

SWAZILAND MANPOWER DEVELOPMENT PROJECT (645-0218)
COMPONENT TWO:
DEVELOPMENT ORIENTATION FOR TRADITIONAL LEADERS
AND ROYAL WOMEN'S ASSOCIATIONS

FINAL REPORT ON THE ACTIVITIES UNDERTAKEN BY THE
TRADITIONAL SECTOR SPECIALIST
JULY 1985 - JULY, 1987

ROBERT K. HITCHCOCK

SEPTEMBER, 1987

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Introduction

The Swaziland Manpower Development Project (645-0218) is a development effort sponsored jointly by the Government of Swaziland and the United States Agency for International Development. The major thrust of the project is to assist the Kingdom of Swaziland in developing its human resources. The principal components of the project are:

1. Long - term participant training
2. Short - term participant training
3. In - country training
4. Development orientation for traditional leaders and rural women's associations
5. Development communications

A schematic diagram of the Swaziland Manpower Development Project (SWAMDP) is shown in Figure 1. A contractor, TransCentury Corporation, works in conjunction with the Ministry of Labour and Public Service in implementing several of the project components. Work is done through key development ministries, including Works and Communications, Natural Resources, Health, Education, Agriculture and Co-operatives, and the Tinkhundla Administration. The basic goals of the project include (1) to expand the capacity of Swazis and Swazi institutions to plan and direct development activities, and (2) to encourage an increased level of informed participation by the population of Swaziland in development activities.

One component of the SWAMDP Project is geared toward assisting rural Swazis, particularly traditional leaders and rural women's associations (zenzele groups), through provision of training. The workshops, seminars, and demonstration visits are designed to increase the awareness of traditional leaders and rural women concerning development issues and activities. The project activities are carried out in conjunction with two sections of the Government of Swaziland, the Home Economics Section of the Ministry of Agriculture and Co-operatives and the Community Development Section of the Tinkhundla Administration. Part of the project concentrates on expanding the institutional capacity of these two sections through upgrading of skills in adult education and non-formal training techniques.

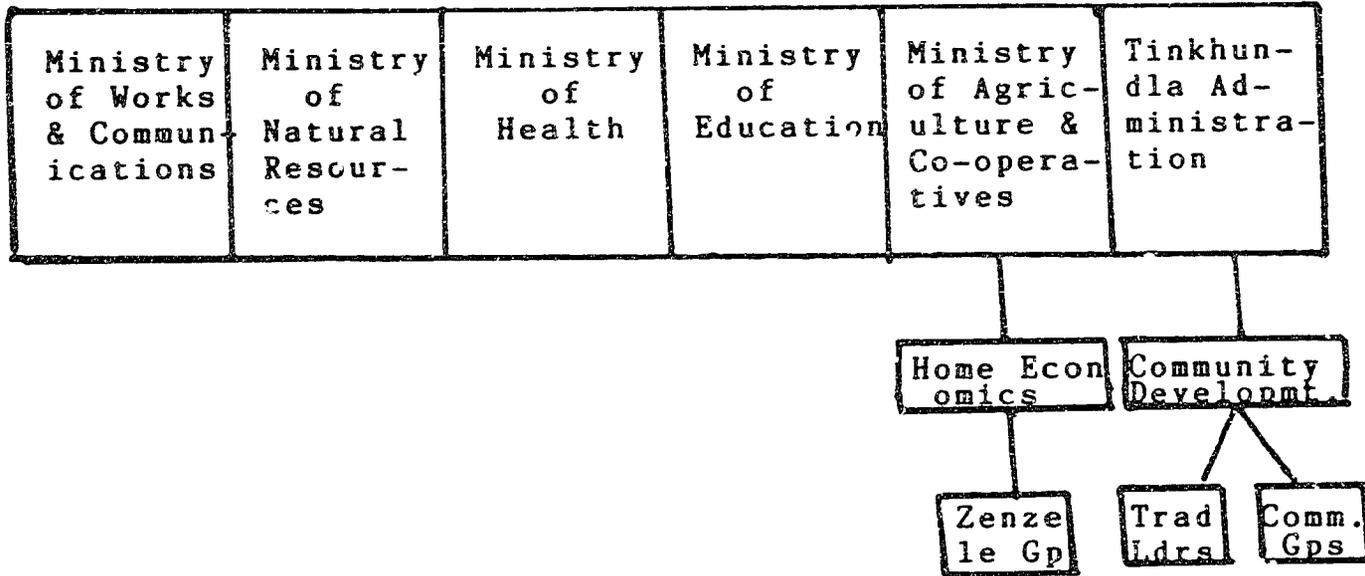
The Traditional Sector Training component of SWAMDP was carried out by the Home Economics (HE) and Community Development (CD) Sections, with the assistance of a Traditional Sector Specialist (TSS). As an advisor to these two sections between July, 1985 and July, 1987, the

Swaziland Manpower Development Project: Project Components and Relationships

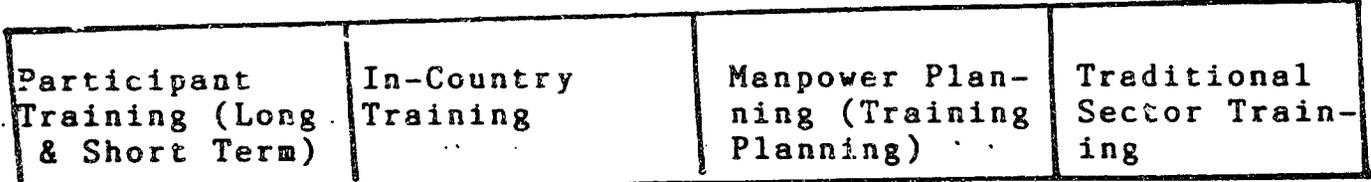
U. S. Agency for International Development (USAID)
 TransCentury Corporation

Ministry of Labour and Public Service

Key Development Ministries



SWAMDP Project Components



Traditional Sector Specialist helped to arrange training activities, oversaw the administration of funding, guided consultancies related to traditional sector training, and compiled data on traditional leadership and rural women's groups in Swaziland.

The purpose of this paper is to outline some of the ways in which the Traditional Sector Training component of the SWADP Project was implemented. The paper is divided into several parts. The first of these outlines the way the project was approached over the period from July, 1985, when I began work as the Traditional Sector Specialist, and July, 1987, when I completed a two-year period in Swaziland. A detailed summary of training activities and monthly reports of the SWAMPD Traditional Sector Training Project was submitted to the Government of Swaziland, TransCentury Corporation, and the United States Agency for International Development in August, 1987. Detailed summaries of workshops and training activities held have been compiled and have also been submitted. Attached to each of these reports is a list of training activities, topics covered, and names of all resource people and participants involved in the training. In this paper efforts will be made to draw conclusions and recommendations rather than summarize the activities undertaken during the course of the project.

II. Implementation of the Traditional Sector Training Project

The objectives of the Traditional Sector Training component of the SWAMPD Project included the following:

1. To expand the capacity of Swazi traditional leaders and rural women's associations to plan and direct development activities
2. To encourage an increased level of participation in development activities on the part of traditional leaders and rural women's associations
3. To expand the institutional capacity of the Home Economics and Community Development Sections to conduct training activities

The End of Project Status (EOPS), as defined in the SWAMPD Project paper (USAID 1984) includes:

1. Traditional leaders and rural women's association members will be more knowledgeable about development issues and will be playing active roles in the development of their areas
2. Trainees will be functioning at a higher level of skill and efficiency than before training
3. Community Development and Home Economics Section personnel will have an increased capacity and capability of carrying out training functions using Swazi personnel

The project outputs of the Traditional Sector training effort are outlined as:

1. At least 150 traditional leaders (chiefs, tindvuna, etc.) will have participated in more than one development-oriented seminar, workshop, or observation visit within or outside Swaziland
2. At least 150 members of rural women's organizations will have attended more than one development-oriented seminar or course
3. A training process will have been instituted within Home Economics and Community Development in which annual work plans are drawn up and monitoring is done of the progress of implementation of training activities

A multi-pronged development training strategy was recommended in the SWAMDP Project Paper. A summary of these strategies is as follows:

1. To conduct in-country training workshops
2. To conduct field visits to development project sites both within and outside Swaziland
3. To use the mass media (development communications) to instill ideas about development in rural areas
4. To provide in-service training for Home Economics and Community Development Section staff members
5. To develop curricula and training materials (e.g. handbooks, fact sheets) for use by HE and CD personnel and by rural people
6. To promote awareness in the general public of rural development activities undertaken by traditional leaders, communities, and rural women's associations

During the course of this work, a number of guiding principles were followed. The first of these had to do with participation. A participatory development strategy was employed in which people were encouraged to evaluate their situations and to come up with suggestions as to how to overcome problems on their own. In the training sessions a strategy was utilized in which people discussed among themselves what they felt were crucial development issues. Problem solving was a part of all of the training activities. Case studies, role plays, demonstrations, and theatrical performances were all used in order to enhance the effectiveness of the training.

