


17 FEVR. 1976

SOUTH PACIFIC COMMISSION

REGIONAL WORKSHOP ON FUTURE TRENDS IN THE DEVELOPMENT OF
WOMEN'S PROGRAMMES IN THE SOUTH PACIFIC REGION

(Suva, Fiji, 8-19 December 1975)

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I. INTRODUCTION

The year 1975 was International Women's Year and the South Pacific Commission helped to commemorate this event by convening a conference on Future Trends in the Development of Women's Programmes. The Food and Agriculture Organization of the United Nations was instrumental in the early planning of this meeting and the Australian Freedom From Hunger Campaign provided the funds which made the meeting possible. Both of these organizations were co-sponsors along with the South Pacific Commission.

From the beginning it was the intention of the organizers that two representatives should come from each country in the Pacific region, one of them to be a practical field worker and possibly graduate of SPC's own Community Education Training Centre, and the other to be a policy maker in the field of women's activities. As many of the policy makers are men rather than women, it was made clear by the organizers that men were also invited to participate in the meeting.

However, when the conference convened, it was evident that very few of the participants came from the policy-making level and only one single delegate was a man. However, this is all the more reason why this report, and the recommendations it contains, should be given careful attention and serious consideration by all those responsible for developing policy in regard to the role of women in national and regional development.

Conference participants worked long and hard over a period of two weeks discussing and dealing with the many issues affecting women's role in social and economic development. They also took the opportunity to exchange with each other their different experiences in living and working in their respective areas. They even managed to compose a song which they sang as a tribute to the conference and to the issues with which they were dealing. In addition to the recommendations contained in this report, it is worthwhile quoting here one of the stanzas from the song they composed especially for this occasion:

"From all the Islands of the South Pacific
We are gathered here to define our role,
To further our interest,
To make peace on this man's world.
We want equality and recognition."

The message contained in these few lines, and further developed in the recommendations of the meeting, commands the attention of all people concerned with the social and economic development of human beings.

Frank Mahony
Programme Director
(Social Development)

II. PROGRAMME

MONDAY, 8 DECEMBER

- 8.00 - 9.00 a.m. Registration of late arrivals.
- 9.00 - 10.30 a.m. Opening Session - SPC Community Education Training Centre (C.E.T.C.)
- Chairman : Miss Mee Kwain Sue, Director of Home Economics Training Programme, C.E.T.C., Fiji.
- Opening by: Adi Lady Lala Mara, wife of Prime Minister, Fiji.
- Remarks by: Hon. Ratu William Toganivalu, Minister for Fijian Affairs and Rural Development.
- Dr Macu Salato, Secretary-General, South Pacific Commission.
- Mr Gidon Blumenfeld, FAO/S.A.A., Suva.
- Miss Margaret Crowley, FAO Regional Officer for Asia and the Far East.
- 10.30 - 11.00 a.m. Coffee Break
- 11.00 - 11.45 a.m. 1. Election of Chairman & Vice Chairman of Workshop.
2. Purpose of Workshop.
3. Programme Orientation.
4. Organisation and Methods of the Seminar.
- 11.45 - 12.30 p.m. Plenary Paper I - "Current Status of C.E.T.C. Workers in the Region" by Miss Mee Kwain Sue
- Discussion Period
- 12.30 - 1.30 p.m. Lunch Break
- 1.30 - 2.45 p.m. Presentation of Country Reports: American Samoa, Cook Islands, Papua New Guinea, Fiji.
- Discussion Period
- 2.45 - 3.00 p.m. Coffee Break
- 3.00 - 4.15 p.m. Presentation of Country Reports: French Polynesia, Gilberts, Guam, Solomons.
- Discussion Period
- 4.15 - 4.45 p.m. Formation of Steering Committee.
- Formation of Discussion Groups:
- Group A: Administrative, organisational and financial support for Women's Programmes.

Group B: Planning a framework to ensure the full use of Women's Interests officers within different Ministries.

Group C: Problem-oriented training. Training facilities, present and future requirements.

Group D: Programme planning on a national basis outlining resources, human and physical.

Group E: Requirements for introducing new skills and competencies.

TUESDAY, 9 DECEMBER

Chair Mrs Lusiana Daucakacaka

8.30 - 9.45 a.m. Presentation of Country Reports: Tonga, New Caledonia, New Hebrides, Trust Territory of the Pacific Islands, Western Samoa.

Discussion Period

9.45 - 10.00 a.m. Coffee Break

10.00 - 10.15 a.m. Plenary Paper II - "The Role of Men and Women in Development" by Dr Frank Mahony, SPC Programme Director (Social Development).

10.15 - 10.45 a.m. Discussion Period

10.45 - 11.15 a.m. Plenary Paper III - "Consultant's Findings on Women's Programmes in the Pacific Islands" by Mrs Seniloli Sovea, Consultant.

11.15 - 12.30 p.m. Discussion Period

12.30 - 1.30 p.m. Lunch Break

Chair Mrs Katherine Tekanene

1.30 - 2.00 p.m. Plenary Paper IV - "Participation of Women in National and Rural Development" by Adi Taufua Bole

2.00 - 2.30 p.m. Discussion Period

2.30 - 2.45 p.m. Coffee Break

2.45 - 3.30 p.m. Group Discussions

3.30 - 4.30 p.m. Plenary Group summarised presentations

4.30 - 5.00 p.m. Meeting of Steering Committee.

WEDNESDAY, 10 DECEMBER

Chair Mrs Arvay Siufanua

8.30 - 9.00 a.m. Mr Henry Manuelli, Executive Secretary
Mr Sajana Nand, Consumer Affairs Officer
Mr Samisoni Bolatagici, Consumer Affairs Officer
(all of Consumer Council, Fiji)

- 9.00 - 9.45 a.m. Discussion Period
- 9.45 - 10.00 a.m. Coffee Break
- 10.00 - 10.30 a.m. Plenary Paper VI - "Policies and Planning in relation to the Future Role of Women's Interests Officers within different Ministries and Institutions" by Mr Josua Cavalevu, Secretary for Fijian Affairs and Rural Development.
- 10.30 - 11.00 a.m. Discussion Period
- 11.00 - 11.45 a.m. Group Discussions relevant to presentations made.
- 11.45 - 12.30 p.m. Plenary Presentations
- 12.30 - 1.30 p.m. Lunch Break

Chair

Miss Naomi Iro

- 1.30 - 3.00 p.m. Panel Presentation - 4 speakers
1. "Women's Programmes and Social Change", Mrs Lusiana Daucakacaka, Women's Interests Officer, Fiji.
 2. "Self-Help Programmes", Mrs Loata Karavaki, Field Assistant, Women's Extension, Department of Agriculture, Fiji.
 3. "Requirements of basic terminal education", Miss Ilisapeci Ratu, Principal Education Officer, Home Economics, Fiji.
 4. "Role of Women in Youth Programme", Mrs Lorini Tevi, Principal Leadership Training Centre, Methodist Church of Fiji.
- 3.00 - 3.15 p.m. Coffee Break
- 3.15 - 4.00 p.m. General Discussion on above panel.
- 4.00 - 4.30 p.m. Fun Session.

THURSDAY, 11 DECEMBER

Chair

Mrs Elenoa 'Amanaki

- 8.30 - 9.00 a.m. Panel Presentation - "Role of Women in Rural Health" by
- Dr Roger de Wilde, World Health Organization
Senior Staff Nurse Asena Matewai, Divisional Health Office, Suva
Sr. Kiti Tawake, Acting Senior Tutor, School of Public Health Nursing, Fiji.
- 9.00 - 9.30 a.m. Discussion Period
- 9.30 - 9.45 a.m. Coffee Break

- 9.45 - 10.30 a.m. Plenary Paper VII - "Improving Family Life in Urban and Rural Areas" by Miss Margaret Crowley, FAO Regional Officer for Asia and the Far East.
- 10.30 - 11.00 a.m. Discussion Period
- 11.00 - 11.45 a.m. Group Discussion
- 11.45 - 12.30 p.m. Plenary Presentation
- 12.30 - 1.30 p.m. Lunch Break

Chair Mrs Mary Tinsley

- 1.30 - 2.00 p.m. Plenary Paper VIII - "Factors Influencing Social Change in the Region" by Mr Francis B. Mahoney, Social Services Officer, SPC.
- 2.00 - 2.45 p.m. Discussion Period
- 2.45 - 3.00 p.m. Coffee Break
- 3.00 - 3.45 p.m. Group Discussion
- 3.45 - 4.30 p.m. Plenary Presentation

FRIDAY, 12 DECEMBER

Chair Miss Marcienne Darras

- 8.30 - 9.00 a.m. Plenary Paper X - "Current Programme Activities" by Mrs Seniloli Sovea, Consultant
- 9.00 - 9.30 a.m. Discussion
- 9.30 - 9.45 a.m. Coffee Break
- 9.45 - 10.30 a.m. Plenary Paper XI - "Programme Planning" at the Institutional Level by Miss Mee Kwain Sue
at the Field Level by Mrs Lusiana Daucakacaka
- 10.30 - 11.00 a.m. Discussion
- 11.00 - 12.00 m.d. Group Discussions on Programme Planning
- 12.00 - 12.30 p.m. Plenary Group summarised presentations
- 12.30 - 1.30 p.m. Lunch

Chair Mrs Peā Moliga

- 1.30 - 2.45 p.m. Group Discussions on Plenary Papers.
Summary of major points discussed during the week.
- 2.45 - 3.00 p.m. Coffee Break
- 3.00 - 4.30 p.m. Plenary Presentation and General Discussion.

MONDAY, 15 DECEMBER

Chair Mrs Georgina Sulobo

8.30 - 9.00 a.m. Presentation by Consultant of the needs in programmes as expressed by the women.

9.00 - 9.30 a.m. Discussion Period

9.30 - 9.45 a.m. Coffee Break

9.45 - 10.30 a.m. Presentation of "Suggested Outline of a Planning Framework at Institutional Level and at Field Level" by - Miss Mee Kwain Sue
Mr James Makasiale, Deputy Director of Agriculture, Fiji, and a Trainee from CETC.

