Agriculture, in the workshop. Upon inquiry, an enthusiastic response was obtained, with the suggestion that the Canaan Training Center near Montego Bay--since it was being renovated and remodeled--would provide ample facilities for the participants and meetings. The Chief Home Economics Officer made all arrangements for use of the Center, organized a local committee to arrange for visits to on-going income-generating projects, and handled all other local arrangements.

Invitational letters, and a questionnaire to collect information about existing income-generating activities (in English and Spanish) were mailed to individuals selected by the planning committee.

Thirteen questionnaires were returned before the workshop. Five were selected for presentation as case studies at the workshop. Criteria for selection were: (1) a variety of projects, and (2) a balance between English and Spanish presenters. Directions for preparing the case study were prepared and mailed to all case study presenters.

Because the Canaan Center in Jamaica could accommodate sixty individuals, the planning committee invited the American Home Economics Association and the Canadian Association to send fifteen members each who would be willing to pay their own expenses. The Americas Vice President of the International Federation for Home Economics (IFHE) informed Canadian home economists. In the U.S., the AHEA membership was informed through AHEA Action (the Association newspaper), and special mailings to the fifty-five member representatives to the IFHE Council and members who attended the IFHE Regional Conference in Guatemala in 1979.

Canadian and U.S. home economists offered assistance as they began to register for the workshop: five members prepared segments of the program, four collected materials for distribution, one contacted U.N. agencies, one prepared covers for the programs and one, fluent in Spanish, offered to translate materials or serve as interpreter.

Letters of invitation were sent to the (1) Jamaican Minister of Agriculture and the Extension Training Officer; (2) AID/Jamaica Agricultural and Population Officers, and the WID/AID/Washington office; (3) Director of the Jamaican Integrated Rural Development Office; and (4) the UNICEF Officer in Jamaica. The Project's Jamaican Logistics Committee mailed over fifty invitations to key individuals in the rural development community in Jamaica, and alerted the press and radio.

The workshop was publicized in AHEA Action, International Update (the newsletter of AHEA's International Section), by circular letter to selected AHEA members, in the Jamaica press, and through a radio interview¹ prior to the workshop.

Participants

Individuals from nineteen Latin American and Caribbean countries were invited to participate in the workshop. Letters/invitations were sent to home economists from Antigua and Barbuda, Barbados, Belize, Bolivia, Colombia, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Guyana, Jamaica, Panama, Paraguay, St. Lucia, and St. Vincent. Seventeen countries were represented at the workshop². The United Church Board for World Ministries offered to pay expenses for the representative from Belize as well as for an additional consultant. Meals for Millions/Freedom from Hunger sent their regional representative. Representatives from Haiti, Honduras, and St. Vincent were unable to secure release of tickets sent to them; and thus were unable to attend.

In addition, twenty U.S. and two Canadian home economists paid their way to the workshop. A total of forty-four individuals participated in the workshop (see Table 1, page 4)³. Three of the American participants and four of the staff were bilingual and the participants from Dominican Republic were bilingual in Spanish and English. (See Appendix A for a list of participants.)

The Workshop

Organization

The workshop was organized in such a way as to provide for maximum participation and exchange among the participants. Because of the two languages involved, careful planning and execution was required. Participants were divided (by language) into four discussion groups to examine concepts presented in the general sessions, and to expand and apply them to the needs of a home economist involved in income-generation activities with rural women. Whenever possible, ideas were recorded on flip charts in both English and Spanish. Following all group work, group conclusions were reported in plenary sessions, and outlining on flip charts in the second language was continued to facilitate understanding.

¹ A radio interview was arranged by the Chief of Home Economics in the Jamaican Ministry of Agriculture, and occurred on November 17th.

² The U.S. and Canada are not included in this number.

³ The Project Director and the two consultants are not included in this number.

TABLE 1
Workshop Participants¹

	Country of Origin	# of Participants	
		Invited	Attended
Caribbean	Antigua and Barbuda	1	1
	Barbados	1	1
	Dominica	1	1
	Jamaica	1	4
	St. Lucia	1	1
	St. Vincent	1	0
	Haiti	1	0
Latin America	Belize	1	1
	Bolivia	1	1
	Colombia	1	1
	Costa Rica	1	1
	Dominican Republic	1	1
	Ecuador	1	1
	El Salvador	1	1
	Guatemala	1	1
	Honduras	1	0
	Guyana	1	1
	Panama	1	1
Paraguay	1	1	
	Meals for Millions		1
	U.S.		25
	Canada		2
	TOTAL PARTICIPANTS		47

¹ Includes project staff members and representatives from local Jamaican, U.S., and international agencies.

Since simultaneous translation was not used, other schemes for plenary sessions had to be devised which would keep everyone informed. The four bilingual staff members managed this in an exceptionally successful manner. For example, when possible, the forthcoming presentation was outlined in English and Spanish on flip charts in advance. Many of the participants were able to follow the second language with the aid of the outlined key points. In cases where one of four bilingual staff members was making the presentation, the transition from English to Spanish was facilitated by either the use of a pre-prepared flip chart or by writing first in one language and then in the other. While this procedure placed a great burden on the bilingual staff member, in many ways it was perhaps more successful than simultaneous translation when the translator is unfamiliar with the subject.¹

Primarily, the staff organized and facilitated participation by group members. Chairmen for most sessions came from the group. The session on the "Role of Home Economists in Income Generation" was entirely a participant activity with a balance of English- and Spanish-speaking panel members. The case studies and the tour were in the hands of participants. The last evening's program of fun was planned and presented by group members.

Program

Five case studies presented by representatives from Antigua and Barbuda, Bolivia, Belize, Colombia, and Paraguay and visits to income-generation projects in operation in Jamaica were the central core of the program. Other subjects discussed during the workshop were related to problems encountered in income-generating activities. These provided the "reality" a home economist faces in helping rural women increase family income. Prior to hearing the case studies and observing the Jamaica projects, discussion of conceptual frameworks in which an income-generating project may logically be developed provided a perspective for viewing actual projects. Following the field visit, the group considered the role of the home economist first through the views of panel members and then through group discussion of how home economists could be more effective. The steps in planning a project as well as funding sources were discussed. National, regional and international organizations and how they can be used to improve the efforts of rural home economists in assisting rural women to increase family incomes was also discussed.² (The program appears in Appendix B.)