The second guiding principle followed in the work was consultation. Guidance as to the kinds of training topics to be concentrated upon arose from direct discussions with the people themselves. Prior to starting the actual training, a series of meetings were held with HE and CD personnel, other government officers, Tinkhundla Administration officials, traditional leaders, rural women's association members, and local people in order to ascertain what issues they felt were most significant. These discussions led directly to the design of training programs which emphasized issues such as agriculture, leadership, income generation, and conservation.

The third guiding principle was self-reliance. It was felt that if the project was to be successful, people had to rely on their own

skills and initiatives. It was important that the project activities were carried out by people themselves; in other words, that they were done by them rather than for them. Self-help is a major aspect of rural community efforts in Swaziland. The term zenzele means, literally, "Do it yourself." Providing information to people so that they can make informed decisions is crucial to a strategy of self-reliance. Emphasis in the project was placed on improvements of information flow between the center and the peripheries and between the modern and traditional sector institutions in Swaziland.

A fourth guiding principle was to follow a strategy in which major policy issues were addressed in the training. According to the National Development Plan of Swaziland, the goals were to raise production levels, increase income, promote rural development, and enhance stability. The Community Development Sections specific goals were "to motivate the rural population to activate, develop, and apply their latent abilities in self-development at the individual, home-stead, and community level" (4th National Development Plan, pp. 338-9). The Home Economics Section's objectives were to provide advice on nutrition, home management, and income generation skills to rural households and to expand the skills of HE officers. Policy issues arising out of these goals and objectives were identified, and the topics were discussed in detail during the course of training sessions. People were encouraged to focus upon major issues which they felt were critical in their areas. Some of the areas identified included problems of small business establishment, employment opportunities in rural areas, environmental conservation, management problems of small institutions such as women's groups, and population growth.

Strategies followed in the project included doing the training in SiSwati and using, as often as possible, local Swazi expertise rather than outside consultants or trainers. Special emphasis was placed on the institutionalization of training in Swaziland. Training of trainers (TOT) was seen as an important means of enhancing skill levels in both the HE and CD Sections. In the early phases of the project, a training needs assessment was done of the two sections with which the Traditional Sector Training Project worked. In addition, surveys were done of both traditional leaders and rural women's associations. Based on these needs assessments and discussions with the various target groups and individuals, training strategies were designed to meet their requirements. In order to supplement these efforts, extension messages and curricula for radio broadcast and video programs were developed. The goal of institutionalization was to ensure that training activities would be carried on by local individuals and organizations once the Traditional Sector Training program was completed.

Another aspect of the Traditional Sector Training was collaboration with other projects and activities in the traditional rural sector. Extension training in agriculture, for example, was done in conjunction with the Penn State Cropping Systems Project. Water development promotion was discussed with the Rural Water Supply Board. Land tenure issues were addressed by local people, and findings were discussed with the University of Wisconsin Land Tenure Center team doing the land use survey in Swaziland. Rural education was done, in some cases, with personnel of the Rural Education Centers (RECs).

The Traditional Sector Training component of the SWAMDP Project assisted in the setting up and running of rural training programs for a substantial number of rural people as well as Government officers and private sector personnel. The Traditional Sector Specialist spent much of the time working with CD and HE officers, as well as other extension personnel, in designing and implementing training workshops, demonstration tours, and other kinds of development-related activities. As of the end of July, 1987, over 700 traditional leaders and 5,000 rural women had been trained. In addition, all of the CD and HE officers, as well as personnel of the Women in Development Project, the Peoples Participation Programme (PPP), and the National Handicraft Training Center (NHTC). Handicrafts Officers from the Ministry of Commerce, Extension Officers (EOs) and other personnel from the Ministry of Agriculture and Co-operatives, and members of non-government (NGO) organizations also benefitted from training under SWAMDP.

Some of the early activities in the project included the compilation of data on traditional leaders and rural women's associations. Archival research and interviews were done in order to provide information on the numbers of traditional leaders and members of women's associations. In 1986 a consultant, Richard M. Patrick, was commissioned to assist in the gathering of data on chiefs and to do an assessment of training needs. His report, Traditional Leaders, Rural Development and Leadership Training in Swaziland, was completed in November, 1986 after some delays due to the holding of coronation in April and follow-up activities at the national and regional levels. A total of 169 chiefs were found in the data collection, and a complete list of these was drawn up and presented to the Tinkhundla Administration, the SWAMDP Project, and USAID.

There were a number of specialized workshops for both traditional leaders and community committee heads held at various locations, including the Farmer Training Centers (FTCs), Tinkhundla Centers, the University of Swaziland (UNISWA), and other places in Swaziland. It should be noted that chiefs, tindvuna, and other traditional leaders frequently participated in both Home Economics and Community Development workshops at the local level. Examples of such participation include the HE workshop on "Rural Development and Training for Rural Swazi Women" held at a homestead at Vulamehlo near Tabelweni-Hebron in the Motshane (Motjane) Rural Development Area (RDA) in Hhohho Region on 2 July, 1986 and a workshop on "The Role of Chiefs in Agricultural Projects for School Leavers" held at the Agricultural College at Luyengo on 14 September, 1985. Follow-up meetings were often held after workshops so that traditional leaders could be informed of progress in the training.

It took a fair amount of time to get the Traditional Leaders' Training programs in place. Part of the reason for the time it took had to do with decisions made at the highest levels of the Traditional Government concerning the timing of training and the kinds of issues to be addressed in the discussions with chiefs and other traditional leaders. There were frequent discussions with USAID personnel, particularly the Human Resources Development Officer (HRDO) concerning exactly who was to be defined as a traditional leader. The former HRDO defined the term basically as "chiefs" whereas the SWAMDP Traditional Sector Specialist used a broader definition.

According to the SWAMDP Project Paper, Appendix G, p. 21, four categories of participants are recommended for various types of development training under the Traditional Sector Training Component of the Swaziland Manpower Development Project: (a) chiefs and tindvuna, (b) council (libandla) members, (c) local committee chairmen or other selected committee members, and (d) Zenzele or other women's association members. It is understood in the project paper that libandla members can include chief's secretaries, members of imisumphe committees and representatives of the Tinkhundla system of government.

It has been suggested by the previous HRDO at USAID that the definition of traditional leaders in the project paper should be changed to include not only chiefs and tindvuna but also other rural administration leaders. A reading of the project paper indicates that such a change is not really necessary, since it is already understood that other rural administration leaders will be part of the training.

Nevertheless, in order to clear up a long-standing issue concerning who the participants should be in the Traditional Sector workshops involving the traditional sector, I would like to suggest that the following participants:

- (a) Tindvuna of the Tinkhundla
- (b) Representatives of the Bucopho or Tinkhundla committees
- (c) Tinkhundla secretaries
- (d) Chiefs (Tikhulu)
- (d) tindvuna
- (e) Chief's Secretaries
- (f) Bagijimi (Runners)
- (g) Members of Chiefs' Councils (Emabandla)
- (h) Bandlancane members (chiefs' courts)
- (i) imisumphe committee members
- (j) local-level committee members and officers

In order to provide some flexibility in the system, I would recommend that those individuals recommended by traditional leaders for training be included. In some cases these may be heads of local development committees (e.g. resettlement committee, health, water, agriculture committees, etc.) or it may be specific individuals under the traditional leadership structure.

One issue which is perhaps of importance, since there are some disagreements over definitions, is the term "traditional sector." It is often used to refer to rural (as opposed to urban) people. It is also used to designate those individuals or groups which abide by Swazi Law and Custom. Still another definition is those people involved in the informal sector (as opposed to the formal sector) of the economy. It may be necessary to get some clarification on exactly what the "traditional sector" constitutes since in many ways it could apply to the entire rural populace.

The SWAMDP Traditional Sector Training Project concentrated not only on chiefs and other traditional leaders, but also on the heads of community committees. Leaders of Health, Education, and Water committees in rural Swaziland were seen as important target beneficiaries of the training efforts. The training Topics and target groups for the SWAMDP TS training are presented below.