10.30 - 11.30 a.m. Discussion Period

11.30 - 12.30 p.m. Plenary Paper XII - "Putting Good Nutrition to Practice" by Mrs Susan Parkinson, formerly Principal of School of Nutrition, Fiji.
Discussion Period

12.30 - 1.30 p.m. Lunch

Chair Mrs Marie-Claude Duprat

1.30 - 2.00 p.m. General orientation on Programme Planning, by Miss Margaret Crowley

2.00 - 3.30 p.m. Group Discussion

3.30 - 3.45 p.m. Coffee Break

3.45 - 4.30 p.m. Plenary Presentation

TUESDAY, 16 DECEMBER

Chair Mrs So'oletau Fauolo

8.30 - 9.30 a.m. Group Dynamics by Participants

1. Presentation of new programme outline to planners and ministerial personnel.
2. Trainers and trainees discussion on new skills and in-service training.
3. Island administrators interviewing new trainees for job assignment.
4. Family reaction, parents and children to the new community development worker.
5. Some problems of services reaching the rural people.

9.30 - 10.00 a.m. Discussion Period

- 10.00 - 10.15 a.m. Coffee Break
- 10.15 - 10.45 a.m. Plenary Paper V - "National Policies and Resources Affecting Training Programmes and Employment for Women" by Mr Akuila Savu, Director of Central Planning Office, Fiji.
- 10.45 - 11.15 a.m. Discussion Period
- 11.15 - 11.45 a.m. Plenary Paper IX - "Role of Women in Increasing Food Production in the Region" by Ratu Epeli Kanaimawi, Director of Agriculture, Fiji.
- 11.45 - 12.30 p.m. Discussion Period
- 12.30 - 1.30 p.m. Lunch
- 1.30 p.m. - Field Trip

WEDNESDAY, 17 DECEMBER

Chair

Mrs Maria Aldan

- 8.30 - 9.45 a.m. Observations on Field Visits - Kava Ceremony (5 minutes per group)
General Discussion on Field Visits
- 9.45 - 10.00 a.m. Coffee Break
- 10.00 - 10.30 a.m. Plenary Paper XIII - "Method of Teaching with the Aid of Visual Display" by Mr Hima Douglas, SPC Educational Broadcasts Officer.
- 10.30 - 11.00 a.m. Discussion Period

Panel Chair

Mrs Suliana Siwatibau

- 11.00 - 11.30 a.m. Panel Presentation - Three Speakers
"Income-Earning Opportunities for Women" by
Adi Davila Ganilau, Education Officer, Fiji
Visitors Bureau,
Mrs Cherie Whiteside, Manager, Tiki Togs,
Miss Perfecto Tactay, Senior ILO Expert on Home
Industries, Y.W.C.A.
- 11.30 - 12.30 p.m. Discussion Period
- 12.30 - 1.30 p.m. Lunch

Chair

Mrs Freda Kambuou

- 1.30 - 2.00 p.m. Presentation on "Programme Planning, Based on Group Suggestions" by Administrators - Mrs Katherine Tekanene, Mrs Elenoa 'Amanaki and Miss Marcienne Darras, assisted by a representative from each of the 5 Group Discussion.
- 2.00 - 2.30 p.m. Discussion Period

- 2.30 - 3.30 p.m. Group Discussions on suggestions and recommendations for future planning for women's programme.
- a) Administrators and those responsible for women's programmes in various ministries.
 - b) Trainers - present resources and future needs and follow up.
 - c) Workers - programme planning, up-grading of staff, in-service training.
 - d) Technical and financial support national level support from other agencies.
 - e) Integration with other services.
- 3.30 - 3.45 p.m. Coffee Break
- 3.45 - 4.45 p.m. Plenary Recommendations
- 4.45 - 6.00 p.m. Steering Committee (reports)

THURSDAY, 18 DECEMBER

- Chair Dr Frank Mahony and Mrs Lorraine Aguon
- 8.30 - 10.00 a.m. Presentation of Draft Report for discussion, Mr Francis Mahoney
- 10.00 - 10.15 a.m. Coffee Break
- 10.15 - 12.30 p.m. Presentation or Individual Programme Planning - One Week
- 12.30 - 1.30 p.m. Lunch
- Chair Dr Frank Mahony and Mrs Magdalena Taitano
- 1.30 - 3.30 p.m. Recommendations and suggestions for future consideration.
- 3.30 - 3.45 p.m. Coffee Break
- 3.45 - 4.30 p.m. Review of Revised Draft

FRIDAY, 19 DECEMBER

- Chair Dr Frank Mahony and Miss Naomi Nasausila
- 8.30 - 10.15 a.m. Acceptance of Final Draft Report as outlined by Participants
- Discussion and Adoption of Recommendations
- 10.15 - 10.30 a.m. Coffee Break
- 10.30 - 11.00 a.m. Evaluation of Workshop - Miss Margaret Crowley
- 11.00 - 11.30 a.m. F R E E

11.30 - 12.30 p.m. Closing Session & Magiti

Chair Dr Frank Mahony

Remarks by Dr Frank Mahony, Programme Director (Social Development), South Pacific Commission

Miss Margaret Crowley, FAO Regional Home Economics and Social Programmes Officer for Asia and the Far East

Mrs Lorraine Aguon (Guam)

Mrs Freda Kambuou (Papua New Guinea), and
Sr Elisapeta M. Tapusoa (Western Samoa)

Closing Remarks Adi Losalini Dovi, Assistant Minister for Urban Development, Housing and Social Welfare, Fiji.

Song By Participants

III. LIST OF PARTICIPANTS

- American Samoa : Miss Arvay Siufanua
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PAGO PAGO

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PAGO PAGO
- Cook Islands : Miss Naomi Iro
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RAROTONGA

Mrs Upokoina K. Tararo
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Women's Interests Officer
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- French Polynesia : Mrs Marie-Claude Duprat
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PAPEETE, Tahiti

Mrs Beatrice Vernaudon
Assistante Sociale
Caisse de Prévoyange Sociale
PAPEETE, Tahiti

Gilbert Islands

- : Mrs Katalaina Malua
Community Worker
Ministry of Social Welfare
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Tuvalu
- Mrs Katherine Tekanene
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- : Miss Lisi Tambu
Home Economics Centre Supervisor
Kawenu College
VILA
- Mrs Mary Tinsley
Women's Interests Officer (Aweo)
Education Department
British Residency
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Papua New Guinea

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Community Development Officer
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- Papua New Guinea (cont'd): Mrs Freda Kambuou
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- : Miss Margaret M. Crowley
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SPC SECRETARIAT

: Dr Frank Mahony
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Home Economics Training Programme
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Mrs Mereseini Vulaca
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SPC Community Education Training Centre

Mrs Pulotu Cokanasiga
Home Economist
SPC Community Education Training Centre

Mr Francis B. Mahoney
Social Services Officer

Miss 'Alisi Moala
Meeting Secretary

IV. PROCEEDINGS

1. The Workshop agreed to postpone the election of a chairman and adoption of the Programme until 9 December.
2. The FAO Consultant, Miss Margaret Crowley, explained the purpose of the Workshop:
 - (a) To bring planners and former Community Education Training Centre (CETC) trainees together to share experiences, programme plans and problems;
 - (b) To provide a forum for the circulation of information from the policy-makers and planners, i.e., how do they see their responsibilities vis-a-vis former trainees, etc.;
 - (c) To bring out the facts - both good and bad - which may necessitate changes in the women's training programme;
 - (d) To describe the present CETC programme;
 - (e) To discover how best planners and women workers can strengthen others' roles;
 - (f) To provide experience in realistic planning - "plan for where you are".
3. The Programme was briefly discussed and the members of the five Discussion Groups identified.

8 December - First Working Session

Plenary Paper I - "Current Status of CETC Workers in the Region", by Miss Mee Kwain Sue, Director, Home Economics Training Programme, CETC

4. The Director of the Home Economics Training Programme, Miss Mee Kwain Sue, reviewed the history of CETC. Of the eleven courses thus far provided, only two have been purely for home economists. The other nine have included classes for community workers. Distribution of trainees by country of origin is as follows:

American Samoa	5	Papua New Guinea	52
Australia	3	Sarawak	1
Cook Islands	6	Seychelles	2
Fiji	71	Solomon Islands	23
Gilbert & Ellice	22	Sri Lanka	1
Nauru	1	Thailand	10
New Caledonia	9	Tonga	31
New Hebrides	19	Trust Territory of the Pacific Islands	32
Niue	3	Western Samoa	31

5. The Director was gratified to note that many former trainees, even though no longer employed as community workers or teachers, were nonetheless active in community affairs as private citizens. She outlined the present CETC curriculum:

Training for Family Living
Working with Groups
Family Food and Nutrition
Housing and Household Equipment
Family Relationships and Family Planning
Home Management
Pre-natal and Child Care
Clothing
Use of Media and Visual Aids
Youth Work
Handicraft.

6. In her recent travels, the Director has tried to find out from trainees their evaluation of the course and how best to improve it. Most commonly heard is the complaint that the course is too short for the amount of information it attempts to impart. A second curriculum need mentioned was training in Administration and Office Management - a role in which many trainees have found themselves. The need for refresher training was cited.

7. The Director requested the Workshop to consider possible alternatives for CETC which could provide both a longer training course of perhaps fifteen (15) months interspersed by two refresher course periods of three to four months to be held either in Fiji or "in-country". She also suggested the formation of an association of former trainees.

8. In the discussion period that followed, the Director was asked by one of the observers (Mrs Lorini Tevi) how much training on Community Development the trainees received at CETC. (Answer: Ten classroom hours on "working with people" plus ten to twelve hours on "extension methods".) The Fiji International Council of Women expressed distress that the Fiji Government was not now hiring or training any additional women workers at CETC.

COUNTRY REPORTS

American Samoa

9. Mrs Peā Moliga, now a home economics teacher at high school in Pago Pago, described how her training at CETC had helped her in developing her courses. Miss Arvay Siufanua, a teacher at the American Samoa Community College, spoke of women's work in Samoa, noting that the Government's two women's extension workers had been laid off during the current economic period.

Cook Islands

10. Miss Naomi Iro described the important role played by women, both within and outside the home, enumerating the several active women's organisations of the group. Mrs Ina Tararo described the aims and operations of the Cook Islands Women's Federation.

Papua New Guinea

11. Mrs Freda Kambuou explained that programmes for the advancement of women have mostly focussed on Home Economics and Home Management. Papua New Guinea has Government Women Community Development officers throughout the country as well as women workers in churches and other voluntary organisations. Initially, women's clubs used to be considered a vehicle for advancing the programme. At present, short courses are favoured. Papua New Guinea has two community development training centres for women and an Agriculture Department diploma course for women rural development workers. Miss Daisy Waikaidi, the CETC ex-trainee, described which courses had been most valuable for her, citing the need for more training in Office Management and Teaching Techniques.