¹It should be noted that the entire group of participants entered into this technical operation wholeheartedly and soon became very sensitive to the need for frequent translation if full communication was to be maintained. The system was so successful and the group so sensitized to its need that any comments or announcements which were too long in either language--whether made in the plenary, or at a dinner table, on buses or tour--would be interrupted by reminders to translate. Participants recognized that the staff was making every effort to insure complete communications in spite of the language barrier and they assisted in every way they could. Often in such a conference there remains a cleavage between the two language groups throughout the meeting, but in this one the very effort to overcome this common problem seemed to draw the participants closer together.

²This information is presented more completely in the workshop proceedings. A sample participant's packet is attached.

A special feature was two mini-workshop sessions where six topics related to income-generation were discussed:¹

1. Project Planning
2. Market Research
3. Cooperatives
4. Staff Training
5. Communications
6. Evaluating a Project

By offering the mini-sessions at two different times, each participant was able to select two workshops. Although participation was optional, the response to these was enthusiastic and attendance, excellent.

Following the case study presentations, representatives of those countries not reporting requested time on the program to present information about on-going projects in their countries. As a result, these additional reports were scheduled for evening meetings and attendance was made optional.

Resource Materials

A large number of resource materials related to the subject were secured from the United Nations, AID/WID, World Bank, United States Department of Agriculture, selected U.S. State Cooperative Extension Services, the Women's Tribune, Volunteers in Technical Assistance (VITA), and the American Home Economics Association. Many of these were in Spanish and English. For ease of access, a resource center was set up, and proved to be a popular gathering place for participants. All but a few of the materials were available in large enough quantities for each participant to have copies.²

Cooperation With Other Organizations

The United Church Board for World Ministries provided funds for one participant from Belize and one U.S. consultant. Meals for Millions/Freedom from Hunger sent their regional representative to the workshop. UNICEF's Jamaica representative attended and participated in the discussions on funding sources.

The Jamaica Ministry of Agriculture provided the Canaan Center facilities and staff; the transport and driver; as well as releasing the Chief Home Economics Officer and three supervisors to assist with the program. In addition, the American Home Economics Association provided staff time and publications; several state cooperative extension services provided publications and the AHEA International Family Planning Project provided funds to support the dissemination of materials.

¹Offered in English and in Spanish.

²Materials used at the workshop are listed in Workshop Proceedings.

Evaluation

An evaluation of the workshop was conducted (see Appendix C for evaluation instrument). Twenty-nine of the forty-seven participants completed the short questionnaire. Of these, 26 rated the organization of the workshop excellent or good; 23 rated the workshop's scope excellent or good; 26 indicated the general sessions were excellent or good; 21 indicated the mini-workshops were excellent or good; and 28 indicated that overall, the workshop was excellent or good. Twenty-seven indicated that the workshop would be beneficial.

Areas indicated as most beneficial were case studies; income-generating projects; methods of preparing proposals; and field trips.

Some of the areas in which participants indicated a need for additional training were marketing, feasibility studies, management, research, small business needs, planning, evaluation, technical assistance, and case study presentation.

Participants were also asked to indicate what they planned to do as a result of attending the workshop. Fifteen participants indicated they intended to publicize what they had learned through (a) general communications channels, or (b) through sharing with supervisors, colleagues, students, government officials, home economics associations and other organizations. Other follow-up activities mentioned were: reporting developments to international networks and organizations, keeping in contact with other participants, working closer with rural women, writing and seeking funding for income-generating proposals, and conducting training for other home economists. Other important comments by participants were that they plan to:

- Reproduce materials received for use by other home economists
- Try to organize another seminar for home economists that work in rural areas
- Analyze existing income-generating projects to avoid future failures and group frustrations
- Provide theory and practical training for rural women as they help them organize new projects

Staff

Six professional home economists served as the project staff. The AID/WID grant supported two consultants who were co-directors of the workshop program and responsible for its planning and execution.

The American Home Economics Association provided a staff member for organizational management and a member to serve on the planning committee and assist with the program. United Church Board for World Ministries covered expenses for one to serve on the planning committee and assist with the program and proceedings preparation. The Jamaica Ministry of Agriculture made the Chief Home Economics Extension Officer, available for planning and local management (see Appendix D).

Anticipated Outcomes

1. Case studies and reports of other projects will be made available in English and Spanish, to participants who attended the workshop and others from whom requests are received.
2. Special papers on the subjects of the three mini-workshops will be prepared and available upon request to AHEA.
3. The organization and founding of national home economics association is being planned in three countries.
4. The regional committee of the International Federation for Home Economics will become more active.
5. Projects to help rural women organize for income-generation activities will be developed in more countries, and financial assistance will be sought from organizations known to fund such projects.
6. New income-generation projects will be selected more carefully, taking into account marketing possibilities, resources of women involved, and availability of raw materials.
7. Major problems connected with income-generation projects were clearly identified in case study presentations, field trips and discussion groups which should lead to helping the rural women attack the problems and find solutions.
8. The entire group was highly motivated to improve present income-generation projects and initiate new ones.
9. The group identified a wide variety of areas in which training is needed. Individuals requested similar workshops in their countries. The need for exchange of ideas among countries represented was repeated so often it seemed almost a unanimous request. Help in how to make assessment studies; marketing research; how to help groups organize, and manage resources, time, money; how to write project requests were indicated.

Recommendations

Recommendations from the Latin American and Caribbean participants seemed to fall into three groupings. These were for:

1. Training for home economics leaders such as themselves. There were requests for similar regional workshops for more in-depth training in areas such as marketing, conducting feasibility studies, and project preparation and project implementation.
2. Training for home economics field staffs who have direct contact with rural women wanting to start income-generating projects. Requests for in-country workshops similar to the one in Jamaica came from several participants, as well as requests for assistance with a number of activities related to income-generation projects.