TRADITIONAL SECTOR TRAINING
SWAZILAND MANPOWER DEVELOPMENT PROJECT
TRAINING TOPICS AND TARGET GROUPS

TOPIC	TARGET GROUPS
1. Leadership	Traditional leaders, zenzele women, CD
2. Management/Supervision	Traditional leaders, zenzele women, CD
3. Record keeping	Committee officers, Chiefs' secretaries
4. Community Development	CD, Community committees
5. Project Formulation	CD/HE, Community committees
6. Self-Help Schemes & Construction	CD, communities, WID, artisans
7. Co-operative and Group Formation	zenzele women, farmers' groups, communities
8. Accounting & Business Management	CD/HE, zenzele women
9. Survey Methods & Data Collection	CD/HE, communities
10. Training Methodologies	CD/HE, zenzele women
11. Development Communications	CD/HE, information personnel
12. Literacy	rural community members
13. Land Use Planning	CD/HE, MOAC personnel, imisumphe
14. Environmental Conservation	CD/HE, Natural Resource personnel, TL's
15. Agriculture	farmers, zenzele women, TL's
16. Livestock Production	farmers, TL's,
17. Poultry	PPP groups, zenzele women, CD
18. Pig Production	PPP groups, zenzele women, CD/HE
19. Bee-keeping	farmers, zenzele women, HE
20. Horticulture	zenzele women, HE
21. Fisheries	zenzele women, rural communities
22. Forestry	CD/HE, communities, zenzele women, TL's
23. Population	CD/HE, communities, Traditional leaders
24. Water and Sanitation	Communities, Rural Water Supply Board
25. Nutrition	CD/HE, communities, TL's
26. Home Management	zenzele women, HE
27. Family Health	rural communities, CD/HE, TL's
28. Handicrafts Production & Marketing	zenzele women, PPP groups
29. Block Making	zenzele women, PPP groups
30. Soap Making	HE, zenzele women

TOPIC	TARGET GROUPS
31. Batik and Tie-Dye	HE, zenzele women, PPP groups
32. Sewing (Pattern Design & Adaptation)	HE, zenzele women, PPP groups
33. Knitting (Hand, Machine)	HE, zenzele women, WID, PPP groups
34. Tatting	HE, zenzele women, PPP groups
35. Carpentry & Woodworking	artisans, rural community members
36. Youth Employment	CD, community committees
37. Labour-Intensive Development Projects	CD, HE, TL's, community committees
38. Grain Storage Facility Construction	zenzele women, farmers
39. Candle Making	zenzele women
40. Credit and Banking	CD/HE, zenzele women, PPF groups,
41. Appropriate (Mid-Level) Technology	CD/HE, community committees, zenzele
42. Food Preparation	HE, zenzele women
43. Day-care & Nurseries	HE, zenzele women
44. Swazi Law & Custom	CD/HE, Traditional leaders, community committees, zenzele women
45. Non-formal education	CD/HE, TL's, zenzele women
46. Blacksmithing & metal work	CD/HE, WID, community members
47. Computer operation & Programming	CD/HE,
48. Remote Sensing	CE/Natural Resources, Forestry

In some ways, we may only have begun the process of training rural women and traditional leaders, and have just started the process of institutionalizing the training of trainers. We have been able to set up a process whereby workshops could be held relatively efficiently, and a substantial number of people have been trained. Some of the experiences with the formation of workshops and related training activities (such as demonstration tours) have provided the CD and HE officers with valuable experience.

During the early days of the program (say, in the first six-eight months), it was the Traditional Sector Specialist who did much of the legwork, including arranging the venue, helping to choose the topics to be addressed in the discussions, obtaining the food and materials (such as pens, pencils, paper), working out and typing up the agenda, making arrangements for accommodation, taking care of the transport requirements (e.g. arranging for a bus or vehicle to transport participants and resource people), keeping of minutes of meetings and lists of participants, and doing follow-up work. As time went on, however, these responsibilities shifted more and more to the Community Development Section and the Home Economics Section personnel themselves.

Some of the crucial areas which had to be considered in the early phases of the project included getting the recognition of the various ministries, the Tinkhundla, and the Regional Administrations for the project. This meant doing a series of small workshops and holding meetings with individuals and groups in the various offices. Letters were sent to all CD and HE personnel and planning and information dissemination meetings were held at the national, regional, and local levels. Visits were made to all regions and to most of the Rural Development Area (RDA) Project centers, where the majority of the field extension staff were based. A set of guidelines was written up and disseminated which covered some of the following issues: (1) the availability of funds for training activities, (2) the procedures necessary for obtaining these funds, (3) the arrangement of meetings and other types of training, (4) the kinds of workshops which might be useful (e.g. in income generation, employment, leadership, and project planning), and (5) the keeping of records of the meetings (e.g. lists of participants, budgets and receipts -- financial accounting, minutes of the discussions, evaluations, and recommendations).

HE and CD officers, as well as other extension workers getting access to SWAMPD funds, were requested to keep careful records on the following: (1) the location (venue) of the training, (2) the topics covered (an agenda of the meeting was to be typed up, made available to all participants and to sponsoring agencies and institutions), (3) the dates of the training, (4) the topics covered (a set of detailed minutes of the meetings should be attached, it was noted), (5) the resource people (e.g. all trainers who were provided with honorariums to participate, in addition to government officers and local people who assisted in the training), and, (6) a list of participants.

Before officers could get access to the funding, a form was filled out which had a number of questions concerning the reason for the request (e.g. purpose of the meeting, number of participants, proposed budget, food and materials requirements, transport needs).

Materials were developed for guiding the various officers in obtaining funds and how to go about utilizing them. These included the Guidelines as well as handouts. Workshops were held with officers to explain the filling out of request forms. A handbook for training of trainers was outlined, and work began on it in mid-1986. Suggestions were made for (a) a trainers' booklet, (b) handouts, both in SiSwati and English, (c) course curricula, (d) fact sheets (somewhat along the lines of those produced by the Cropping Systems and Extension Training Project in the Ministry of Agriculture and Co-operatives), and (e) reports based on the various meetings and demonstrations held by the SWAMPD Project and HE and CD.

Development communications under the Traditional Sector Training component of the SWAMPD Project was considered to be very important from the outset. Meetings were held with the Development Communications Project personnel and the Swaziland Broadcasting Service (SBS). A proposal was drafted in conjunction with SBS and CD which outlined the need for, and structure of, an Information Section of the Tinkhundla Administration, which was to house Community Development as a section once it was removed from MOAC. All workshops were recorded with the aid of small portable cassette recorders. On the day of each workshop, there was a broadcast at new time (5:00, 7:00, and 9:00). Often these broadcasts were made up of the opening and closing addresses of the workshops, so it was crucial that these speeches be written. In many cases, written versions of these addresses were provided to the Times and the Observer people in order to ensure an accurate representation of the discussions in the print media.

Development Communications activities also included weekly radio programs for both CD and HE, which have Information Sections and officers in charge of recording the information. Post-workshop meetings with the libandla or mass meetings were also recorded, in addition to follow-up discussions in the regions and at the local level. These radio programs were specially prepared and involved interviews, edited discussions, and talks with training activity participants. In many cases the local chief or indvuna was interviewed to gauge the reaction to the meetings. Assistance was provided to both CD and HE to ensure that they had adequate tapes and batteries for recording the programs.

Some of the Information Officers in the CD and HE sections were trained under the Development Communication Project's program done in conjunction with San Diego State University. While the training was very important, and much appreciated by the officers involved, it effectively left a hole in the Information Section in both Community Development and Home Economics. What this meant, in effect, was that less experienced people were pressed into service. In some cases, the Traditional Sector Specialist was required to do some of the recording and carry out some of the interviews. Overall, the training the Information Officers receive will stand them in good stead and will go a long way toward institutionalizing the development communications aspects of CD and HE, but it proved to be slightly disruptive at the time it was taking place. It should be pointed out, moreover, that the same was true for any of the Training of Trainers workshops (e.g. those held for Home Economics in October-November, 1986).

One of the outcomes of the various meetings and get-togethers, as well as the Training of Trainers Workshops held in October-November, 1986 was the production of a set of materials. These included (1) a Trainers' Manual for zenzele associations' work, (2) a block-making manual (done in conjunction with the Women in Development Project), (3) a Community Development Handbook, and (d) a leadership manual and set of handouts. Later on, these were combined into a trainers' manual which could work for community level associations generally.