Fiji

12. Mrs Lusiana Daucakacaka described the Women's Interests Programme set up in 1960 by the Government. Initially, there were a Women's Interests Officer and three Home Science teachers. At present, there are twenty-four (24) workers in the field. Much of the programme is carried out through village women's clubs of which there are now 1,279 (of all racial groups) including over 30,000 members. Initially, the programme focussed on identifying and training women leaders, but this was found ineffective. Now courses are given to the women's club membership as a whole. Miss Naomi Nasausila described the annual seminar, when Women's Interests Assistants come in from the field to plan their programme for the next year.

8 December - Second Working Session

French Polynesia

13. Mrs Marie-Claude Duprat gave geographic and historic background, pointing out that population density varies tremendously between Tahiti Island, with 85,000 in the city of Papeete (over half the total population of French Polynesia), and the almost uninhabited atolls of the Tuamotu and Gambier groups. The entire area has undergone two distinct phases of acculturation: the missionary era of the mid-nineteenth century and that of the past twenty years which has witnessed rapid social change. This change is most perceptible in its effect on the family, particularly that in the city. Formerly, the family was a single unit of production. In the city, men and women also must work for wages. Parents have tended to give up their traditional roles as teachers and authority figures, particularly the men, and to rely on Government teachers and law enforcement authorities. Children are loved but not "educated" by the parents. This situation frequently results in a kind of neglect. Also, the

traditional freedom of Polynesian adolescents has harmful side effects when practised in the city. French Polynesia has few women's organisations and those that exist tend to be of the charitable church society variety rather than clubs to promote women's work.

14. Mrs Beatrice Vernaudon described her work in the Government's Office of Social Foresight (Preventive Social Security) where financial and other assistance are supplied on an individualised western European social casework basis. Unfortunately, the social security system, supported as it is by contributions of employers, does not provide any help for the rural poor or persons outside the labour force. Birth control information dissemination must be handled by private groups or on an informal basis because of lack of local legislation. The metropolitan French policy permitting abortion is not extended to French Polynesia.

Gilbert and Ellice Islands

15. Assisted by Mrs Katalaina Malua, Mrs Katherine Tekanene cited "communication" as being the biggest problem for the Gilbert Islands women's programme which has been in existence since 1965, initially within the Education Department and now under the Ministry of Health and Welfare. At present, there is the Women's Interests Officer and six community workers attempting to deliver the women's programme in a large number of widely scattered atolls of the Gilberts, Ellice and Line Islands. She described the work programme undertaken in the past three years, observing that of the curriculum items offered at CETC, perhaps mothercraft and carpentry were least relevant in the Gilberts. As problems, she cited low salaries (only her own and her assistant's positions are "established" Public Service positions), insufficient administrative and logistic support, a lack of training in office administration and the need for in-service training. The women's programme augments its staff by using the women's workers of the several church groups, paying half of their travel fares in return for instructing women's clubs.

Guam

16. Mrs Lorraine Aguon, now with the University of Guam Extension Division, described her work as an extension home economist. Although Guam has its share of women's social, religious, charitable and political organisations, there are no homemakers' clubs as such. Currently, an effort is being made to secure representation from each of Guam's nineteen villages on the local advisory committee. This committee would supply "feedback" to the Extension Division on the kinds of programmes the villagers want and would help in the design of an overall programme of adult education for Guam. Mrs Aguon also described her work using television and other media.

Solomon Islands

17. Miss Georgina Sulobo cited the following as being most needed in the Solomon Islands women's programme:

- (a) better communication
- (b) a sports organisation
- (c) a knowledge of office management
- (d) projects for improving the local environment
- (e) a knowledge of parliamentary procedure and the duties of office bearers.

18. To date, Miss Sulobo felt that the Home Management curriculum component had proved to be the most valuable. Mr Milton Sibusopere traced the history of women's programmes since their beginning in 1963. Despite repeated staffing difficulties the Solomon Islands has five CETC trainees as teachers, four more as women's interests assistants. He observed that in recent years there has been a decline in the number and activity of women's clubs. Concerning the future role of women in the Solomons, the Government has hopes of deeply involving women in the new "Area High Schools" which are being developed in the countryside to provide vocational training opportunities for school leavers. It must be recognised that the Solomon Islands, though culturally diverse, is still highly traditional and that it will take time to change public attitudes regarding the roles of men and of women. There is still considerable discouragement of women taking an active role in politics or government outside traditional women's occupations, e.g. nurses, elementary teachers. Significantly the Constitutional Convention includes no women members.

9 December - Third Working Session

Tonga

19. Home Economics Extension programmes are new in Tonga and are under the Department of Agriculture. Tonga has had the assistance of outside experts who have surveyed the situation and agriculture development is to get top priority from National Development Plan.

20. Tonga has fourteen working districts but only eight home demonstrators. Those selected to do this work are high school graduates with some field experience. If they do a good job on this, they are then sent to CETC for a year's training.

21. Problems: To select the right people who are happy to do this work and who have the initiative to deal with these situations; also to plan programmes and to carry them out; lastly, to build up present staff from eight to fourteen.

New Caledonia

22. Male health workers work with the CETC trainees. The men are concerned with sanitation, latrine, store, etc. Programme centres on child health and health of the family; food values. Many problems in relation to the social role of women. Work should be done with both men and women together in relation to family matters and family decisions. Community work is done with both Melanesians and Wallisians.

23. Problems exist in relation to thinking for both men and women. Women also want to be part of the decision-making process.

24. The programme in the villages emphasizes Nutrition, Hygiene, Child Care (particularly to educate against danger of infantile diarrhoea), Tuberculosis, Venereal Diseases, and Alcoholism Prevention. The usual technique is to visit the chief first, get his clearance, then convoke meetings via the chief and the women's club. When possible, invite a member of the Health Department to augment the women community workers. This gives her a professional backing that enhances her status. We try to work with couples who ask for help on family planning.

25. New Caledonia has attempted radio programmes of the "question and answer" type, taping Melanesian women's voices in the villages and then getting doctors or others to give the answers. Additionally, this year there has been initiated a weekly television programme "Pour Vous, Madame" ("For You, Madam") which has involved both Melanesian and French women on numerous topical issues. Miss Marcienne Darras feels the following needs for CETC:

- (a) more training in teaching methods
- (b) more work in health education
- (c) more training in group psychology.

She also suggests that former CETC trainees be exchanged between territories for visits of a month or two to facilitate an exchange of ideas and approaches. She encourages formation of territorial training centres.

New Hebrides

26. Mrs Mary Tinsley explained that most women in the New Hebrides are homemakers, engaged in raising children and food production. There are over seventy registered women's clubs plus a number as yet unregistered. Typically, the women community development workers reside in their home districts and work with women's clubs. Once a month a course of one to five days' duration is held in one of the villages of the district. Mornings are devoted to classes in homemaking, nutrition, health, laundry, budgeting and family planning (using Health personnel, when available); afternoons are spent in sewing. The Women's Interests Office puts out a quarterly newsletter which is sent to all registered women's clubs. Additionally, it sponsors an annual residential conference in Vila, to which clubs pay the fares of their delegates. This permits refresher training, discussions of programme needs, and the purchase of club supplies in "the big city". There are six community development workers, all from CETC, in the British Residency Education Service. In addition to work with women's clubs, these community development workers also teach needle work in the elementary schools. The most pressing training needs is in-country, in-service training for women community workers (both government and private agency).

27. Miss Lisi Tambu, a graduate of CETC in 1969, first worked in her home district as a Women's Interests Officer. Between 1971 and 1973, she attended the Teachers Training College to secure a primary teacher's certificate. This year, 1975, she has been placed in charge of the new Home Economics Centre where she teaches needlework, helps with in-service courses in women's clubs, and teaches home economics to both women and men (for the latter, cooking, mothercraft, and laundry). She regards her preparation at CETC excellent, except for woodwork (because no tools are available).

Trust Territory of the Pacific Islands

28. Mrs Maria Aldan described Micronesia (TTPI) in geographic and ethnic terms. The Trust Territory has six Women's Interests Officers working in the Community Development Division of the Government.

29. In the Mariana Islands, Mrs Aldan must periodically visit the six inhabited islands of the chain. She works with women's clubs, which tend to be of the social or religious variety, as well as with scouting and service organisations. Additionally, she assists with the Government's Nutrition Education Programme paid for by Federal funds from the Office on Aging, as well as the Family Food Distribution Programme, and works closely with the Federally-funded Community Action Agency. She assists in disseminating family planning information. The greatest needs, she feels, are for assistance and ideas in combatting drug and alcohol abuse and promoting consumer education.

Western Samoa

30. Mrs So'oletaua Fauolo described the traditional system of separate men's and women's councils in Samoan society, a system that had somewhat deteriorated under outside "foreign" influence. Here, the CETC training has helped to bridge a generation gap between older and younger, more formally educated women. Since 1972, the National Council of Women has been in charge of Home Economics training for older women. Mrs Fauolo herself teaches "future mothers" at a church-operated boarding school with the emphasis being on learning to create a "Happy, Healthy Home" (3-hour programme). Sister Elisapeta Tapusoa described her work with two other workers in a community centre teaching nutrition, home management, sewing (of men's clothes) and other special courses as well as their involvement in a "farmers' fair".

Plenary Paper II - "The Role of Men and Women in Development", by Dr Frank Mahony, Programme Director (Social Development), South Pacific Commission

31. Before discussing the role of men and women in development, Dr Mahony considered the development of the roles of men and women. It was felt that knowledge of the history of the development of separate roles for men and women would contribute to a better understanding of the present and potential future contribution of men and women to development.

32. This development has its beginning in the evolution of the principle of sexual reproduction; a very ancient principle in the evolution of all life and widely characteristic of many forms of both plant and animal life. The reason for this is the adaptive advantage conferred by the mixing of genes in sexual reproduction resulting in a range of variation among offspring and a better capacity of the species to adapt to changing conditions.

33. In human evolution there was a close interaction between physical development, i.e., upright posture, larger brain size, etc.; and the gradual development of culture, i.e., use of tools and clothing, control of fire, etc.