3. Establishment of a communications network. There were requests for help in maintaining contact with other workshop participants, in learning about training opportunities, and in being kept up-to-date on new developments related to income generation. As a result of this, the development of a newsletter was discussed.

In addition, the project reports, discussions, and comments revealed a genuine need and desire for more training on the part of the participants from Latin America and the Caribbean. They, and staffs they supervise, are deeply involved in income-generating projects and recognized additional training is needed.

It is therefore recommended that regional workshops be continued for in-depth training in specific areas identified by the participants. Much workshops--since they should focus more on training would be conducted more easily in one language than in two. Hence two workshops--one each for Latin America and the Caribbean are being recommended. These workshops could be developed to provide "training for trainers" so they might easily be replicated in the countries.

A newsletter to serve the needs of home economists of Latin America and the Caribbean in implementing income-generating projects with rural women should be initiated. The newsletter could partially answer the request for a communications network made by participants and would serve to alleviate somewhat the feeling of professional isolation the participants frequently mentioned.

It would appear that the momentum for establishing income-generating projects accelerated at this workshop should be nurtured through continued activities of this type.

Financial Report

Following is the final report of expenditures of funds received for implementation of the workshop. In addition to the \$25,394 provided by AID/WID, \$17,282 was received from groups and individuals cooperating with AHEA; an accounting of these contributions is also made.

<u>Expenditures</u>	<u>AID/WID Budgeted</u>	<u>AID/WID Expended</u>
Travel	\$11,119.00	\$13,551.43
Per diem for 2 consultants 14 days at \$74.00	1,036.00	1,036.00
Consultant honoraria \$100/day; 14 days each	2,800.00	2,800.00
Room and Board at workshop for Caribbean and Latin American par- ticipants, 2 consultants and 1 translator	3,300.00	1,970.38
Translations & local travel	1,330.00	1,633.13
Workshop expense report, telephone, cables, supplies, materials	3,500.00	2,098.00*
Indirect costs	2,309.00	2,309.00
TOTAL	<u>\$25,394.00</u>	<u>\$25,394.00</u>

*This amount includes only \$1,000.00 of the cost of printing 400 copies of the proceedings.

Contributions in Addition to
WID/AID Grant

Contributions of the Government of Jamaica's Ministry of Agriculture	
• Facilities	\$ 2,809.00
• Services of Training Center Staff for one week (4 maids, 6 helpers, 2 cooks, 1 watchman, 3 handymen)	1,209.00
• Services of 2 drivers in planning period and during course (620) hours at \$4 per hour and 11-1/2 days sub- sistence at \$12.00 per day = \$754.00 Jamaican)	421.00
• Services of 1 training officer for 1 day	114.00
Sub-total	\$ 4,744.00
Contributions of AHEA	
• 1/4 time of one staff member for 3 months	\$ 1,500.00
• 3 weeks secretarial time @ \$7.00 per hour	168.00
• Expenses for one staff member	
Plane fare	384.00
Taxis	16.00
Per diem for 7 days at \$74.00	518.00
20 days time at \$100 per day	2,000.00
Accommodations at Center for 6 days at \$20	120.00
• Travel expenses for one member to serve on planning committee (round-trip State College, Texas to Washington, D.C.)	356.00
• Travel and accommodations at Center for one member	
Travel	500.00
Center expenses	120.00
• 30 copies of <u>Homemaking Handbook</u> at \$5.00 each	150.00
• Dissemination of workshop proceedings (350 @ \$1.00)	350.00
Sub-total	\$ 6,182.00
United Church: Board for World Ministries	
Expenses for one member to attend planning conference	
Expenses for one member to attend workshop at Canaan Center	
Expenses for participant from Belize to attend workshop	\$ 2,000.00
AHEA Members Who Contributed Time	
5 members prepared materials and gave full time during workshop--7 days each at \$100.00	\$ 3,500.00
AHEA members who went early to prepare and stayed after workshop to help with report--average of 3 days each at \$74.00 per diem for 5 members (5 x 3 x 74.00)	666.00
Texas Cooperative Extension Service Contribution	
Covers (artwork) for programs and proceedings	150.00
Portfolios for workshop participants	40.00
TOTAL	\$17,282.00

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Workshop*
Income Generation for Rural Women
November 23-27, 1981
Montego Bay, Jamaica

Sunday, November 22

Arrival
Registration
Welcome

Monday, November 23

8:30-10:15 a.m.	Maryann ^o Dulansey, Presiding Introductions Review of Workshop Program--Maria de Colon Logistics of the Centre--Novlet Jones
10:15-10:30 a.m.	Break
10:30 a.m.	Formal Opening Maria de Colon, Presiding Purpose of the Workshop--Maryanne Dulansey Welcome--Novlet Jones Role of Women in Agricultural Development-- The Honorable Dr. Percival Broderick, Minister of Agriculture Greetings--Mr. Percy Jackson, Extension Training Officer Remarks--Donald R. Yeaman, Agricultural Develop- ment Officer, Agency for International Development Response by a Participant--Marie Therese de Lara, El Salvador
12:30 p.m.	Lunch
2:00-3:30 p.m.	Novlet Jones, Presiding Conceptual Framework for Helping Rural Women Increase Incomes--Maryanne Dulansey, Maria de Colon
3:30-3:45 p.m.	Break
3:45 - 5:30 p.m.	Continue discussion
6:00 p.m.	Dinner

Evening

Committee Meetings

- Case study presenters

*As originally planned.