The next step for much of the training should consist both of training of trainers seminars and local level workshops, field visits, and demonstrations. The areas identified by Home Economics in the Zenzele Women's Project workshops included (a) leadership, (b) business management, and (c) agriculture and nutrition. The Community Development Section wanted further training (a) leadership, (b) group formation and community development promotion, (c) planning and project implementation, and (d) setting up and running income-generating projects. A major request coming out of the February, 1987 meetings with CD officers was the setting up of the Community Development Certificate Course. There was a division with CD on this topic, however, with the more advanced CD officers who already hold diplomas wanting further training for themselves. The Trainee Community Development Assistants (TCDAs) had only had three weeks of training in conjunction with the Group Promotion Officers of the Peoples Participation Program (PPP). They felt that they should be given a certificate course, and it was this request that led to the setting up of the consultancy carried out by Allen Pfotenhauer in November, 1986. Mr. Pfotenhauer designed a certificate course which could be followed up on by the SWAMDP Project, particularly with the In-Country Training Manager in place.

Consultancy-wise, the project identified the following areas which needed to be addressed:

- A. the Leadership and Business Management Training of Home Economics Staff and Zenzele Women
 - O it was suggested that this training be done by a professional organization such as World Education, which has had notable success in doing similar work among women's groups in Kenya, in conjunction with Tototo Home Industries.
- B. a consultant who can compile information on Zenzele Associations and communities and help draw together the data on the various zenzele associations
 - O it was decided by the Home Economics women to conduct their own survey of Zenzele women, an activity which was outlined in November-December, 1986 and implemented in January-February, 1987. The data collection and analysis was completed by June, 1987, and the tables made available in early August, 1987. This Zenzele Women's Survey provides some useful insights into the situation facing women's groups in rural Swaziland. The data, however, are grouped according to sub-district rather than by individual zenzele association, so statistical manipulation cannot be carried out.

C. A Graphic artist to help re-draft the trainers manuals and block-making manuals.

O Beatrice Miller, who had worked with the project in its early phases, was contracted to compile some of this information, much of which was drawn together between October, 1986 and August, 1987. She worked in conjunction with Jeanne Fischer and Thoko Ginindza, both of whom provided valuable information and suggestions on drafts of the manual for trainers.

D. Environmental Conservation and Land Use: setting up of a National Conservation Strategy for Swaziland

O the Community Development Section had a trip to Botswana in July, 1987, part of which was devoted to discussions of conservation (one day of the trip was devoted to attending a symposium on conservation sponsored by the Botswana Society in collaboration with the National Conservation Strategy working group of Botswana.

O recommendations have been made for traditional leaders in Swaziland to attend an international tour so that they can see some of the problems and solutions which have been posed. The venue for such a tour has been suggested to be Botswana. Some of the suggestions which have been put forth as to how such a trip might be organized are as follows:

1. provide plenty of lead time and send letters from the Office of the Tinkhundla in Swaziland to the Office of the President and the appropriate Ministries in Botswana (e.g. Agriculture, Local Government and Lands)
2. Arrange for a local person in Botswana to assist in setting up the meetings, arrange the itinerary, and work out logistical arrangements (e.g. Alec Campbell and/or Allen Pfothenauer)
3. make sure protocol is followed and get all permissions ahead of time (e.g. from the Prime Minister's Office and the Royal Family)
4. Arrange the funding and ensure that money is available to the participants in plenty of time before departure
5. Arrange the transport, and ensure that back-up arrangements are worked out in case of difficulties with CTA.
6. include an observer from the media, e.g. from the Times or Observer, and one who will take photographs and do tape recordings of all activities the traditional leaders engage in.
7. do an evaluation of the trip, including debriefings of the participants, evaluations of the meetings held, and assessments of the various discussions held.

- 0 Do preparatory work with the participants prior to departure; this could include workshops to go over the kinds of things that should be looked for on the trip. Also, discussions will have to be done of the various things the people should bring with them. Everyone will have to have travel documents with them, and these should be arranged for by the Prime Minister's Office in collaboration with the Trade Mission of South Africa.
 - 0 Discussions have been held with Tinkhundla and Community Development as to who should participate in the seminar, and a tentative list has been drawn up. The list may well change, depending on the outcome of new elections of the Electoral College, which may be held in November. Thus, the list provided is simply a suggestion and in no way is to be considered final (see the list in the report on Human Resource Development in the Traditional Sector of Swaziland).
- E. Complete the follow-up research and development of recommendations on zenzele women's business management.
 - 0 a preliminary report has been done by Consultant Jane Tomlinson. A request was put forward for further work by Ms. Tomlinson, especially in the area of report writing, editing, and analysis of material from the Hhohho region, which could not be covered in the original survey.
 - 0 the needs assessment by Ms. Tomlinson should be made available to World Education and other groups or individuals which will be doing training in leadership and business management for zenzele women. I would also recommend that the report be published along the same lines as that of Jan Argo and Lisbeth Loughran (the handicrafts assessment).
- F. Video Production relating to Traditional Sector Training in Swaziland
 - 0 A start was made on video production for documenting the progress of human resource development in the traditional sector. A set of video equipment was purchased by the SWAMPD Project. In the October-November, 1986 Zenzele Women's Project meetings, videos were done by a consultant working with the SWAMPD Project. These tapes are in the office at SWAMPD in the Chief of Party's files. Some videos were done of zenzele women doing work and meeting in the rural areas, as well.
 - 0 Suggestions were made that videos would be a useful way of training both trainers and rural people. Three different groups put forth proposals to be engaged as the video program consultants for the SWAMPD Project: (a) Andrew Quarumby (Botswana), (b) Andrea Ridd (Swaziland, and (c) Dr. Dee Aker (Womensafari, San Diego, CA). Thus, far, the most detailed proposal put forth has been that of Dr. Aker. Discussions have been held with all three groups to assess the kinds of facilities they have available and to outline the reasons for undertaking video work among traditional rural populations in Swaziland.

F. Video Production (cont'd.)

The Video production recommendations were outlined by Gayla Cook and the Traditional Sector Specialist in a meeting with Leticia Diaz, General Development Officer, USAID, and the Deputy Director of AID in August, 1986. A revised work plan for 1986 (one of several) was submitted to USAID on the basis of these discussions.

- 0 Essentially, the purpose of the video production was to provide training films for HE, CD, and rural people. They would be done in SiSwati and would include an array of topics, including leadership, agricultural work, income generation, and small business development. Interviews with leaders of local groups (e.g. zenzele groups, health committees, warter committees) would be included, as well. Filming of actual meetings of women's groups and chiefs' councils would be done (depending, of course, on permission being obtained). The work of a Home Economist and CD officer in the field would be illustrated. The purpose would be to show the kinds of projects that rural people could become engaged in and what impacts these projects have on the local communities.
- 0 An English version of the various videos could be produced and used to acquaint consultants, donors, and the public at large with the traditional sector training activities in Swaziland. Such a film should include a background on Swaziland, on the fact that its population is largely rural, that it is a strong monarchical system, that there is a complex administrative structure both at the national and regional as well as local levels, and that both women and traditional leaders are crucial to the success of development projects.
- 0 a case study approach could be used to illustrate the ways in which traditional sector development has been done. Interviews, films of actual meetings and projects (e.g. farmers' shed construction) could be used to illustrate points about how communities can be mobilized to carry out important activities.

Consultancies: A Summary

During the two-year period in which I was in the project, a total of 14 consultants worked on various topics relating to Traditional Sector Training. These topics ranged from environmental conservation, remote sensing, and land use planning (Ebert) to the designing of a Community Development Certificate Course (Pfortenhauer). The consultants who worked for the SWAMPD Project are presented on p. 16. The numbers of days which they worked along with the completion dates of their projects are also presented. A list of Consultancy Reports is attached to this final report, as well.