34. Gradually the hunting and gathering way of life emerged where men were the hunters of animal food and women the gatherers of vegetable food. Economically the roles of men and women were complementary, but politically men were dominant because of their role in defense, and socially men had higher status.

35. The hunting and gathering way of life developed and endured for perhaps five to ten million years. About ten thousand years before the present, the agricultural revolution took place and this probably strengthened the economic and social role of women, although politically, males remained dominant.

36. However, beginning about 250 years before the present, the industrial revolution enhanced men's status as craftsmen and entrepreneurs and weakened the economic, social and political status of women.

37. In mature urban industrial systems of the present day, which some refer to as the post-industrial society, machines do most of the work and the physical strength of men confers little advantage. Consequently, men and women become interchangeable in the economic system - either can do the work of the other. Thus, in post-industrial society the distinction between the roles of the sexes becomes economically irrelevant. However, social change lags behind economic development so the women's liberation movement has arisen to try to close the gap. These movements, while trying to enhance the status of women, are also serving the needs of the urban industrial system.

38. In view of this evolution, and some of the changes taking place in the Pacific region today, what should be the role of women and men in development and how should the South Pacific Commission Community Education Training Centre contribute?

39. Should the Centre train both men and women as community development workers and perhaps accept married couples as well?

40. Was there a need to continue women's interests activities, or should both men and women be involved as community development workers?

41. Should CETC teach other skills, such as plumbing, electrical wiring, outboard motor repair and the like?
42. Or, should there be two training streams at CETC - an urban stream, perhaps including men and emphasizing consumer education, the organisation of day-care centres or minding homes, and so forth - and a rural component perhaps involving only women and keeping an emphasis on sewing, cooking, homecrafts, etc.?
43. Should more emphasis be placed on family planning?
44. Should there be more training in techniques and methods of administration?
45. These and other questions would need to be considered by the Workshop in determining what contribution CETC should make towards the role of women - and men - in development.

Discussion

46. The opinion was expressed (by New Caledonia) that CETC should prepare its trainees to deal with men as well as with women, noting that this is particularly important when attempting to disseminate information on family planning or venereal disease. It was suggested that perhaps men, as well as women, should be admitted to CETC.
47. The speaker was asked what sort of day-care centres he envisaged and the qualifications of the people operating such centres. He replied that he had no fixed ideas of this subject, but suggested that the Early Childhood Education Programme, now operated for pre-school children in American Samoa aged 3 to 5, might offer interesting possibilities. Miss Arvay Siufanua described this programme which employs mothers and village women as teachers. It would appear that a comparable programme has since been initiated in Fiji, Western Samoa, New Hebrides and the Cook Islands, but in these places it has been hampered by inadequate financing.

9 December - Fourth Working Session

Plenary Paper III - "Consultant's Findings on Women's Programmes in the Pacific Islands", by Mrs Seniloli Sovea, Consultant to the Workshop, Fiji Visitors Bureau, Victoria Parade, Suva, Fiji

48. Recommendations emerging from questionnaire results:
- (1) CETC training should be extended from at least 1½ to as much as 3 years.

- (2) There is a clear need for refresher training. When a large number of former trainees are actively employed on community work, such refresher courses should be given "in-country" rather than at Fiji.
- (3) Trainees should have more work with visual aids.
- (4) More information is needed on the use, storage, and processing of Island foods.
- (5) Trainees should know more about developing programmes for school leavers.
- (6) Trainees should learn how best to work with a community over a sustained period of time.
- (7) There should be national (and regional) meetings of women's clubs.
- (8) Trainees need more instruction in programme administration and office management.
- (9) Trainees should know more about, and be able to instruct in, civics.

Discussion

49. One observer felt that CETC had conspicuously failed to teach its trainees how to manipulate the political power structure. Several participants felt that care should be exercised to ensure that a women's programme be not destroyed by the polarization caused by different political party alignments. The male participant, who is from the Solomons, pointed out that unless the women talked effectively to the politicians, discussions like those of this Workshop were being conducted in a vacuum. Concerning the inertia created by traditionalism in many Pacific societies, he wondered aloud whether CETC was trying to teach too much too soon.

50. Another participant felt that some of the faults for the failures in women's programmes and/or the lack of self-confidence among former CETC trainees must, despite lack of administrative support, fall on the field worker herself. Too often they work as individuals, not as teams. They are unaware of what other groups (both government and voluntary organisations) are doing. The same can be said of different church groups which frequently duplicate each other's efforts. Finally, it is difficult to know which programmes will have relevance in urban or town situations.

Plenary Paper IV - "Participation of Women in National and Rural Development", by Adi Taufa Bole

51. In the ensuing discussion, the role of women's organisations in fund-raising, despite the fact that in some countries these groups were not involved in the decision making over the use of monies so collected was cited as an example of the fact that in male circles, of which the

government establishment is one, women's suggestions are seldom taken seriously or given appropriate consideration. One observer felt that the only way to break out of this situation, which was fostered not only by native traditionalism but by attitudes fostered in the Christian churches, women should seriously attempt to enter politics.

52. The permanent discussion groups for the Workshop were formed. It will be the job of each group to examine each presentation during the session from a special point of view:

Group A: "Administrative, organisational and financial support for Women's Programmes"

Mrs Mereseini Vulaca (Fiji)
Mrs Marie-Claude Duprat (French Polynesia)
Mrs Katherine Tekanene (Gilbert Islands)
Mr Milton Sibisopere (Solomon Islands)
Mrs Lakai Monu (Tonga)
Mrs So'oletau Fauolo (Western Samoa)

Group B: "Planning a framework to ensure full utilisation of women's interests officers within different ministries"

Miss Arvay Siufanua (American Samoa)
Miss Naomi Iro (Cook Islands)
Mrs Mary Tinsley (New Hebrides)
Mrs Katalaina Malua (Tuvalu)
Sr Elisapeta Tapusoa (Western Samoa)

Group C: "Problem-oriented training; training facilities; present and future requirements"

Mrs Upokoina Tararo (Cook Islands)
Miss Siligia Mailehako (New Caledonia)
Miss Lisi Tambu (New Hebrides)
Mrs Freda Kambuou (Papua New Guinea)
Mrs Maria Aldan (Trust Territory of the Pacific Islands)

Group D: "Programme planning on a national basis, outlining resources: human, physical, financial and institutional"

Mrs Lusiana Daucakacaka (Fiji)
Mrs Beatrice Vernaudon (French Polynesia)
Mrs Magdalena Taitano (Guam)
Miss Marcienne Darras (New Caledonia)
Miss Daisy Waikaidi (Papua New Guinea)

Group E: "Requirements for introducing new skills and competencies"

Mrs Peā Moliga (American Samoa)
Miss Naomi Nasausila (Fiji)
Mrs Pulotu Cokanasiga (Fiji)
Mrs Lorraine Aguon (Guam)
Mrs Georgina Sulobo (Solomon Islands)
Mrs Elenoa 'Amanaki (Tonga)

10 December - Fifth Working Session

Speakers: Messrs Henry Manueli, Sajana Nand, and Samisoni Bolatagici,
of the Consumer Council, Fiji

Work of the Consumer Council

53. The Council was established in 1971 with the Ministry of Commerce, Industry and Co-operatives; role is educative, totally supported by Government. One-year appointive membership. Purposes are to:

- (a) Identify frauds in:
 - auto and appliance guarantees
 - credit practices
 - lending
 - sales techniques
 - health care
 - housing
 - product safety
- (b) Disseminate information to consumers.
- (c) Work with other organisations for effective enforcement of consumer protection measures.
- (d) New legislation for better consumer protection.
- (e) Aid businesses in dealing with consumers.
- (f) Consumer education.

Discussion

54. All participants entered into the discussion from which the following questions emerged:

Question: (Guam) What legislation exists to protect the Fijian consumer?

Answer: (Consumer Council) Nothing recent. A legislative package now under study by the Government. Present laws only protect consumer to certain extent - tend to be biased in favour of the trader.

Question: (New Caledonia) How can a Consumer Council be set up?

Answer: (Consumer Council) Only if people actively want it. Otherwise, will not support it.

Question: (Guam) What sort of complaints have you received?

Answer: (Consumer Council) At first, not many people informed. Had to work with existing organisations. Lau and Vanua Levu send in most complaints - freight losses - one of the most common complaints.

Question: (American Samoa) Does Consumer Council concern itself with water pollution? How to check on prices?

Answer: (Consumer Council) Yes, Council is concerned with water pollution and protecting marine life. Also survey conducted for a normal shopping basket. Found out where prices were cheapest and publicized it. Bureau of Statistics runs a survey on monthly basis to get average price.

Question: (Fiji) What are criteria for setting prices?

Answer: (Consumer Council) We are not a price-setting body. Done by Prices and Incomes Board but now only control twelve items, formerly controlled much more.

Plenary Paper VI - "Policies and Planning in relation to the Future Role of Women's Interest Officers within the different Ministries and Institutions", by Josua Cavalevu, Secretary for Fijian Affairs and Rural Development.

55. (a) Does not understand what exactly is meant by the terms of reference - has come to learn.

(b) Principles

- i) cannot dictate/determine what people will do.
- ii) people have basic needs to be satisfied first.
- iii) world of change.
- iv) man must be able to adjust to changing needs.

(c) Knows nothing about Women's Interest. What is it?

Answer: Non-formal education process-imparting knowledge, skills, information.

Why have women's organisation?

Tonga, Samoa and Guam responded.

All actions arise out of a need:

- i) must clearly identify the need in each case;
- ii) set up short and long-term objectives;
- iii) **establish** priorities among goals;
- iv) make policies known;
- v) put into operation - with funds and personnel. Find out the resources needed to do the job.

56. Since the world is constantly changing, we must constantly review programmes to adapt to it.

Discussion

Question: (Mahony) How do planners in Fiji respond to new aspirations of women?

Answer: (Cavalevu) Up to the women to raise a clamor to effect changes in policy.

57. No specific mention of women's programmes or roles in Fiji's forthcoming Development Plan (DP-7). DP-7 is not "poured-in concrete", is broad and flexible.

Question: (Fiji) What financial help available to analyse the problem?

Answer: (Cavalevu) No funds this year. Could be next year if a convincing programme is presented.