- Chairpersons for sessions
- Friday evening program

Tuesday, November 24

8:30-10:30 a.m. Marta Fernandez, Domini-an Republic, Presiding
Presentation of Case Studies by:
Gwendolyn Tonge, Antigua
Emma Mojica de Camacho, Bolivia
Sadie Vernon, Belize
Nydia Londono Rios, Colombia
Ana Schapovloff, Paraguay

10:30-10:45 a.m. Break

10:45-12:30 p.m. Continue Case Study Presentations

12:30 p.m. Lunch

2:00-3:15 p.m. Margaret Sullivan, St. Vincent, Presiding
Review, discussion, analysis of case studies
Led by Maria de Colon
Reports to Plenary

3:15-3:30 p.m. Break

3:30-5:30 p.m. Mini-workshops--select one

Spanish

- project planning
- market research
- cooperatives

English

- project planning
- staff training
- communications

Wednesday, November 25

8:30-9:00 a.m. Adda Luz Arredondo R., Costa Rica, Presiding
Preparation for tour--Maryanne Dulansey and
Novlet Jones

9:00 a.m. Departure for tour

5:45 p.m. Return to Centre

6:15 p.m. Dinner

Evening free

Thursday, November 26

8:30-10:30 a.m. Hazel Waldron, Guyana, Presiding
Analysis and discussion of tour--Maryanne Dulansey
and Maria de Colon

Panel--The Role of the Home Economists in
Assisting Rural Women to Increase Incomes
Moderators--Connie Cooper, U.S.A., and
Irma Luz Toledo Ibarra, Guatemala

Group Work--Identification of:

knowledge, skills, training resources
needs of home economists to enable them to
better assist women in money-making ventures

10:30-10:45 a.m. Break

10:45-12:30 p.m. Continue group work
Reports to Plenary

12:30 p.m. Lunch

2:00-3:30 p.m. Isolda Jaen, Panama, Presiding
How to write a project proposal for an
income-generating activity
Group work--proposal preparation

3:30-3:45 p.m. Break

3:45-5:30 p.m. Continue proposal preparation
Reports of group work

6:00 p.m. Dinner

Evening

Mini-workshops--select one

Spanish

- staff training
- communications
- evaluating a project

English

- cooperatives
- market research
- evaluating a project

Friday, November 27

8:30-10:30 a.m. Carmita Fraser, Barbados, Presiding
Sharing project proposals
Reports to Plenary
Summary of action plans
Discussion: source of resources--local, national
and international

10:30-10:45 a.m. Break

10:45-12:30 p.m. What follow-up is needed
Evaluation of the workshop

12:30 p.m. Lunch

2:00-3:30 p.m. Nancy Granovsky, U.S.A., Presiding
What is the International Federation for
Home Economics? Review with slides
Progress Report on Regional IFHE Organization--
Lila Engberg
Reports of Regional Committees

- International Center for Institute
for Research/Education
- Strengthening Organizations and Associations
- Exchange Programs

3 discussion groups built around the 3 committees
to decide:

1. officers--chairman, vice-chairman
2. objective
3. next step

3:30-3:45 p.m. Break

3:45-5:30 p.m. Discussion groups to consider
Role of Regional IFHE Organization in
Income Generation
How Organizations in Countries Foster Income-
Generating Projects
Report to Plenary
Plans for next Regional IFHE activity

6:00 p.m. Dinner

Income Generation For Rural Women Workshop
 November 23-27, 1981
 Canaan Agricultural Training Center, Jamaica
 Evaluation

Instructions--To determine whether or not this workshop met your needs and its objectives, we would like you to give your honest opinion on the design and value of the workshop and your future plans as a result of participating in this program.

Please circle the number which best expresses your reaction.

- | | | | | | |
|--|-----------|---|---|-----------------|----------------|
| | Excellent | | | | Poor |
| 1) The organization of the workshop was | 5 | 4 | 3 | 2 | 1 |
| | | | | Adequate | Inadequate |
| 2) The scope (coverage) was | 5 | 4 | 3 | 2 | 1 |
| | | | | Achieved | Not Achieved |
| 3) The objectives of the workshop were | 5 | 4 | 3 | 2 | 1 |
| | | | | Excellent | Poor |
| 4) The general sessions were | 5 | 4 | 3 | 2 | 1 |
| | | | | Excellent | Poor |
| 5) The mini-workshops were | 5 | 4 | 3 | 2 | 1 |
| | | | | Very Beneficial | Not Beneficial |
| 6) My attendance to the workshop should prove | 5 | 4 | 3 | 2 | 1 |
| | | | | Excellent | Poor |
| 7) Overall, I consider this workshop | 5 | 4 | 3 | 2 | 1 |
| 8) The topics of the program most beneficial to me were: | | | | | |
| 9) Other topics not included that would have been helpful to me: | | | | | |
| 10) Other topics where I feel the need for additional training are: | | | | | |
| 11) As a result of participating in this workshop, when I go back to my country I intend to--- | | | | | |

Project Staff

Helen Strow Project Director
Maryanne Dulansey Consultant (paid)
Maria de Colon. Consultant (paid)
Jessie Taylor Volunteer
Nancy Granovsky Volunteer
Lillian de Colon. Volunteer

INCOME GENERATING PROJECTS: CASE STUDIES AND REPORTS

Five case studies on income-generating projects were reported by representatives of Antigua and Barbuda, Belize, Bolivia, Colombia, and Paraguay. In addition, representatives from Ecuador, El Salvador, and Panama also reported on projects in which rural women were earning money. The case studies included here are from Antigua and Barbuda, Belize, Bolivia, Panama, and Paraguay, and are examples of the variety of types of products being produced to generate additional income for rural families.

Representatives from sixteen (16) countries [Antigua and Barbuda, Barbados, Belize, Bolivia, Colombia, Costa Rica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Haiti, Honduras, Panama, Paraguay, and St. Lucia] supplied information about income-generation activities in their countries by completing a questionnaire. The questionnaire asked each respondent to describe one project in her country with which she had worked. Summaries of these sixteen responses are reported in this chapter; an analysis of the responses to the more significant questions follow the summaries. (A copy of the questionnaire is included in the Appendix.)

These case studies and summaries depict the nature of and need for income generating efforts. Simultaneously, they provide a vivid account of the potential for improving family life.

Case Studies

Rural Women in Paraguay Raise Chickens to Increase Family Income

Five hundred miles from Asuncion, in the rural community of Recoleta, a home economist began working in the extension program forming 4-C groups and working in sewing and manual arts projects with young people. In this way she got to know better the community and needs of the people.