CONSULTANTS DATA -- TRADITIONAL SECTOR TRAINING COMPONENT
SWAZILAND MANPOWER DEVELOPMENT PROJECT

<u>NAME</u>	<u>DAYS</u>	<u>COMPLETION</u>	<u>REVISED DATE</u>
1. Björck, Björn	30	31 Jan. '87	28 Feb. '87
2. Miller, Beatrice	20	31 Dec. '87	28 Feb. '87
3. Tomlinson, Jane	25	15 Dec. '87	15 April '87
4. Ginindza, Thoko	30	30 Jan. '87	
5. Kgasi, Matshediso	35	15 Feb. '87	
6. Fischer, Jeanne	30	31 Jan. '87	31 March '87
7. Kelly, Barbara	20	31 Dec. '87	
8. Memper, Willie	20	31 Jan. '87	
9. Pfothenhauer, Alien	35	31 Jan. '87	31 March '87
10. Cook, Gayla			
11. Patrick, Richard			
12. Argo, Jan	20	15 July '86	
13. Loughran, Lisbeth	20	15 July '86	
14. Ebert, James	25	31 July '86	

III. Impact Analysis of Traditional Sector Training

Robert Malinga, the Senior Community Development Officer in the Community Development Section, often made the point that "Training for training's sake is useless." It is necessary to determine the kinds of impacts training has. For example, does it help people to earn more money? Does it enable them to run meetings more efficiently? Does it facilitate rural development activities being undertaken? Are new ideas being introduced? These and other questions were raised during the course of the Traditional Sector Training activities in the 1985-87. Below is a summary of some of the ways in which impacts of the training might be measured:

- A. Number of New Associations or Committees
- B. Numbers of new Projects (e.g. the water project recommended by Lubombo Region chiefs)
- C. Numbers of New Members of Associations and Committees
- D. Numbers of People trained (in this, we far exceeded the expectations of the project)
- E. Numbers of Workshops held (in the Project Paper, the numbers were not specified, but we got to the point where we were averaging about 20 training activities per month)
- F. Numbers of Demonstration Tours - these proved to be very popular and relatively simple to organize once we overcame the transport constraint)
- G. Income levels of rural people - baseline data were difficult to get on this, but I attempted to include income distribution surveys in our community profiles, and some income information was incorporated into the Zenzele Women's Project survey.
- H. Numbers of New Skills
 - (1) groups became more involved in the following areas:
 - (a) soap making, (b) lime application to fields
 - (c) batik and tie/dye, (d) wood work, (e) pottery, (f) grass work, (f) use of dyes for baskets (e.g. sisal fruit bowls), (g) knitting, (h) crochet
 - (2) Upgrading of present skills
 - (a) marketing work was done, and improved product lines were seen in the work on grass and baskets sponsored by Home Economics and the National Handicraft Training Center (NHTC)/Handicrafts Section of the Ministry of Commerce
- I. New Marketing Outlets
 - (1) there are several new sources of purchasing of goods, such as the shop at the Piggs Peak Hotel; the Hhohho Region HE staff has worked more closely with this outlet
 - (2) the marketing outlet at Motshane (Motjane) for the Hhohho Region women's associations has been going for some time, and meetings were held on how to upgrade the sales and record-keeping side of things there
- J. New Types of Associations
 - (1) some new regional women's associations were formed and others strengthened (e.g. the regional Zenzele associations, comprising members from various local groups
 - (2) support was provided to the Asibonisane Bomake and other national level women's groups

(impact measurements, cont'd.)

- K. Raising of Living standards in rural areas
 (1) this is hard to actually measure, but project training activities included sanitation work, nutrition and cooking demonstrations, agricultural and small business training, appropriate technology (e.g. storage facilities for water and crops), and leadership (increasing the effectiveness of group functioning in rural development)
- L. Increasing the participation of Traditional Leaders and rural women in development activities
 (1) judging from statements by CD and HE workers, as well as by people in the traditional sector, the numbers of people involved in development activities at the local level has increased in those places where workshops have been held; this includes water projects, community construction projects (e.g. schools), brick making, income generating projects, daycare centers, farmers sheds, and health projects
- M. Numbers of Trainers - the project trained and employed specialized trainers; e.g. in Shiselweni, the project employed three full-time trainers and thus increased the numbers of workshops held and the number of people involved. Also, training of trainers in CD and HE resulted in greater skill delivery in a number of areas, including community organizing, leadership, agriculture, project planning, and conservation.
- N. Numbers of Materials produced
 (1) there were dozens of radio programs held
 (2) a number of consultancy reports were produced (see the attached list)
 (3) there were a number of documents, reports, and handouts produced (e.g. on income generating projects, on leadership, on brick making, and on specific skills)
- O. Counterpart Training - the CD Section had Mr. Robert Malinga as the counterpart to the TSS; as the Senior Community Development Officer he was well placed to do the work; unfortunately, he passed away in 1987, after having been sick for a significant period of time; Mr. Gideon Gwebu worked as a trainee counterpart and did a fine job; unfortunately, he is not a Grade 16, which is the personnel level at which the individual is supposed to be placed. The HE Section never did appoint a full-time person to work with the TSS. I would recommend, therefore that this be done if there is to be institutionalization of training. Mrs. Christina Simelane would be an excellent choice for such a position.
- P. Raising of the Budget for HE and CD: only CD was able to raise its budget; Tinkhundla agreed to put further requests in for traditional leader training. HE never attempted to request additional funds; I would recommend that both CD and HE be given access to the funds which are earmarked for the project's traditional sector training use -- these were still stuck in MLPS in spite of repeated requests on my part that they be freed for use.

- Q. Expansion of existing programs or resuscitation of previously successful projects
- (1) some programs such as women's participation in agricultural shows have been revived as a result of SWAMDP
 - (2) new gardens have been started because of access to seeds provided through SWAMDP, done in conjunction with agricultural training by extension workers (EWs)
 - (3) support was provided to existing institutions which were underfunded; example is the Rural Education Centers (RECs), which do small-scale industry work, agriculture, and on-formal education in various areas; the support included hosting of workshops, payment for materials (e.g. sewing thread, cloth), a demonstration tour for REC personnel (November, 1986), domestic science demonstrations, fruit tree planting workshops, health and income generation (similar support was provided to the Luve Katsabedze Community Centre in Manzini Region)
- R. Inter-Ministerial and Inter-Project Coordination
- (1) workshops were held on nutrition, family planning, agriculture, health, sanitation, water, community participation, and other topics in conjunction with existing AID Projects and sections of ministries. These included the Cropping Systems Project, the Primary Health Care Project, the Rural Water Borne Disease Project, the Weaning Project, and the Land Tenure Research Project.
 - (2) Data were collected on topics relevant to the other projects, one example being that on land tenure and land use, as well as agriculture and the role of chiefs in agricultural activities (e.g. winter plowing promotion, fencing, range conservation)
- S. Support for the HE and CD Sections
- (1) many of the existing constraints were overcome as a result of the SWAMDP Project. These included (a) funds for workshops, (b) funds for materials, (c) funds for demonstration tours, (d) transport, (e) trainers, (f) in-service training, and (g) staff development and addition of new training personnel.
 - (2) SWAMDP funding was used to increase activities; in the Shiselweni Region, for example, the workshops were held once every two-three months; in the 1986-87 period under SWAMDP, 41 training activities were held. These are now held at the LOCAL level, whereas before they had to be centralized since trainers had no transport to reach the rural places.
 - (3) new groups were contacted because of transport and fund availability; this meant renewed interest in training and an increase in the number of people in the associations.
 - (4) for the first time, follow-ups were made possible, where training could be done, and later a re-training exercise could be conducted, building on the originally imparted skills.
 - (5) new skills were introduced to the HE and CD sections: this diversified their ability to assist rural people; these included beekeeping, appropriate technology, marketing, handicrafts, pig production, poultry, knitting, sewing, wood work, crochet, batik, tie/dye, vegetable production, fruit trees, leadership, clay work, cookery, preservation, storage facility construction, latrine and shed construction, block making, and income generation in a broad range of areas.

One way to measure impacts is to ask local people and Government personnel their opinions about the project. We heard quotes such as the following:

- "Women are waking up, thanks to SWAMPD" (Shiselweni woman)
- "Home Economists are better trained now than they were before" (an HE officer)
- "Chiefs are paying more attention to us now" (an umsumphe in Hhohho Region)
- "The CD Department now has funds to do the training we have always wanted to do" (a senior staff member in CD)
- "New areas are being reached now that we have transport and funds for workshops" (a CD and an HE staff workshop opinion)
- "New products are being introduced now that we can bring people here" (a member of the staff at the National handicraft Training Center)
- "SWAMPD may make it possible for us to finally organize the water project we have wanted for so long" (an extension worker in Lubombo Region)
- "It seems that you are having tremendous impacts" (a reporter from the Observer, on attending an HE Workshop in Shiselweni Region)
- "SWAMPD will help us to organize the two districts which are behind in forming regional associations of zenzele women" (an HE officer)
- "The women and their families are eating the new vegetables already, thanks to SWAMPD" (a woman in Manzini Region)
- "Women are producing something" (a Manzini HE officer)
- "We now have something we can market" (a Lubombo Region zenzele member)
- "The people like the new fish dishes that SWAMPD helped us with" (an HE staff Member at Nkaba in Hhohho)

Impact Analysis: A Summary

An impact analysis of the SWAMPD efforts in Traditional Sector Training should involve both a quantitative and qualitative assessment of the various activities which have been undertaken. From a quantitative standpoint, this can be measured in terms of (a) numbers of workshops held, (b) numbers of participants, (c) numbers of communities affected by the training, (d) numbers of new activities introduced, and (e) levels of income raised. The latter category is problematic since detailed income assessments were not done of the communities prior to the inception of the project. CD Workers

were trained by the TSS and some of the consultants to do community profiles (needs assessments and socioeconomic data collection). It is hoped that some of this work will result in baseline data against which changes can be measured. This is being done already as part of the Peoples Participation Programme (PPP); these efforts are being extended to non-PPP action areas in rural Swaziland.