Plenary Paper X - "Current Programme Activities", by Mrs Seniloli Sovea, Consultant

58. (a) Cooking and Sewing: Still remain the most important activities in most country's women's programmes.
- (b) Food Nutrition: Stresses better use of local foods; cooking methods - consider costs, fuel, time involved, maintenance of utensils - storage of food, preservation, kitchen improvement, food buying.
- (c) Clothing:
- i) Sewing: home industries - printing, dying, etc.
selection of materials
 - ii) Maintenance: machinery, garments, laundry
- (d) Home Improvement:
- i) improvised furniture
 - ii) water-seal toilets
 - iii) rubbish disposal - incinerator
 - iv) water supply
 - v) home layout: health aspects - air circulation, lighting
 - vi) housing finance schemes
 - vii) home-made cleaners
 - viii) care of western.

Family Education

59. (a) Pre-school, play centre equipment
- (b) Understanding the role of adults
- (c) Understanding the effects of alcohol
- (d) Information centre on social services available
- (e) Marriage guidance
- (f) Problems of aging.

Consumer Education

60. Food, clothing, equipment, vehicles, housing, insurance, credit.

Club Organisation

61. How to begin a club: purpose and aims - communication, resource pool, training, means of group actions, exhibits, fund raising.

Home Industry

62. Skill teaching, marketing assistance.

Youth

63. Sports, entertainment, vocational skills, hygiene, counselling.

10 December - Sixth Working Session

Panel Presentation

I. "Women's Programmes and Social Change", by Mrs Lusiana Daucakacaka, Women's Interests Officer, Fiji.

64. History of Women's Interests Programme in Fiji: Initiated in 1960 by the Government as a result of petitions received from multiracial women's groups following a workshop headed by Marjorie Stewart of the South Pacific Commission. The programme started off with a nucleus of a women's interests officer and three home science teachers, hired within the Education Department. In 1968, the programme was placed under Social Welfare, and in 1972, following independence, to its present location - within Fijian Affairs and Rural Development. Initially, the programme got started by contacting recognized women's organisations and moving out into the field at their request.

65. At present, this women's interests programme has a staff of twenty-four (24), of whom twenty are former trainees of CETC. With over 1,200 Fijian women's clubs to assist plus other regular duties, work far outweighs the size of the staff. The Women's Interests Officer runs refresher courses annually and keeps in close touch with field staff through receipt of monthly staff reports (based on conferences with women in the villages), weekly reports, the study of field workers' diaries, completed monthly forms showing the number, type and site of courses given, attendance, etc.

66. The typical work pattern of a women's interests assistant moving into the field is first to contact the village headman and other influential persons and groups in the village in an effort both to secure their backing and to elicit some idea of community needs. Only when this has been accomplished is a meeting called with invitations issued via these local sponsors. Typically the Fiji programme concentrates on the home and family, with Health and Agriculture Department personnel as available and when appropriate. Women's clubs which numbered only 92 in 1960 now total 1,279. Club formation involves a conscious selection of aims by its membership and thus paves the way for developmental-mindedness.

67. Initially, course training was concentrated on "leaders" who were brought into central points for training for periods of one to ten days. Unfortunately, this proved unsuccessful. The women sent were the ones who were most available (i.e. could most easily be spared by their families and communities), and were rarely the most capable. Because many of them felt unsure of themselves on their return home, they were reluctant to start up and teach courses. Result: village women accused them of trying to hoard their newly acquired skills for personal profit.

68. The present needs of the Women's Interests Programme are three: i) easy access to government vehicles; ii) a training centre; and iii) a full-time information officer.

69. The aim of the Programme: To broaden outlook, not merely impart skills.

II. "Requirements of Basic Terminal Education" by Miss Elisapeci Ratu, Ministry of Education, Youth and Sport, Fiji.

III. "Self-Help Programmes" by Mrs Loata Karavaki, Department of Agriculture, Fiji.

70. The speaker feels that her responsibilities are as yet not clearly defined and that she has not been involved in self-help community projects. At present, there are eight women in the Agriculture Extension Division.

71. She has, however, worked with women in setting up vegetable plots and other short-term crops that bring a quick market return; also works to co-ordinate a wife's farming activities so that they can better enhance those of her farmer husband.

IV. "Role of Women in Youth Programmes" by Mrs Lorini Tevi, Principal, Leadership Training Centre, Methodist Church, Fiji.

72. (a) Women need to understand young people, both their negative and positive behaviour: need for communication leading to a continuing dialogue.

(b) Women need to equip young people to live for life:

i) help young people to know those aspects of their culture which still have relevance;

ii) help them to understand basic courtesy between human beings;

iii) take a realistic look at today's educational system - what sort of a life is it preparing our young people for.

(c) Women need to support young people. They should be aware that young people need continuing close ties with their parents after reaching physical maturity.

Discussion

73. The following question and answer arose out of the discussion on the above presentations:

Question: (Tonga) What type of syllabus does the Home Economics Section at the University of the South Pacific offer? Would it be wise to send an extension worker to do that course?

Answer: (Miss Ratu) The USP Home Economics course concentrates on formal teaching, catering for school age group up to 16 years' old, i.e. it may not be relevant to the extension worker.

74. The above answer was being endorsed by Mrs J. Bale, Home Economics Lecturer, USP. However, other courses to suit the extension workers are open at USP. The final suggestion was that a student could do a diploma course (Home Economics) at USP for three years and a one-year course of community work at CETC.

75. (One observer identified a possible problem: USP graduates may find it difficult to lower themselves to work at the grass-root level.)

Group Reports

Group A

76. A. The basic problem discussed was that of financial support for programmes.

1. Firstly, the financial policies are beyond the control of women community workers, mainly determined by government ministers away from the grass-root situation. Therefore, the aim of women's organisations in relation to finance is a matter of convincing government that women's interests are a priority matter and not to be pushed aside.
2. Ways of achieving this recognition were discussed:
 - i) Study of legislation of all the government departments by the officers, so that financial distribution is better understood and methods of presenting women's interests as a priority better ascertained.
 - ii) The channels of communication should be clear and strong.
 - iii) Co-ordination and support of other departments, for example, in Fiji the co-ordination of Agriculture and Women's Interests, Education, and Church. Use of 'old boy' (informal) channels of communication might assist this co-ordination.
 - iv) Develop the confidence of field workers and officers by seeking outside support and maintaining internal unity.

- v) Detailed surveys of needs by field workers, presented to the ministry by officer. This officer should essentially be the link from grass-roots level of the actual field workers and women to government, and needs backing of mass of women behind her.
- vi) Highly visible projects should be developed to actually show ministers what is going on at the grass-roots level.

Group B

- 77. A. National councils of women should secure full recognition by governments and communities.
- B. Women community workers should make themselves known to the community and make themselves available for service.
- C. Help plan a better programme, community workers should be encouraged to do surveys and find out what the people in the community want to be included in the programme.

Group C

- 78. A. The women's interests officer should plan her programme according to the needs of the community.
- B. Instead of political party clubs, a club should be organised (e.g. such as League of Women Voters) where the women's interests officer could assist the women to focus on issues for the people, particularly those that would benefit the welfare of communities, socially, economically and educationally.
- C. A suggested solution to problems where the government does not give assistance (e.g. Western Samoa):- self help could be used to meet financial difficulties.

Group D

Programme Planning on National Basis

- 79. The group urges Pacific countries and administrations to:
 - A. Set up Consumer Council closer to the people and to liaise and co-ordinate programmes with the community workers.
 - B. Encourage consumer education for the people.
 - C. Include women's community workers in the Council.
 - D. Publish literature using common vernacular.
 - E. Encourage would-be CETC trainees to place emphasis on theoretical and practical programmes in budgeting and how to communicate this effectively to the community while attending the course.

Human Resources

- A. More trained personnel are needed to cope with the needs in the community.
- B. Using existing organisations and groups within the community whenever possible.

Physical

- A. Facility for training and administration.
- B. Transport for easy communication.
- C. Encourage information through existing mass-media and visual aids.

Group E

- 80. A. It is very important for a community worker to establish good rapport.
- B. Senior staff can help a lot in aiding junior staff to be accepted by the people.
- C. Plan well and plan ahead.

11 December - Seventh Working Session

Panel Presentation

"Role of Women in Rural Health" by Senior Staff Nurse Asena Matewai, Divisional Health Office, Suva.

"Role of Public Health Nurse Involving Women - What to do to make everyone healthy" by Sr. Kiti Tawake, Acting Senior Tutor, School of Public Health Nursing, Fiji.

- 81. A. Child-care service clinics - mothers are the nurse's first contact in the village situation.
- B. Nurses also work with traditional midwives ("birth assistants"). However, no training programme.
- C. Nutrition talks insufficient. Why more not less malnutrition? The speaker feels this is another entry point for village workers.

by Dr Roger de Wilde, World Health Organization, Suva, Fiji.

- 82. Women remain in villages, handle agriculture, etc. to a greater extent - are more conscious of village needs.

Discussion

- 82. The following questions were asked to Rural Health Panel:

Question: (French Polynesia) Any link up with bush doctors?

Answer: (Matewai) No. They do not want to talk with us.

Question: (New Caledonia) On Family Planning, does the nurse give instructions to women only?

Answer: (Sr Tawake) She refers her to a doctor.

Question: (New Caledonia) BCG vaccination: when are they given?

Answer: (Sr Tawake) After birth if the baby is born in hospital, otherwise at time of public health nurse first visit after the birth at home.

Question: (Gilberts) Who trains maternal and child health aides?

Answer: (Sr Tawake) No programme at the present time in Fiji.

Plenary Paper VII - "Improving Family Life in Urban and Rural Areas" by Miss Margaret Crowley, FAO Regional Home Economics and Social Programmes Officer for Asia and the Far East.

83. Programmes of training which help communities achieve an improved level of living, must be interdisciplinary in nature, that is, a blend of knowledge and experience from various fields. Educational planning should start where the people are, and should ensure that they receive appropriate training for their specific functions in life. Education must give direction to things which mean something to the people at their present stage of development and which fits well into the daily pattern of their lives in their part of the world. They need to be informed and to feel secure in knowing what the future has in store for them. Planners should be aware that women who raise children, produce most of the foods, and carry responsibilities for many self-help programmes, may be the key to development.