Observing through visits to families that meals consisted mostly of maize and cassava, and concerned that families were not consuming proper foods to have a balanced diet, she spoke to the families about the need and importance of varied and nutritious foods. Through their discussion, women began to realize the limited access they had to a wider variety of vegetables, eggs, or poultry, so they started fifteen gardens in the community--one of them being in the school. The home economist spoke to them about raising chickens, and egg production for food that could add some protein to the diet, and a project that had potential for generating some extra income for the family, especially the women.

Women were enthusiastic about the idea, but their husbands were not convinced that women could accomplish much with a project of this type. It was a venture too new and different for women.

The home economist sought assistance from the agricultural agent and the "Recoleta Agricultural Committee" to help create a more positive attitude on the part of the men. Four meetings were held to show the husbands various aspects of women's programs and poultry production among small farmers.

Since women were not very familiar with poultry production, it was suggested that a pilot project of 100 laying hens and 50 broilers be started.

The extension home economist wrote a proposal to the United States Agency for International Development soliciting help to finance the construction of the poultry house and to acquire the chicks. The women's group selected a counterpart from the Agriculture Extension Service staff. This counterpart assisted with improving techniques to manage the flock, feeding, medication, sanitation and record keeping.

Within three months from the date of initiation of the project, the women began to see economic returns. With the sale of the broiler chickens, feed needed for the hens and 50 more broiler chicks were bought. At the end of six months, the women were again able to sell broilers and the hens began to lay eggs. Since this was an improved breed of chicken, the outcome was dramatic. Other women became optimistic and enthusiastic about having their own projects, and men's opinions about women's capabilities to handle the project began to change.

Ten women decided to start another project following the same procedures used for the first. During the 2-1/2 years after the original project was initiated, 42 individual poultry projects had been started in this rural community. Educational programs have been held in five locations to assist with the organization of the projects. Six kerosene incubators with a 300-egg capacity have been added to the project and rotated among the group. Women sell the eggs, broilers, and stewing hens at their own farms. As production has increased new alternatives to market the items and increase their profit are being considered.

In this project, women are in control of the money which they earn, and use it to improve their homes and family life, adding rooms, building "fogones" latrines, and improving wells for the household.

As women have become more involved with community life they have increased the cultivation of corn, soybeans, sorghum, and alfalfa to feed the poultry. They have also improved the quality and quantity of food for consumption by their families.

This type of extension home economics project has helped to achieve two national goals:

- Improvement in the level of living of small farmers
- Production of more food for the people

Women From Bolivia Market Agricultural Products to Generate Income

Families who lived in the Altiplano Zone moved to the Nov Yungas region, a colonization area where there was land that could be used for agriculture. Most of the women's families were composed of 6-8 members. Women's regular activities were taking care of the children, cooking, cleaning, laundering. They also helped farm with planting, raising animals, and with seeding and harvesting.

Women began planting and selling their products but experienced some difficulties, and were losing money because of the mediators or "middlemen" who paid them very low prices for their products. They were advised to organize in order to get better negotiation power in the selling of their products. They decided to organize in a pre-cooperative group. Two or three of the women took turns going to the market to sell the produce while the others stayed working on their lands.

To help with the organization of the pre-cooperative group the women received assistance from agents of the Ministry of Agriculture who provided training on group organization of cooperatives; how they are organized; how they operate; and how they are evaluated.

The women collected dues from the pre-cooperative members for their basic selling expenses. After the produce was sold, they were reimbursed based on their share of the produce. Most produce was sold in La Paz, the capital city, at local markets, and local fairs. The average earnings were \$50.00 per year per woman and the money earned was used by most women for the improvement of their homes and to increase their production.

Problems encountered by the women in the organization were most often related to a lack of confidence of those who took their turns selling the produce at the market; difficulties in collection and transportation of the produce; and in getting a stall to sell their products in the market. Assistance was provided the women in basic concepts of administration, accounting, and marketing aspects. With more confidence in themselves and more knowledge of their business, they were able to establish a distribution and marketing center in La Paz.

The rapid organization of the pre-cooperative group and the opportunity for the women to start earning money from the selling of the produce was a main motivator to continue working with the project.

The project has contributed to the food production of the country and has provided some income for women so they can help improve the situation in their homes. They have expressed confidence about their abilities to do their job and are also engaged in another chicken raising project (funded by UNICEF) to help improve their family diets.

Rice Production Project in Panama Helps Rural Women to Improve Their Homes

This project started in 1965 when a 39-year-old rural woman, her husband, and their three sons became involved in a community organization in their small rural community. Approximately twenty-two women organized themselves into a group and started working in small food preparation, home garden, sewing, and home improvement projects; but their main goal was to improve the physical condition of their homes, which were built of clay, straw and had roofs made of palm leaves.

Recognizing the high cost of home improvement, five years later--in 1970--and with the assistance of a home economist, discussions about an income-generation project through which rural women could earn the money needed to improve their houses began.

Thirteen of the 22 women in the organization started the rice production project using one hectare of land, and with their own resources. As rice is a staple food, consumed daily by most families, and brings a good price in the market, the women decided it would be the best crop to start with.

The first year of the project was a year of learning for the group of women as well as for the technicians who assisted them. That the project was going to work and that women were capable of handling all the phases of rice production was not an anticipated result. During the first year, the women were faced with problems with the land, tenure, credit, and marketing. However, they were able to expand from one hectare to five hectares of land with the aid of the Fertilizer Rotating Fund Program and the Agricultural Development Bank. The women worked collectively in their own communities and sold the rice to the Agricultural Marketing Institute (a state agency) and other independent mills. Their husbands and family members helped with the field work, fumigating and harvesting.

"The Asentamiento," a men's organization in which most of their husbands and sons were members, has provided credit and financing for 20 hectares of land which the women are now farming. The average yearly earning per woman is about B/267.41, which, added to other fund raising activities like raffles or loan interests and fines, have increased their dividends to B/300.00 each. A balance of approximately B/4,000.00 is kept by the organization, which now owns a community house valued at B/700.00 that was built with their own resources and efforts.