The Zenzele Women's Project analysis of zenzele associations and their activities was conducted in the period between January and July, 1987. This survey has provided some useful insights into the structure and organization, as well as the variety of activities, of women's groups in rural Swaziland. In most cases quantitative data are available for zenzele associations. It should be noted, however, that often the numbers of women attending the SWAMDP workshops exceeded the number of association members by a substantial margin. In this sense, the impact of the TSS component of SWAMDP was much greater than the numbers of people in zenzele associations would suggest.

At each of the meetings held by SWAMDP a series of recommendations were put forth by the members of the groups and the people who participated in the training. In order to provide an example of some of the kinds of recommendations outlined, I have included a set of discussion points and recommendations provided by members of the Bucopho (Tinkhundla committee) at a meeting held by SWAMDP at Sithobela in the Lubombo Region on 26 June, 1987. These are listed below.

Recommendations from the Bucopho included the following:

- a) provide training for the water committee, as well as the health committee
 - (1) training in record keeping, group administration, fund raising, accounting and budgeting, planning
- b) provide a guidebook for water committees (done in conjunction with the Water Board) on how to run water committees
- c) show the groups how to do a community profile, a needs analysis, a resource assessment, and an organizational development activity
- d) problems in the past have included the following:
 - (1) a bricks and mortar approach to development (e.g. the Rural Education Center - REC - at Sithobela, water system, schools, health facilities
 - (2) problem of getting the responsible agencies to pay for the water, especially the various ministries and their officers (e.g. teachers, nurses)
 - (3) the water often tends to dry out; the Farmers' Shed sits empty with nothing being provided to put in it (i.e. buildings are underutilized)
 - (4) the problem is not the lack of buildings, it is the lack of organization
 - (5) people are not aware of the various options available to them, nor are they aware of the different activities the Government or Regional Administrations are engaged in
 - (6) there is a need for a Resource Guide; how to organize groups BEFORE you go to the people for funds (structure and organization crucial, and it needs to be outlined)

- (7) training in doing feasibility studies, planning, and conducting needs analyses is crucial; also, how to set priorities is critical; address basic needs being met (food, water, shelter, health, jobs)
- (8) do in-service training with extension officers use the followign strategies: group discussions, problem solving, role playing, drama, field visits and educational tours
- (9) provide handouts on group formation, how to do evaluations, leadership, agriculture, income generating projects, brick manufacture, health, sanitation, nutrition, holding of meetings
- (10) focus more on the poorer households in he community: promote rural investment and labor-intensive development strategies; get around the problems of remoteness, poverty

A major recommendation in virtually every discussion among traditional leaders and rural women was carrying out of international tours and demonstration activities. Some of the chiefs in Swaziland had been to Taiwan, and this fact was reported by the local newspapers. A few of the women had been to Lesotho or South Africa. It should be noted that the international tours were those cited most frequently as an objective by the chiefs and other traditional leaders, and it was a high priority item for the women, as well. The USAID/SWAMDP Project paper recommends international tours as a way of providing training and development orientation for traditional leaders and members of women's groups.

In order to meet the various requests of traditional leaders, rural women, HE and CD Section staff members, and community people, a series of specialized courses were planned for 1987-88 under the TS training component of SWAMDP. These were included in the 1987-88 work plan submitted by HE and CD to SWAMDP and are presented here in Table 1. It should be noted that the estimated costs are in local currency and cover the funding which would be required from the counterpart funds which are supposed to be made available to the project by the Ministry of Labour and Public Service.

The Tinkhundla Administration and the various bucopho are deeply interested in the chiefs trip to Botswana which was proposed as part of the specialized courses to be conducted in the coming year. I recommend that work begin on this trip's planning begin relatively quickly. The trip has already been okayed by Cabinet and is currently awaiting royal permission. Two preparatory trips were taken to Botswana, one of them in conjunction with a dozen Swazi Community Development Officers in July, 1987. During these trips plans were made for the chiefs' visit. The data on who has been contacted and what the possible activities might be are contained in the Botswana trip reports on file in the SWAMDP Office and with USAID/Swaziland, as well as with the Community Development Section of the Tinkhundla Administration. A tentative list of participants was drawn up by the Tinkhundla Office and is available from the Principal Community Development Officer, Mrs. Jane Dlamini.

Table 1. Specialized Courses Planned for 1987-88 under the Traditional Sector Training component of the Swaziland Manpower Development Project

Course Topic(s)	Target Group(s)	Venue and Duration	Estimated Cost(s)
1. Leadership Training	20 Home Economists and 200 zenzele association members	Farmer Training Centres and rural homesteads, 8 weeks	E56,000
3. Business Management Training	20 Home Economists and 200 zenzele association members	Farmer Training Centres and rural homesteads, 8 weeks	E56,000
3. Agriculture and Nutrition Training	20 Home Economists and 200 zenzele association members	Farmer Training Centres and rural homesteads, 8 weeks	E30,000
4. Community Development Certificate Course	12 Community Development Assistants (TCDAs)	IDM or SIMPA, one year (intermittent)	E87,000
5. Upgrading of Artisans	12 CD and Women in Development Project Artisans	Swaziland College of Technology (S.COT), 2 weeks	E 7,500
6. Video Production	one representative each from CD, HE, STBC plus extension officers (100) and rural people	project sites and rural homesteads, 2 months	E66,000
7. International visits for Swazi traditional leaders and CD staff	20 chiefs and Tinkhundla officials, 10 CD Officers	land and livestock projects and self-help schemes in Republic of Botswana, 2 weeks	E21,000
8. Environmental Conservation Training	100 extension officers, 400 traditional leaders and rural people	Farmer Training Centres, project sites, rural areas, and grazing demonstration areas	E25,000
9. Beekeeping Training	8 Home Economists, 60 extension workers, 200 rural people	Lutheran Farmer Training Centre, project sites, rural homesteads	E20,875.50

IV. Recommendations and Suggestions arising Out of the Traditional Sector Training Activities

In the following pages, recommendations and suggestions are put forth concerning future strategies to be followed in the Traditional Sector Training component of the SWAMDP Project. I have broken these down into sections so that they can be examined individually.

- A. My first recommendation is that the Traditional Sector Training component should be extended for the balance of the project life of SWAMDP. At first it was written as an experimental activity, and it was to be for two years. Judging from the success of the project thus far, with the numerical goals and objectives of the project having been met within the first year of the training, and the reactions having been so positive from rural Swazis and the institutions and agencies working with them, I recommend that the project not only be continued but that it be expanded. This can be done in conjunction with on-going activities of USAID and the Government of Swaziland in health, education, agriculture, and water development. I recommend that traditional populations be emphasized in all of the activities of USAID and the GOS.
- B. The Community Development Certificate Course should be implemented as soon as possible. I recommended before that this be handled by Mr. Muffatt since it is an in-country training activity and would be done in a host-country institution such as IDM. The TSS has too many on-going responsibilities of accounting and setting up short-term training (day-long and week-long workshops, for example) to enter in to protracted negotiations with SIMPA or IDM. I did do some of this, by the way, and found that IDM would be happy to host such a course. Allen Pfotenhauer talked to them and to the University, and some of his recommendations are included in his report.
- C. The TSS position should continue to work on traditional leaders training and CD training (e.g. of local committee members and Women in Development Project members). One must keep in mind that our target group is women, and that not all of them are in zenzele associations. Some are in local committees (e.g. school, water, and health). I recommend that continued workshops be done with the Women in Development Project. The Lesotho tour for WID members is being held in abeyance but should be carried out, if that is possible. The CD tour to Botswana was enormously successful (see the report on the tour, left in the files) and this will awaken the interest of other CD members as well as HE in wanting to have international tours of their own).