84. In order to improve the well-being of rural people, it is important to understand the significant values in home life of the people in a given culture. We need to know how they look at development, and to improve their way of life should be done only after a decision is reached with the people themselves, that this is what they want. Women need to develop skills and efficiency related to their homes and their work in the community or on the farms. They need help to make the most efficient use of their time energy, and money. They need to understand the relationship between food they produce, the food they eat, and the well-being of their families. They also need to understand the importance of sanitation, a safe water supply, and emergency measures when illness occurs. They must also know what social services are available to them and how to use them.

85. Migration to cities often means difficult adjustment in employment and family life, and in many cases lower levels of living in food, housing, and sanitation. Women may find themselves totally unprepared for the society in which they now live. They may have experience in the management of money to satisfy family needs. They may lack the skill and training to augment family income. They may not be aware of, or know how to use the social and economic services of an urban community. Unless there is social preparation beforehand women can be unhappy,

insecure, and confused by life in urban society and her potential contribution to develop is greatly diminished.

86. Since the number of community development workers is limited, it is suggested auxiliaries would be trained to undertake some of the tasks of the community worker, so that information on the above-mentioned problems can be given to a greater number of people. Their main task would be to motivate people to become aware of their surroundings and to encourage them in a spirit of realistic optimism to feel the need for the knowledge and skills that will help them to achieve a more satisfying life. Their work would also include a 'package' approach to providing some of the answers to immediate problems, such as non-sophisticated equipment, practical learning kits, communal items such as loans, and perhaps packets of farm seeds.

87. Thus the inherent knowledge and wisdom of people and their acquired skills are channelled into the development process. If urban and rural services are dispersed and made available to all and if men and women are progressively incorporated into the economy, their lives are transformed, which in turn transforms the economy, and this becomes a highly profitable investment in harnessing the vast resources of initiative, skill, and productive work of people.

11 December - Eighth Working Session

Plenary Paper VIII - "Factors Influencing Social Change in the Region"
by Mr Francis B. Mahoney, Social Services Officer, SPC.

12 December - Ninth Working Session

"Needs in Programmes as Expressed by the Women" by Mrs Seniloli Sovea,
Consultant.

88. Women are expected to do all of the extras in society.
- A. When we seek out village women to assess their needs, do we realise how heavy their commitments already are?
 - B. What is the reaction a community worker should expect?
 - i) Having approached via chief, etc., do you really have enough time to spend with the women before designing a programme? Half a day is seldom enough time.
 - ii) Remember to use your waiting time positively to observe village conditions. For example:
 - a) How many shops? What sold?
 - b) What sort of garbage disposal, sanitary facilities?
 - C. Remember about your own appearance (mini-skirt, etc.) and the effect it may have on village women during a short visit.

- D. When one programme has been successfully completed, the women will usually come forward with what they want next.

89. In giving an assessment of own needs, women tend not to consider improved facilities. Example: Want cooking courses but usually do not focus on desire for improved kitchen. Agriculture Extension assessment of needs:

- A. Home planning - save time and energy
- B. Nutrition
- C. Food preservation of seasonal crops
- D. Family clothing expenses
- E. Maintaining household equipment
- F. Emotional/behavioural adjustment.

90. Men are aware of women's weakness, so women are easily defeated.

- A. Refusal of funds is the usual "turn-off".
- B. Do not look exclusively to government for support.
- C. Be calm, do your homework before making your approach for support.
- D. SPC should do more to ensure that CETC trainees have an assured status, i.e. salary, transport, etc.

Discussion

91. The following are some of the points emerging in the discussion after Mrs Sovea's talk.

92. Miss Lechte: Re status in public service, it is important that the Public Service has a union or association and equally important, that the office bearers are not all men, to fight for status, conditions of work, etc.

93. New Caledonia and French Polynesia pointed out that in French territories women have same salaries as men plus maternity leave. They also receive equal consideration in recruitment.

94. Guam has equal opportunity for men and women but its participant felt men get preference in recruitment.

95. There was a discussion of varying employment, maternity leave conditions in different territories. In the Gilbert Islands, women workers are "un-established" even after one year's special training at CETC. In Tonga, women community workers are also non-established, but have all of the privileges of established positions.

Plenary Paper XI - "Programme Planning at both the Institutional and National Level" by Miss Mee Kwain Sue and Mrs Lusiana Daucakacaka

(Miss Mee Kwain Sue)

96. A. Planning generally accepted as essential

- i) both simple and complex
- ii) influences success or failure
- iii) easier to criticise than to provide remedy - objectives sometimes too high.

B. Planning a continuing, evaluative technique for problem solving

- i) a series of steps for accomplishment rather than just different activities
- ii) different situations may call for different planning procedures
 - 1) be efficient
 - 2) keep objectives clear
 - 3) avoid people who serve no purpose
- iii) implementation: be realistic about capabilities
- iv) take more objective view of the
 - 1) involvement of laymen in planning - gets public support
 - 2) need more fact, less assumption.

C. Planner must understand what to do

- i) people should do what qualified to do
- ii) must know the beneficiaries of the programme
- iii) flexibility is essential
- iv) keep aims clear, specific, realistic
- v) identify the kind of trainee to be produced by your plan
- vi) Subject matter:
 - 1) first, list priorities, then arrange topics accordingly in sequence;
 - 2) make sure the basic knowledge is given - do not assume trainee already has it. Review hurts no one.
 - 3) theory must be linked closely to practice.
- vii) Time-frame - again must relate to priorities, goals for trainee produced.
- viii) get background information on trainees in advance of plan finalisation

- ix) resource people - use whenever possible, look first within trainee group itself - less costly and a double "pay-off" in both skilled information and local goodwill - can help emphasize co-ordination aspect.
- x) staffing
- xi) look at programme plan when completed on paper. Is it adequate in relation to resources and time available?

(Mrs Lusiana Daucakacaka)

97. A. Planning must suit the needs of its beneficiaries and be tailored to a particular time-frame.

B. Preparation is important:

- i) Must consider logistic requirements.
- ii) Must consider visual aids necessary for presentation.
- iii) Must consider handouts to be used, also material and/or equipment.
- iv) Use of existing resources:
 - 1) Other government and private agencies.
 - 2) Use of local foods when teaching cooking.

C. How to put one's programme across.

- i) Survey area first.
- ii) Understand people, determine their felt needs.
- iii) Decide how best to respond to these needs: where clubs exist, objectives have already been determined a) to learn new skills - home economics, etc., 2) community service.
- iv) Plan schedule in close co-operation with the people to best suit their time schedule. That is to say the content must be fitted to the number of hours available.

Example: A district women's interests officer with five close adjacent clubs plans series of courses (1 day each). First week gives same course in each club successively next course next week. Usually more satisfactory than keeping women for three successive days.

Discussion

98. All participants entered into the discussion from which the following points emerged:

Question: (Solomon Islands) You organise your fieldwork daily from village to village. What would you do in a case where villages are very far apart?

Question: (Guam) If a woman in a village misses a lesson in a day as arranged, can she attend the same lesson in another village?

Answer: (Daucakacaka) It is possible that you can attend lessons in other clubs, provided that you ask permission of club leader and members.

Question: (American Samoa) Do you visit all the thousand clubs registered?

Answer: (Daucakacaka) No, due to geographical and communication problems.

Question: (American Samoa) Can you teach leaders from the villages to transmit skills, ideas, information, etc., to the community? In your method you can only reach a few groups of people.

Answer: (Daucakacaka) We practise this at the early stage of our work and we find it unsuccessful because trained leaders do not always transmit messages to their communities.

Question: (New Caledonia) Where are your community workers based?

Answer: (Daucakacaka) Community workers are assigned directly under the district commissioners and district officers in all districts.

Question: (Tonga) How effective is your programme? What evaluation do you use? What motivation do you do? Where do you fit in new skills?

Answer: (Daucakacaka) We evaluate by seeing achievements with our own eyes, skills - improvement of home gardens, school lunch, family meals, etc.

Comment: (Mahony) It helps evaluation if you define your objectives, e.g., if your objective is vegetable gardening, you can go back and survey to see if the size of gardens has been increased and more vegetables are produced. A good evaluation can also help to convince the policy makers to support the programme. Regarding planning, we cannot plan at field and institutional level without planning at national level. Furthermore, women can play an important role in seeing to it that national plans help to prevent social problems.

Question: (Ratu) The danger of having a stagnant programme: How do you involve people at planning level?

Answer: (Daucakacaka) In women's work, Fiji WIA plans with village people. However, in some cases women need help as they often ask for things like cakes, scones, etc., that we know are not their priority needs.

(Miss M. Crowley)

99. A. Pre-conditions for planning

- i) Political commitment: finance, structure and support.
- ii) Basic administrative structure.

- iii) Clear goals.
- iv) Co-ordination with other agencies.
- v) An informed public - and public support to carry out the programme.

B. Planning

- i) Make review of problems, i.e., those relating to the family as revealed through observation, studies, reports and discussions. Define priorities with reference to national goals.
- ii) Organisation - to organise and implement.
- iii) Resource allocation: human, physical, institutional, material and financial.
- iv) Plan Implementation: Includes translation of the national plan into action programmes, projects, people to be reached, location, time schedule, and co-ordination with other agencies.
- v) Plan evaluation: Includes behavioural change, socio-economic benefits, staff performance, organisational efficiency, and the attitude of the people with whom one works.

12 December - Tenth Working Session

Summary of Group Discussion for the First Week

Group A - Administrative, Organisational and Financial Support for Women's Programmes

Recommendations

100. (1) In presenting a plan to national governments, it is important that a clear distinction be made between short-term and long-term goals (e.g. between sewing courses and a continuing programme of village improvement).
- (2) Communities should be involved in identifying long-term goals and wherever possible the involvement of other agencies should be solicited in order to tailor a variety of programmes toward these long-range goals.
- (3) Field workers should forward community suggestions to community officers, whose job it is to "sell" these ideas to the national government. (Example: Because of the success of a single programme - kitchen improvement - sponsored by women's agricultural extension in Tonga, national appropriations for new women's programmes have been increased.)

- (4) There should be regular interaction, both between the extension worker and her supervisor in the national government, and between this worker and other extension workers (male and female, Health, Agriculture, Education, etc.) in the same district.
- (5) As a means of securing maximum impact, community workers should seek government assistance to self-help projects by providing matching grants of money or building materials, or loans at nominal interest for approved village or home improvement projects.
- (6) When there has been successful inter-departmental co-ordination in the field on a specific project, the results of this project should be reported to the government and publicized.