Achievements from the project have been significant for the women and their communities. As a result, women have been increasingly incorporated into the social, economic, and political life of their country. They have supported the organization of a health center, and introduced projects addressing such needs as running water, electricity, and road construction.

Twenty of the original women have improved their houses with earnings from the rice production project. Their houses now are valued at B/4,000.00 each.

Brooms Made of Local Palms Provide Income in Antigua and Barbuda

Over the years, women of Antigua and Barbuda have been involved in income-generating projects to earn money to help with the maintenance of their families.

Antigua and Barbuda are small islands in the Eastern Caribbean which became an independent country at the end of 1981.

For very little remuneration, women of Antigua and Barbuda have engaged in farming. They gather and sell vegetables and fruits. They prepare and sell food such as meatballs, jams, and jellies. Both men and women fish; women sell in the market. Women engage in "huckstering," which is buying produce in the villages and re-selling it in the city market at a higher price. They make and sell craft items and clothing. Thus, income-generating activities already exist in Antigua and Barbuda, so there is no need to introduce such projects. However, women do need guidance and training. For example, they

must be careful not to overproduce or flood the market with any particular product. They also need help in managing their income.

The income-generating activities presented in this case study are aimed at training young people in business skills, by providing actual experiences with projects which earn money. It is expected that such experiences and "on the job training" will equip and encourage these youth to begin entrepreneurial activities as they grow up. Since the prospects for white collar jobs in Antigua and Barbuda are quite limited and jobs in general are scarce, self-employment is a reasonable solution.

The projects described herein began when a District Nurse noticed that young people "did not have anything to do." The nurse had already started working with a group of 30 young women, aged 15 to 18, in the community hall; and wondered whether some meaningful activity might be found for the young men who apparently "hung around the corners and bothered the young women as they passed by." She took her concern to a home economist, the Women's Affairs Officer in the Ministry of Education, Culture, Youth Affairs, and Sports and Director of the Women's Desk.

Upon discussing the matter, these two individuals found ideas for income-generating activities which appealed to both the young men and the young women with whom the nurse was working. The Women's Desk used funds from the Trickle Up Program, in the amount of U.S. \$30, to start the following projects.

- Snack Project

The young women met at the village community hall each day to make sandwiches, cakes, and fruit drinks which they then sold in the street. Some of their customers were the young men who loitered on the corner. In the first week, investing EC \$60 of the grant, they made EC \$82.50 by selling 50 cakes, 100 sandwiches, and 100 drinks at 20, 25, and 50 cents each. Thirty people participated, and spent 1-1/2 hours daily preparing the snacks and 2 hours daily selling them.

- Broom Project

At the same time, the nurse asked the "Limers," the young men hanging on the corners, whether they would be interested in making brooms while sitting. Except for the nails, the raw materials were available nearby without cost. All the young men had to do was gather the palm and the sticks. They already knew how to make brooms, having learned at home.

The snack project was able to purchase 20 brooms at EC \$1.00 each from the men with the profit it had made on its first week's sales. The brooms were then sold in the market at EC \$1.50 each, earning EC \$30, an additional profit of EC \$10.00.

From an initial investment of EC \$60, a profit of EC \$32.50 was made on the first week's activity. Since not all the materials from the first effort were exhausted, the group decided that only EC \$40 would be needed for buying the second week's materials. A total of EC \$71.50 was in the account after the purchases were made (consisting of the profit of EC \$32.50, EC \$20.00 not needed for materials, and the EC \$19.00 from the original grant which had never been used).

The training provided young people in these projects includes keeping records and information on number of people working, sales, profits, making calculations, reading and writing, and managing the proceeds.

At the time the data on this project were reported, the men were not organized into a group, although it was planned to give them assistance similar to that provided the women.

The Human Development Outlet Store of Belize

The Human Development Outlet Store, located in the capital city of Belize, provides a retail market outlet for a variety of goods made or produced by women: clothes, soft toys, novelties, macrame, baskets, plants, and herbs. About 50 producers (half from rural areas) earn an average of U.S. \$5.00 per week for part-time work, and six women are employed full-time at the store, earning between U.S. \$12.50 and \$22.50 per week. The operation is assisted by grants from the United States and Canada.

Average Earnings of Women in Three Groups Employed by the Human Development Outlet Store			
Name of Group	Products	Number of Women	Average Earning each in B\$ per week
North Side Unit	Soft toys, garments	6	8-10
Belize Christian Council	Crafts and novelties	6	10
Village Basketry Unit	Baskets and seat weaving	3	15

The income-generating capacity of any project is based on economic realities. The Human Development Project faces some serious constraints due to the economic and social situation of the country. The market in Belize is small, as the recently independent nation located between Mexico and Guatemala has a population of only 145,000. Much of its 8,660 square miles is swampy or hilly and difficult to reach, so people are concentrated in the capital and two or three rural towns.

This project grew out of a meeting three years ago of leaders of five voluntary organizations and the Social Development Department of Government. These leaders were concerned that although much had been done over the years to train women in skills, nothing had been done to help the women use their skills to earn income. They agreed that a project should be designed to include the following elements: (1) using available skills; (2) training in nontraditional skills; (3) training in planning, organizing, communication, packaging, and marketing; (4) establishing an outlet store; and (5) family life education.

This project brings rural and urban women together in a common effort. Solidarity is all the more important in Belize because the geography and lack of transportation combine to effectively isolate rural communities. For example, women in the south have great difficulty getting their products to the city, having to rely on visiting ministers. When rains periodically make the area impassable, five weeks may pass before goods can be sent out.

Although limited by constraints, the Human Development Outlet Store has had significant success during its beginning period. The store has received important support from the national government, which provides free advertising via the radio. The advertisements tend to be well done, and the public responds well to the slogan, "Help Belizians to help themselves." Clever marketing and merchandising have also contributed to the store's success. The store is located in a "good spot," and the layout of the store is attractive. Goods are produced under a brand name, and carry the label, "Hibiscus Brand." The opening of the store was timed for the holiday buying period [i.e., before Christmas (December 25)], and special promotions are held regularly. Annual "Open Day" is a major promotional event. In 1981, a promotion called "Christmas Village Days" was held both in the city and in Dangriga, a rural town of 3,000 people.