- D. I recommend that a local-level Traditional Sector Trainer be appointed in order to assist the Office of the Tinkhundla in implementing training. A job description for such a person was drawn up in mid-1987 and is included here (see p.). Originally, the idea was that the person could be a SiSwati-speaking ex-Peace Corps or other volunteer who had experience in rural development in Swaziland. This suggestion did not work out at the time, but this does not mean that such a person is unnecessary.
- E. I also recommend that the person who is to be the Counterpart to the Traditional Sector Specialist be appointed as soon as possible. According to the SWAMDP Project paper and the contract signed by the Government of Swaziland and USAID, such a person is to have been in place by the end of the third year of the project. Unfortunately, Mr. Malinga, was my counterpart for a while, passed away, and he was not replaced as the Senior Community Development Officer. It should be noted, however, that the post of Traditional Sector Trainer is a new post and is not the same as that of SCDO in the Community Development Section.
- F. In discussions with the Community Development Section staff, it was apparent that CD feels that the training of traditional leaders and CD workers will fall by the wayside unless outside funding for the project continues. One of the problems faced by SWAMDP and the HE and CD Sections was that the Ministry of Labour never made available the counterpart funds for the training in the two sections. I strongly recommend that these funds be given to the two sections so that they can be dispersed before the end of the project.
- G. I recommend that immediate steps be taken to have leadership workshops with Community Development Section staff, much as is being planned for Home Economics and the women's associations with the assistance of World Education. If there is funding available, I recommend that World Education be contracted to do a similar exercise with CD workers and community-level committee members. The reason for this suggestion is simple: if we do not make such efforts, there is a danger that CD will feel that extra resources are being given to HE Section activities.
- H. I recommend that a balance be maintained between Community Development and Home Economics Section training activities. At the same time, I recommend that a careful balance be maintained between CD and HE staff and rural people. Training of trainers, while important, should not become the major focus of attention in the SWAMDP TST project. In order to have a well-balanced, effective, and equitable human resource development training program, local level training must be done at the same time as the skill levels of trainers are enhanced. This kind of approach has the advantage of giving people training

while ensuring that the skills they learn can be put to use in the field.

- I. I recommend that a culturally sensitive development strategy be employed in the training of both traditional leaders and rural women's association members. Below are some specific suggestions as to the kinds of strategies that could be followed:
- (a) should be done BY swazis, FOR swazis, IN SiSwaci
 - (b) should involve curriculum development - enhancement of training skills and materials production
 - (c) institutionalization in the Swazi local and national systems of government, as well as Non-Government organizations, and local level committees and institutions
 - (d) the venues (places where meetings are to be held) should be local, as much as possible, and within the reach of ^{the} average government program or rural organization (i.e. preference be given to Farmer Training Centers and RDA Project Centers instead of hotels)
 - (e) make sure that proper protocol is followed: inform the appropriate people at each level of the holding of a seminar or meeting
 - (1) this means informing the Regional Officials (e.g. in the Regional Administration, and in the Regional Agricultural Office or the local Tinkhundla office)
 - (2) make sure that the local chief and his councillors are informed
 - (3) inform people locally, both through the radio and word of mouth
 - (f) use an interdisciplinary (several-pronged) methodology e.g. use case studies, problem solving, group discussions, demonstrations, lectures, role playing, trainers' games, hands-on experiments (e.g. map reading, aerial photo interpretation)
 - (g) develop materials as a result of the discussions; make them relevant to the local people
- J. I recommend that the Traditional Sector Specialist continue to assist the HE and CD Sections with implementation of training activities. This kind of assistance involves:
- (a) helping in preparation of agendas, typing up of agendas, and distribution of materials
 - (b) contacting of proposed resource persons for training
 - (c) provision of funding for food, materials, and transport
 - (d) assisting in transport of goods, trainers, and participants for training activities
 - (e) keeping lists of participants, minutes of meetings, and data on training work; provision of copies of these materials to HE and CD, other Government offices, local groups, SWAMPD office, and USAID/Swaziland
 - (f) arranging of the venue (I recommend that emphasis be placed on local venues such as Tinkhundla centers and RDAs)
 - (g) arrangement for media coverage (Swazi Broadcasting Service, local newspapers, and the Information Sections of Ministries)

K. I recommend that the Traditional Sector Specialist (TSS) who takes my place be given the opportunity to do a detailed assessment of the status of the training and of the various traditional institutions and women's associations with which the project worked over the past two years. The way in which this evaluation could be carried out is outlined below:

- (a) do visits to all field stations of HE and CD
- (b) do an assessment of the present status and coverage of the CD and HE Sections (note that many areas have no officers - e.g. the non-Rural Development Areas in Swaziland)
- (c) hold local-level and national level planning meetings (this was done with CD in August, 1985, with CD and HE in February, 1986, and HE specifically in February, 1986)
 - o at these meetings, work out the goals and objectives of the sections and of the ministries they are associated with
 - o plan the budget for the following meetings activities, once tentative work plans have been put together by working parties
 - o ensure that the priorities do not conflict with one another
 - o ensure a balance in the training of field staff and local people

Note: one of the problems in the past has been that it has been a common perception that training of trainers receives more attention than training of rural people; this means that the training should NOT be just of officers, but also of local people

 - o ensure that there is a ^abalance between training of rural women [^]and traditional leaders

L. I recommend that a major new thrust of the Community Development Section should be on environmental conservation and land use planning. Given the recommendations of the Ebert report and the various suggestions put forth by chiefs and other traditional leaders in SWAMPD workshops, I suggest that a useful approach would be to embark on a National Conservation Strategy in Swaziland. This could be done in conjunction with key development ministries (e.g. Agriculture and Co-operatives, Natural Resources, Education) and with on-going USAID Projects (e.g. Cropping Systems, Rural Water, Teacher Training).

M. I recommend further emphasis on development communications as it relates to traditional sector training activities. Dissemination of development information is crucial to success of rural development projects. Distribution

of materials on development topics (e.g. agriculture, water, handicraft production, leadership) is seen as important, as well. I recommend that the various booklets produced by the project and by previous work of CD and HE (e.g. the International Labour Organization's work with HE in 1985) be published as soon as possible and that these be given to the various officers and local people for use in the field.

- N. I recommend expansion of assistance to Non-Government Organizations (e.g. the Manzini Industrial Training Center, KaTsabedze, the National Handicraft Training Center). This could be done through training of trainers programs or specialized assistance such as that recommended for the bee-keeping project in Hhohho Region.
- O. Following the suggestions and recommendations of Richard Patrick in his report on Traditional Leaders, I recommend that follow-up workshops be held at all levels of the traditional sociopolitical structure, including (a) chiefs, (b) bandlanthane, (c) bucopho, (d) imisumphe, (e) resettlement committees, (e) health, education, water, and farmers committees, and (f) local development committees. Specialized workshops which concentrate on designing job descriptions for traditional leaders has been suggested frequently in the course of workshop discussions. Special emphasis could be placed on recommendations put forth by other sections and projects (e.g. early plowing, as recommended by Cropping Systems, or use of fencing to separate grazing and arable areas). This kind of approach will have the advantage of reinforcing ideas from the original workshops and meetings.
- P. National-level meetings on traditional leadership could go a long way toward bringing about a coordination among members of Tinkhundla, Regional Administrations, Community Development personnel, and local leaders. I recommend that the TST Project work in conjunction with the CD Section and Tinkhundla in order to set up a national workshop. In this way, a more integrated and coordinated approach could be brought to future phases of the SWAMP traditional sector training activities.
- O. I recommend the use of new technologies such as computers and stereoscopes for some of the more advanced training in CD and HE. Special courses could be set up in conjunction with the in-country training section of the SWAMP Project. Properly trained manpower is necessary if development goals are to be achieved in the traditional sector, and sophisticated methods should not be ignored in this process.
- P. I recommend that assistance be provided to both CD and HE in enhancing planning skills, especially in terms of setting priorities, determining objectives, and implementing work plans. Some of this can be done through leadership training, but specialized courses may need to be added.