Group B - Planning a Framework to Ensure the Full Use of Women's Interests and Officers within different Ministries

101. "The future may be beyond our vision but not beyond our control." In setting up a framework, one should:

- (1) Identify and define problems, needs, etc. of women, women's organisations, and nation.
- (2) Set up objectives - long-range and short-term to meet the needs of the people.
- (3) Rate of priorities.
- (4) Emphasize on follow-up and evaluate through visits with individual families, organisations, through surveys, etc.
- (5) Plan in advance: monthly, quarterly, yearly.
- (6) Have periodical in-service and refresher courses for women's interests officers.
- (7) Develop centres available to women's organisations and all ministries.
- (8) Be independent from any political pressure groups.
- (9) Make known policies to all ministries, agencies, and women's organisations.
- (10) Encourage team work in co-operation with other ministries.
- (11) Consider qualifications necessary for a person to be acceptable to villages: dress habits.
- (12) Utilise the knowledge of traditional culture and customs, socio-economic factors to make programme acceptable to the people.
- (13) Plans should be flexible to the needs of the people.
 - a) Familiarize the role of women's interests officer to all ministries, agencies, and women's organisations.
 - b) Plan in advance for future.

- c) Develop resource centres to make the needs of women's information available to different ministries, women's organisations and individual families, e.g. filmstrips, patterns, in-service workshop, resource persons, projectors, demonstration.
- d) Contact relevant agencies to help meet and provide information, education, etc. to the people.
- e) Evaluate and follow-up.
- f) Project needs in future and set tentative plans for future.

Theme: Stress "prevention rather than cure".

Group C - Problem-Oriented Training: Training Facilities and Present and Future Requirements

102. A. Problems

I. Communication

- 1) Knowing customs and traditions of a particular area before implementing any programme.
- 2) Lack of support from authority concerned in starting programmes (using of facilities or fundings).
- 3) Lack of communication of immediate supervisors or agency concerned.
- 4) Before implementing a programme there must be a good communication or relation between worker and planner or officer-in-charge.

B. Suggested Solutions or Answers

- i) Know or familiarise the worker of a particular area's customs and traditions, languages, before implementing any programme.
- ii) Make contact to whoever is concerned in that particular area before implementing any programme.
- iii) A good co-ordination between the officer-in-charge, agency or institutions must be made so that the programme could be carried out (in case of under-staffing).
- iv) Before accepting any applicants, the government, agency or institution that sponsors her and the CETC must require a bond to be signed for at least two years to serve the government, agency, institution, that is sponsoring her.
- v) Different programme should be implemented one at a time in each particular area, but maintaining flexibility in suiting situation to the time available.

C. Influences on Social Change

- i) Modern communication media systems (TV, radio, etc.) affect the lives of the people, nutrition, clothing, homes, etc.
- ii) Modern transportation affect life - moving from rural to urban areas.

D. Planning

- i) Use of news media when available in implementing programmes where places are scattered.
- ii) Exchange of ideas between organisations, displaying activity items between organisations to show individual club's achievements.
- iii) Plan six-month projects with each club's representative, to implement one programme at a time in each village before starting on the other.
- iv) Survey the place and see the needs of the people.
- v) Look at calendar or activities of the week, month or year of a particular area before implementing any programme.
- vi) Contact other agencies notifying them that you are doing this programme. They might join your programme rather than attempt the same programme at another time.

Group D - Programme Planning on a National Basis Outlining Resources, Human and Physical

103. Realising the problems and needs arising in territories, we Group D, recommend that:

- A. Workshops be held in territorial areas where there are particular problems relating to community development and where practical solutions could be achieved on, e.g., urban drift.
- B. There be an accelerated establishment of co-educational training centres based on village-level training conditions in countries of the region desiring them.
- C. CETC develop in its curriculum a training programme, especially for training of trainers with the inclusion of administrative training.
- D. Three to four territorial CETC ex-students or experienced community workers be recommended by each territorial home government and seconded for training at CETC.
- E. SPC create a mobile training team for community development in the South Pacific region.
- F. Follow-up be recognised as an integral part of CETC and that in-service training be regularly carried out.

- G. SPC be asked to produce Pacific-oriented audio-visual materials, e.g. films, slides, posters, booklets.
- H. There be an exchange of ex-CETC trainees and community workers between territories as a means of interchanging and inter-relating ideas.
- I. The title "Women's Interests Officer" be changed to Community Worker.
- J. Women to be included in all decision-making bodies at all levels.
- K. Each government be encouraged to increase number of community workers within the territory so that wide coverage of work is maintained.
- L. The co-operation and co-ordination of all extension workers (government and voluntary) be actively promoted to avoid wastage of manpower; financial resources and duplication of programmes.
- M. Women be encouraged to co-operate in formulating and submitting proposals (supported by data identifying the needs and problems) both to government and voluntary organisations.
- N. Planners be encouraged to ask for help from governments, emphasizing needs and identifying results before presenting future programmes.
- O. Advisory councils be formed to advise government on the community needs.

Group E - Requirements for Introducing New Skills and Competencies

104. The Group recommended:

- A. That in training of community workers, the following specific subjects be stressed:
 - i) training to meet emergencies in the case of delivering babies;
 - ii) more training in consumer education;
 - iii) in any adult education programme, family education should be taught to both men and women simultaneously.
- B. That voluntary leader training should be done regionally.
- C. That staff training within a framework should be encouraged.
- D. That there be an exchange of community workers from one region to another for continuous staff development or professional growth.
- E. That there be regular meetings of supervisors with their community workers to introduce new skills, to solve problems and to evaluate on-going projects with available data.

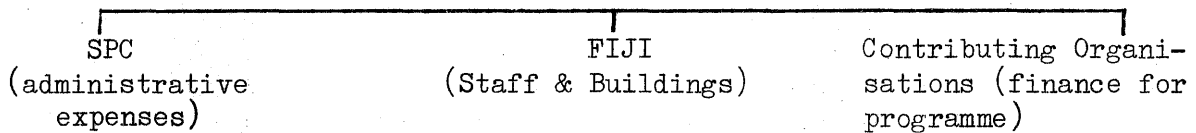
- F. That community workers be assisted in planning, taking into consideration the pre-conditions in planning a programme.
- G. That there be definite steps taken to create separate programmes for urban and rural workers, as it is obvious that requirements for these areas are different.
- H. That CETC be asked to create a mobile specialised staff to travel from one region to another, conducting on-the-spot training for community workers and former CETC trainees.
- I. SPC should circulate at regular intervals lists of publications and audio-visual aids that are useful for community work.
- J. Trainees at CETC should be given basic lectures on human psychology and how to motivate people.

15 December - Eleventh Working Session

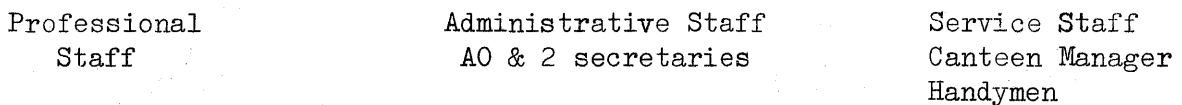
"Suggested Outline of a Programme Planning at an Institutional Level" by Miss Mee Kwain Sue

105. Hereunder is a sample outline using CETC programme as brought out in last week's discussion.

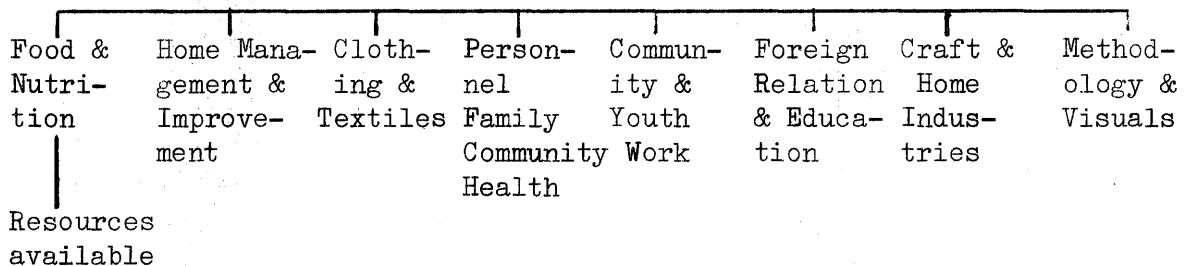
1) At the national level



2) At the administrative level



3) Organizational level (depends on objectives)



"Programme Planning at the Field Level" by Mr James Makasiale, Deputy Director of Agriculture, Fiji.

105. Identifying constraints/problems with field level programming.

Social Constraints

Women extension workers in agriculture but not sure as to effectiveness to date. Examples:

- a) Married Indian women cannot go out to field due to family pressures.
- b) Other race - jealous husbands resent wives spending nights away from home.
- c) Have excellent women workers:
 - i) Would welcome recommendations to solve above problems.
 - ii) One suggestion being considered: put these women into research-type positions after marriage.

Discussion

106. The following points emerged from the discussion:

Question: (American Samoa) What difference between women's interests officer and women extension officer?

Answer: (Makasiale) Women's extension officer is from the Agriculture Department with some CETC training.

(Nasausila) Planning at the Field-Work Level. Describes interaction between women's interests assistant and women's agriculture extension workers. Overall plan is set by WIO (Mrs Lusiana Daucakacaka) but adapted locally by the women's interests assistant to meet special needs of individual communities and sub-groups therein (e.g. women's clubs, etc.).

Question: (New Zealand) Is there a ministry for women in Fiji?

Answer: (Makasiale) No. Under Fijian Affairs and Rural Development.

Question: (New Caledonia) Why is it that Fijian officers know so little about women's interests and/or extension workers? It would appear the Government is wasting its money if not making better use of women. Would it be better to avoid duplication by creating a Community Education Department?

Answer: (Makasiale) Inconsistencies in different ministries; feels women workers should be consolidated in single department.

Question: (ILO Observer) Perhaps women's extension officers might be used more effectively as women's interests officers rather than as at present in Agriculture.

Answer: (Makasiale) Feels there should be one co-ordinated ministry for women rather than a split up. Useless to talk about co-ordination and co-operation, must actively create a framework that will overcome inter-departmental rivalries. If accept idea, women can play a role in the development of a country.

Question: (Mahony) Every government has many departments (headed up by men); men as such, not necessarily in conflict. Is there a need to define a special role for women in development? Is there a special contribution women make as women that is different from their contribution as human beings? Once this is decided, it might be possible to decide on organisational structure.