Responsiveness to customer needs has given the store an additional competitive edge. For example, it is the only store offering a layaway plan (i.e., removing the customer's choice from the sales inventory, and setting the item aside in the store while payments are being made on it). The project has also responded to problems people experience in getting to the store.

The range of products offered in the store is not wide, nor are goods produced in large quantities. However, the market is limited and products compare favorably with similar items in the market in terms of price for quality. Development of products which have no competition, such as the infant wear "Baby-Pak," has been an important factor in the store's success. The "Baby-Pak" is a basic layette consisting of two dresses, two slips, two nighties, six diapers, a pair of socks, a baby cap, binders and pins. The retail price is B \$30, which permits a profit of about 80%.

The person responsible for organizing the groups, training, marketing and fund raising, notes that one of the pressing problems is the shortage of materials. The project has problems both with materials that are purchased and those which are gathered. For example, baskets and other products made by the Village Basketry Unit are a very important part of the store's line, as they are well-made and of good quality. Government offices buy them for use as waste paper baskets. Production of the baskets is limited because it is difficult to obtain the reeds from which they are made.

A great deal of the success of the project is attributed to group relationships, motivation, and "planning for success," the planning which occurred preparatory to funding, and the support given by the national government and people of Belize as well as by the U.S. and Canadian governments.

Income Generation Projects: A Summary of the Responses of Sixteen Home Economists to A Questionnaire

SUMMARY OF QUESTIONNAIRES

Country	Project	Women			How Started	How Organized	Who Provided Money-Things	Income	Where Sold	Do Women Manage Money
		Av. Age	No. Children	Activities						
ANTIGUA	Vegetables, Fruits, Fish, Crafts	50	6	Home care, gardening, care of animals, selling products	Through family organized plan for living. Attended classes Home Economics Education	Money savings built up through community leading system	Women, sometimes husbands Box of Savings-- a lending system of community	Varies \$100 to \$200 from sale of products	Local markets; in homes; in shops	Not all women--majority
BARBADOS	Food preservation Making jellies	30	4	Home care Plantation work	Through help from National Organization of Women	Small group working together	Women had the fruit available	\$65.00 to \$75.00 weekly	Supermarket and private orders	Yes
BELIZE	Basket making	44	5	Home care, chickens, Garden crops	By representative of Human Development Store that searches for groups of women near reed sources	Small group: women work together	The women collect the reeds. Human Development Centre provided \$150.00 to start	Supervisor-- \$200/month Trainees-- \$40.00/month	At Human Development Centre	Yes
BOLIVIA	Selling agricultural products	45	5	Cooking, laundry, care of children, care of house, farm work	Identifying difficulties; losses Selling of others	Identifying problems & possibilities to increase family income organizing a pre-coop group	Members of group	Yearly \$50 each	City market & local markets	Yes, in agreement with husbands
COLOMBIA	Vegetable production	14 to 18	3 in fam.	Home activity and project activities	Identification of 1-need 2-human & institutional resources, technical & credit assistance	As a part of coffee program for family development	Pro-Association of Rural Youth		To coffee coop	Yes
COSTA RICA	Vegetables & chicken raising			Home activity, garden, chickens	Establishment of home gardens for family & sale of products encouraged			Varies	In homes & markets	Occasionally husband or eldest son manages

SUMMARY OF QUESTIONNAIRES

Country	Project	Women			How Started	How Organized	Who Provided Money-Things	Income	Where Sold	Do Women Manage Money
		Av. Age	No. Children	Activities						
DOMINICAN REPUBLIC	Vegetable gardening	30	5	Home care, gardening, women's clubs	On small scale at family level then increased area.	Helped first by Ministry of Agriculture then Catholic Church.	Dept. of Agriculture and churches	\$10 RD per week in good production.	In community & to people who buy & sell	Yes
ECUADOR	Small animals	38	6	Domestic work, animal raising, gardens, family training, com. work	Rural promoter carried out survey. Women learned to make breads. Learned how to market and get credit.	Through meetings and talks with women.	AID 85,000 sucres	180,000 sucres weekly	Capital of Province to restaurants and direct to consumer	Yes
EL SALVADOR	Bread making	25	6	Cooking, washing, ironing, child care farm work carrying water	Extensionist taught how to make bread--also helped women get credit and learn how to manage and sell products.	Coordinated with Home Economist & Agricultural Bank -- AID	Donation from AID then credit from bank	\$80 to \$90 per month	In community & town	Yes, have account in bank.
GUATEMALA	Agricultural products-corn, potatoes, onions, pigs	50	3 grown girls 3 nephews	Home care laundry, food prep. child care farm work	By personal savings. Then had bread making unit. Then rented land; later purchased land.	Through initiative of grandmother.	Loans from friends; savings	\$900 monthly	Sell pork locally. Onions & potatoes sold in Capital.	Yes
GUYANA	Agricultural products	36	6	Home care sell snacks on week-ends	Group of women got together & started food collective; ran into problems. Help from local development fund.	Like a cooperative. Each contributed to capital and shared profits.	Women first; then local development fund community.	Average of \$30/weekly	In village in small rented shop.	Yes, L.D.F.C. makes monthly audit.