- Q. I recommend that future efforts at training among zenzele association members address those issues which most affect women: (1) lack of sufficient capital, (2) lack of employment, (3) marketing problems, (4) organizational problems in women's groups, including management and administration issues, and (5) lack of access to the means of production (Land, labor, tools). Greater investment in leadership, business management, agriculture, and nutritional training is necessary, judging from the results of the Zenzele Women's Survey conducted in early 1987 (see Hitchcock, Dlundlu and HE Section 1987 for specific results and recommendations based on an analysis of data on zenzele associations).
- R. Special emphasis needs to be placed on institutionalizing the training of trainers in CD, HE, and other sections involved in working with rural people. I recommend that training of trainers begin as soon as possible in both CD and HE. For HE this means the rapid implementation of the World Education Leadership Training and Business Management Training activities. I suggest that the implementation of CD and HE Section trainers' training be done as part of the work of the in-country training manager in the SWAMPD office. The reason for this suggestion is that the TSS is burdened with ongoing responsibilities for short-term (day-long and week-long) training. A series of long-term training courses (e.g. a CD Certificate Course) will require a great deal of time and effort on the part of a project person. Hence, I recommend that the new In-Country Training Manager be responsible for the long-term courses; at the same time, close contact should be maintained with the TSS and the heads of the CD and HE Sections.
- S. A final recommendation has to do with the use of the various lists of chiefs and other traditional leaders and the data contained in the questionnaires filled in during the course of survey work during the TST Project in 1985-87. At my departure meetings with USAID and other officials, I was questioned closely as to the dispensation of the information in these documents. I feel very strongly that such information is confidential and should not be made widely available. The basic approach of the Traditional Sector Training Project under SWAMPD has been to treat all of the people associated with the project with respect. I feel that a personal assessment of various traditional leaders, rural women's association members, or staff, members of HE and CD is out of place in a development project. Such personal evaluations could be prejudicial to a fair analysis and investment of development funding and technical assistance. I recommend, therefore, that the data on the women's associations and traditional leaders be kept confidential. The conclusions reached on the basis of interviews and archival research, however, are considered part of the public domain and could be provided to anyone requesting them.

V. Policy Issues to be Addressed in Future Training Activities

There are a number of policy issues which came to the fore during the course of discussions in the various workshops and meetings sponsored by the Traditional Sector Training Project under SWAMPD in the 1985-1987 period. These include the following:

- (1) management and administration improvement
- (2) increasing of employment
- (3) raising of agricultural production
- (4) overcoming agricultural constraints (e.g. do winter plowing, getting around low soil moisture levels problem)
- (5) conservation of resources
 - (1) grazing
 - (2) water
 - (3) soils
 - (4) fuel and building materials
 - (5) wildlife
 - (6) cultural resources (e.g. ancient sites such as graves, stone-walled villages)
- (6) promote private enterprise (e.g. small business development)
- (7) increase incomes and standard of living
- (8) increase participation in development projects on the part of local people and opinion leaders (decision-makers)
- (9) promote strategies which will increase the effectiveness of local organization
 - examples include (a) record keeping, (b) keeping of minutes, (c) accounting and financial management, (d) marketing, (e) planning, (e) project implementation (f) project monitoring and evaluation
- (10) assist in promoting projects which will enhance health and nutrition
- (11) address issues of population and family planning (but do this with a high degree of sensitivity to local needs and desires)
 - o note here that family planning discussions have been held at many of the Traditional Sector Training component workshops, organized by SWAMPD, hosted by the HE and CD Sections, and actually carried out by the Family Life Association (FLAS) of Swaziland
- (12) conduct in-depth surveys to assess local needs, and train local extension workers (e.g. Home Economicist and Community Development Officers) to do needs assessments and research at the local level (Knowledge, attitudes and Practice Surveys, Socioeconomic assessments, Group Interviews, etc.)
- (13) development communications enhancement
 - o use a multi-media approach: (a) direct workshops, (b) radio programs, (c) newspapers and handouts (d) television and video production, (e) demonstration visits, trips
- (14) Non-formal Education promotion (including literacy)
- (15) Community-level development, and increasing the involvement of local people in community projects
- (16) ensure interaction among the various sectors of Government and the local level -- enhance the effectiveness of working together (e.g. cross-disciplinary projects, such as Rural Water, Community Development, and Health Education)
- (17) Population Issues: discussions of the implications of trends in population growth, changes in population density

VI. Some Suggestions for Traditional Sector Training Approaches

- (1) use a participatory approach to development
- (2) do it as much as possible at the local level
- (3) build on existing skills and knowledge in the local population
- (4) make sure that protocol and information dissemination about the training is done carefully
- (5) use a bottom-up approach and not a top-down approach
- (6) focus on issues which will enhance production, incomes, and employment (ie. those which will help raise living standards as well as reducing constraints and meeting basic needs)
- (7) train not only local people but also people who will serve as trainers in the future (training of trainers)
- (8) do a multi-faceted approach (e.g. use not only lectures but also group discussions, role playing, radio shows, problem solving, demonstrations)
- (9) institutionalize the process; train counterparts
- (10) use a diversified approach: in other words, do not only training in the area of handicrafts, but also small business development, marketing, quality control and improvement
- (11) do it according to Swazi Law and Custom - the "Swazi Way"
- (12) ensure that sensitive topics such as population and family planning are handled carefully and with sensitivity toward local attitudes
- (13) develop materials for use later by trainers and by local people
- (14) networking - increase the effectiveness of all Rural Development programs by collaborating with others
- (15) ensure adequate coverage by the Press (e.g. the Radio - SBS -- television - STBC -- and the newspapers (e.g. Observer, Times); this needs to be arranged well ahead of time
 - o recording of all sessions on tape through work with the Information Sections of Home Economics and Community Development; collaboration with the Info Sections of the various Ministries (e.g. the Ministry of Agriculture and Co-operatives)
- (6) have in-country and external demonstration visits
 - o examples include trips to other tinkhundla, to WID Project Centers, to projects such as where the Pig Project is located)
- (17) address policy issues which USAID, the donors, and local people are interested in (e.g. water and sanitation, income generation, raising self-sufficiency in food production)
- (18) provide a detailed agenda ahead of time to all participants, sponsors, speakers, and the press
- (19) do evaluations
- (20) keep minutes of all meetings and lists of all participants;
- (21) additional impacts can be obtained through the promotion of recommendations which come out of the meetings
 - o follow-ups of meetings should be held; this is done, for example, by Community Development Officers who go out to discuss issues and see the progress of projects on the ground)
- (22) have films available for showing at night (some of the films can be obtained from the United Nations or from the Information Sections of the various ministries)
- (23) do careful write-ups of results and disseminate not only to participants but also to other people such as donors, interested parties (ministry officials, press)

Appendix 1: Traditional Leadership Workshops

- (1) Seminar for the Tindvuna of the Tinkhundla
University of Swaziland, Kwaluseni Campus
May 26-30, 1986
participants: 29 tindvuna of the Tinkundla
resource persons included the Indvuna of the Tinkhundla, M. Shabalala,
the PS, Tinkhundla, Robert Mdluli, the Under Secretary, P. Dlamini,
and all four Regional Administrators
- (2) Leadership Training for Imisumphe
Lutheran Farmer Training Centre, Hhohho Region
23-26 June, 1986
participants: 19 imisumphe committee chairmen, vice chairmen or
secretaries
(note: follow-up meeting held at the inkhundla level had three chiefs,
all imisumphe committee members, seven tindvuna, Mayiwane, Hhohho
Region, 15 July, 1986 (total of 250 attended the meeting))
- (3) Leadership Workshop for Imisumphe (Hhohho Region)
Co-operative Development Centre (CODEC)
September 8-12, 1986
27 participants (imisumphe committee chairmen, secretaries)
- (4) Imisumphe Workshop, Shiselweni Region
Nhangano Farmer Training Center
6-10 October, 1986
participants: 17
- (5) Leadership Training Course for Imisumphe (Lubombo Region)
Big Bend Training Centre, Lubombo Region
13-17 October, 1986
participants: 12 imisumphe committee chairmen or vice chairmen
- (6) Imisumphe Workshop (Leadership Training) (Manzini Region)
Mphisi Training Centre, Manzini Region
27-31 October, 1986
participants: 15
- (7) Chiefs' Workshop (Leadership Training) (Shiselwelwin Region)
Nhangano Farmer Training Center, Shiselweni Region
10-14 November, 1986
participants: 8 chiefs, 8 chiefs' representatives, 2 chiefs' boys (18 total)
- (8) Chiefs' Workshop (Leadership Training) (Shiselweni Region)
Nhangano Farmer Training Centre, Shiselweni Region
17-21 November, 1986
participants: 6 chiefs, 8 chiefs' representatives (14 total)
- (9) Chiefs' Workshop, Hhohho Region
CODEC (Co-operative Development Centre), Hhohho Region
17-21 November, 1986
participants: 5 chiefs, one acting chief, two tindvuna serving
as chiefs, one chief's councillor, and seven chiefs'
representatives (16 total)

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