SUMMARY OF QUESTIONNAIRES

Country	Project	Women			How Started	How Organized	Who Provided Money-Things	Income	Where Sold	Do Women Manage Money
		Av. Age	No. Children	Activities						
HAITI	Vegetable raising	50	5	Home care family care Garden store	Loan of \$100 from Organizational Service for Rural Life (SOVIR)	Through help of Home Economics Officer	SOVIR	\$400 per harvest 2-3 times a year.	In village and local market.	Yes
HONDURAS	Clothing and local embroidery	27	6	Home activities & sewing or embroidery	As an experiment to promote organization of women.	With consultation-proposal with president of local patronship.	Several institutions	Varies	Provide samples to potential buyers	Yes
PANAMA	Rice production	39	3	Home activity Community Organizations	Began in 1970 with 5 ha of land.	Outgrowth of home improvement to provide money to better homes.	Fertilizer rotating fund program and Agri. Dev. Bank	Yearly an average of \$267.41	Rice is sold to inst. and Agri. marketing to implement mills.	Yes
PARAGUAY	Chicken raising	42	7	Crop production Family care Poultry	With help of Home Economist, motivation, analysis, installation of chicken coops/purchase of chicks.	In a mothers' club	The family and AID	\$277/monthly \$4,092.00	On farms	Yes
ST. LUCIA	Straw mats, baskets, wall plaques	38	5	Home tasks Garden Poultry	Increase in demand for article. Craft Centre opened in district.	Loosely organized	Since raw materials are gathered locally, little need for money.	Varies	At homes or Craft Centre	Yes

SUMMARY OF QUESTIONNAIRES

Country	Project	Problems	How Solved	Are Women Satisfied	What Made It Successful	Role of Home Economics	
						How She Got Involved	How Helped Women
ANTIGUA	Vegetables, fruit, fish, crafts	To get ideas, self confidence to know potential	Discussion; trial and error	Some women	Perseverance, knowledge, faith	Classes were organized to teach women to be self-employed	By working with them in classes and projects
BARBADOS	Food preservation Jellies	Financing for jars and equipment. Need training in bookkeeping, accounting, and marketing.	Received \$5,000 grant from USAID & \$30.00 from Industrial Development Corporation.	Yes, although still working at home.	Training in agricultural techniques by Ministry of Agriculture and food preservation.	Organized exhibits of women's work.	Gave training in food preservation, marketing, and securing funds.
BELIZE	Basket making	Difficult to get reeds thorny and tough to clean & cut in rainy season (3-6 weeks). Can't get reeds.	Still a problem.	Yes, baskets are well made and sell well.	Salable item and good quality.	Worked with other volunteer groups and got on Human Development Outlet Store.	Arranged for collection of products. Gave new ideas. Provided market.
BOLIVIA	Selling agricultural products	First, lack of confidence in selling. Problems of collecting & transporting. Getting stall in city market.	Training in administration & accounting. Central reception place secured; stall secured	Partially still in implementation stage	Organization speed with which produce was sold.	Studies to find ways to increase family income.	With promotional activities. Secured technical help from government. Training in account keeping.
COLOMBIA	Vegetable production					Through working with women; saw need	Planning the training
COSTA RICA	Vegetables and chickens			Yes		Teaching home-maker financial management	Visited homes, gave training courses

SUMMARY OF QUESTIONNAIRES

Country	Project	Problems	How Solved	Are Women Satisfied	What Made It Successful	Role of Home Economics	
						How She Got Involved	How Helped Women
DOMINICAN REPUBLIC	Vegetable gardening	First, lack of knowledge of production techniques, then insect control, getting seeds & selling.	Agronomist help selling price; still problem	Yes, on bettering daily diet but still problem of selling	Not yet fully successful	Became concerned with nutritional problems mothers mentioned at meetings.	Provided technical training & assistance. Secured fertilizer
ECUADOR	Small animals	Consolidating group, technical training, organization, administration of project.	Providing training to family, including husbands	Yes, they see results	Constant inputs participation work	Within program of "National Project for Rural Women & the Family".	Training field personnel
EL SALVADOR	Bread making	Waiting for credit. Coordination in beginning difficult.	Home Economist helped them with money-making activities to raise money to start.	Yes, family income increased.	Training and credit given by bank	Helping women organize tasks & have time to develop productive product.	Organized women. Taught how to obtain credit. Training in administration & sales.
GUATEMALA	Agricultural products-corn, potatoes, onion, pigs	Decrease in price of meat & vegetables. Loss of part of crop.	Processed meat. Held potatoes & sold as seed.	Yes	Organization & distribution of work; getting needed financial support.	Was asked about problem of decrease in price of meat.	Taught methods of processing meat. Helped establish sale price based on expenses.
GUYANA	Agricultural products					Answered request of LDEC for Home Economist to run several programs.	Evening classes and short weekend workshops.

SUMMARY OF QUESTIONNAIRES

Country	Project	Problems	How Solved	Are Women Satisfied	What Made It Successful	Role of Home Economics	
						How She Got Involved	How Helped Women
HAITI	Vegetable raising	Diseases and insects on plants; drought	Use fungicides, insecticides, change activities	Yes	Project responds to needs in community; money earned	Hearing women talk of economic problems & studying resources in community.	By training extension agents who train women
HONDURAS	Clothing and local embroidery	Initially, little interest; frustrated by problems. Lack of self confidence	Through group dynamics, training courses, observation visits.	To a degree	Organized themselves. Learned to sew & sell. Built workshop	Investigating what were greatest needs & expectations	Helped them constantly at first. Helped them learn to make own decisions
PANAMA	Rice production	At first, land tenure, marketing credit	With help of Asentamiento got land & credit. Now getting 20 ha	Yes-Improved homes & standard of living.	Persistence of women; organizational help; cooperation of families. Land is good for purpose.	Home Economist began a home betterment program. Needed money for improvements.	Got help for them from private agencies, loan from state and helped get land.
PARAGUAY	Chicken raising	Convincing husbands, lack of technical knowledge. Wanted to know results before starting.	Examples of economic & nutritional value. Training courses began with pilot project.	Yes, very	Interest & dedication of mothers. Economic benefit reported back to family.	Made study of needs of families, resources on farm & demand for product.	Helped women organize, and see need for training. Helped them find right kind of bird.
ST. LUCIA	Straw mats, baskets, and plaques.	Sometimes difficult to get raw materials. Low prices.	They get price quoted before taking an order.	Yes, proud of good product. Usually have market.	Demand for craft items for Caribbean Festival of Arts.	In working with women saw need for additional money. Knew basket art was handed down to women from parents.	Giving ideas for products, finding markets.