Answer: (Makasiale) Conflict also exists between men in government departments. Is there a definition of women's role in development? Each department has its own idea.

Question: (New Zealand) People tend to perceive things as they are. I am shocked that anyone questions whether women have a role. Women must have a role in development as even Chairman Mao recognises when he said "women hold up half the sky".

Question: (FAO) Assuming a co-ordinated approach can be achieved to minimise waste of resources, what support would Agriculture Department be prepared to give community workers in the near future?

Answer: (Makasiale) Financial support? Policy looks at women as research workers and if cultural problems can be overcome, then perhaps also extension.

Comments: (ILO) Feels more could be accomplished to enhance the role of women at present stage if consolidated in a single ministry.

(French Polynesia) Disagrees. Feels this would be "discrimination in reverse".

(Guam) Describes Guam's Agricultural Extension Programme.

Plenary Paper XII - "Putting Good Nutrition to Practice" by Mrs Susan Parkinson, formerly Principal of School of Nutrition, Fiji.

107. A. Problem is to discover why good nutrition is not put into practice in the Pacific; except for a few atolls, a rich variety of plants and marine protein exists. Perhaps this very affluence discourages inquiry.

i) In 1960 virtually no cases of kwashiorkor (infantile malnutrition) in Suva. In 1973 - 100 cases a year (95% Fijians).

ii) Why is this happening despite information being passed out? Traditional customs of eating generally good.

B. Problem seems to be that people do not understand and how to replace traditional foods with modern, store-bought foods.

C. Improved marketing of local produce in urban centres is a must.

D. Cash economy dependence makes new demands on women.

- E. Important to first look close at:
- i) customs
 - ii) financial problems
 - iii) labour problems.
- F. Rural malnutrition frequently results from poor distribution patterns of food:
- i) children tend to be fed last "growth foods" go to elders and males;
 - ii) feast-famine routine is a weekly affair - particularly bad for children who need a consistent daily supply of the right food for proper growth.
- G. Better use should be made of supplies crops - preserve foods using traditional methods and teach these techniques in schools before they die out.
- H. Home economics
- i) must be able to show how dehydrated local foods can be used to best advantage;
 - ii) must understand basic nutrition and encourage people to plan for better food usage, including gardening, cooking, preservation, marketing.
- I. Suva has a Home Economics and Nutrition Association - invites membership. \$2.00 membership monthly discussion on satellite.

Response by Dr Mahony to two questions

- (1) Re Malnutrition of infants - breast feeding is best preventative. Do not wean until have an assured abundant source of protein, cow's milk, fish, etc. for baby.
- (2) Re Dependence on dried milk - while Mrs Parkinson favours use of local foods, there is no real local equivalent for powdered milk.

"Framework for Planning in the Field" by Miss Mee Kwain Sue

108. A. What are you going to teach?
- B. How are you going to go about it?
- C. Who will do it? - alone
integrated
- D. When?
- E. Where?
- F. Evaluation criteria.

"General Orientation on Programme Planning" by Miss Margaret Crowley

109. The following are the six main points of pre-planning:
- (a) Planning
 - (b) Organisation
 - (c) Clearly-stated goals
 - (d) Plan for mutually-beneficial co-ordination other departments.
 - (e) Public support
 - (f) National leadership and professional competency.
110. Five major points of planning are:
- (a) Planning itself:
 - i) review of overall problem area
 - ii) identify short and long-term goals.
 - (b) Organisation: machinery and administrative structure.
 - (c) Resource allocation: finance, human, physical and institutional.
 - (d) Implementation of plan into an action programme - must consider:
 - i) Objectives
 - ii) People to be reached
 - iii) Time-frame
 - iv) Other departments with whom to co-ordinate.
 - (e) Criteria for evaluating performance:
 - i) behavioural change
 - ii) socio-economic benefits
 - iii) performance of those implementing the plan.
111. Each Workshop participant is being asked to prepare a programme for one week only.
- (a) May be written up either from the administrative point of view or the operational (i.e. field worker's) point of view.
 - (b) Think out:
 - i) Objectives
 - ii) Identify target group
 - iii) Time of the year for plan
 - iv) Facilities available in the area
 - v) Other groups or departments with which to co-ordinate
 - vi) What approach (methodology)
 - vii) How you plan to evaluate - allow time to get necessary feedback.

16 December - Twelfth Working Session

Plenary Paper V - "National Policies and Resources Affecting Training Programmes and Employment for Women in Fiji" by Mr Akuila Savu, Director, Central Planning Office, Suva, Fiji.

112. The Fiji Government has just issued its latest 5-Year Development Plan.

A. Its Broad Policies:

concentration on education,
rural development, labour ministry and training
institutions outside Government

No official discrimination in Fiji for reasons of sex; only for race.

B. Its Objectives:

- i) Balanced programme of education leading to full employment.
- ii) Develop all human resources toward maximum employment to better living condition.

C. From 1974 Government is committed to provide ten years of free education (no compulsory education in Fiji) to everyone.

D. Because of tremendous enrolment, must increase the number of trainees in vocational areas to meet projected employment needs.

- i) Despite oversupply of generalist teachers still need specialised in vocational areas.
- ii) Informal training programmes are important. Example: volunteer youth organisations, Royal Fiji Military Forces, Fiji National Training Council, and many others.
- iii) Recently have established a "career service" in the Ministry of Education to provide young people with information on employment opportunities, vocational counselling, placement of workers and to advise employers of their responsibilities to employ labour in boosting the local economy.

E. Types of vocational-technical courses offered:

- i) Derrick Technical Institute (all programmes open to women, though some professions still traditionally filled by men). Applicants to Derrick must have a sponsor from either industry or Government.
- ii) Fiji School of Medicine (all courses open to women - some have only women, e.g. nutrition, physiotherapy, etc.)

- iii) Central Nursing School (mostly women)
- iv) Fiji College of Agriculture (women students, but some problems with married diplomates)
- v) National Training Council

F. In Public Service, no discrimination according to sex; only nationality (i.e. 50% of positions reserved for native Fijians).

Discussion

113. The following questions emerged from the discussion:

Question: (New Zealand) How free is Fiji's education system at different levels?

Answer: (Savu) Fiji Government operates only a portion of the total schools. Government schools "free" as far as reasonable costs, but school committees can add an additional levy, building fees, book fees, etc. Fiji feels there is no need for compulsory education since 98% of school-age children now in school. All fees now paid by the Government through the first three grades; plan to gradually (over a year) extend to Grade 6: 1) at secondary level, sizable drop-out because of fees; 2) only seven Government secondary schools, the rest are mission/private schools.

Question: (New Caledonia) What is envisaged for Community Development in Development Plan 7?

Answer: (Savu) Several Ministries involved in Community Development activities, principally Fijian Affairs and Rural Development, but also Agriculture and Education, Youth and Sport.

Question: (New Caledonia) What are plans for community workers? What are estimated needs in terms of numbers?

Answer: (Savu) Leaving most of community work to voluntary agencies, assisted by Government departments.

Question: (New Caledonia) What about the Women's Interests Officer's requirements? What is the role of the Central Planning Office?

Answer: (Savu) Right now, looking more at practical adult education rather than community development per se, e.g. multicraft centres in rural areas. Role of Central Planning Office is to co-ordinate, initiate programmes and monitor and evaluate implementation of Government policies and programmes. Programmes are implemented by particular Ministries.

Question: (Solomons) What is your personal feeling as to the role and status of women? Could they be doing more in rural development than they are now doing?

Answer: (Savu) Women in rural areas have a fulfilling role.

Question: (Mahony) You have stated there is virtually no sex discrimination, although some professions dominated by men; but there is racial discrimination. (1) Have you noticed any new trends in the employment of women? (2) What about racial discrimination?

Answer: (Savu) (2) Racial discrimination: At least 50% of scholarship funds reserved for Fijians; 50% all Government hire - promotions thereafter made by merit.

(1) Quite an influx of women into administrative cadres of Government but problems of assignment in the field. In other technical professions there has been an increase.

Question: (American Samoa) Women's Interests Officers are labelled as "semi-unskilled". All of them have undertaken courses and graduated from CETC. Do you not feel this labelling "semi-unskilled" is unjustified? Are you in a position to change this status.

Answer: (Savu) Did not know. We will look into it.

Question: (Fiji) Development Plan 7 now issued. If I come up with a very convincing plan to my superior, is there any chance of their adopting and funding it?

Answer: (Savu) Yes.

Question: (New Caledonia) Do you have time to go to the field to find out what people's needs actually are before planning?

Answer: (Savu) Not enough, but do have the benefit from Divisional Planning Officers stationed in the field.

Question: (Guam) Are there only men in the Planning Office? Are there any women sitting when planning recommendations are made, even if attending only as advisers?

Answer: (Savu) Continuous consultation with women, though none in the Central Planning Office.

Question: (Papua New Guinea) (1) How are applicants for Central Planning Office chosen, male/female? (2) What protection does Government give to women teachers and community?

Answer: (Savu) No female applicants for Central Planning Office positions to date.

Question: (FAO) You mention criteria by which decisions are made regarding re-allocation of resources. When will there be decision re policies (still pending in Rural Development and also Agriculture departments)?

Answer: (Savu) Policy decisions have in fact been made in all departments. On allocation of resources, it is a matter of priorities: regional development and rural development being stressed. Programmes overlap yet funds must be allocated to one or another ministry.

Plenary Paper IX - "Role of Women in Increasing Food Production in the Region" by Ratu Epeli Kanaimawi, Director of Agriculture, Fiji.

114. Important problems in increasing food production to meet population increase:

A. World is far from solution of food: population problem.

- i) Till 1650 world population fairly static at 500 million.
- ii) 1650-1850 doubled = 1 billion.
- iii) 1930: 2 billion
- iv) 1975: 4 billion

At present rate, will be 8 billion by 2010 A.D.

B. World population increases by 2%, 75 million per year.

C. Since 1972, crop yields have declined 22 met. tons (7%) (grains 4%). World food reserve now enough for only 40 days.

D. In 1975, a shortfall in agriculture production - expected 5% increase but only 2-3%.

E. Malthus theory: unchecked population increase geometrically, food production only arithmetically.

- technology, birth control and economic development have in the past been suggested as solutions to Malthus dilemma.
- believes women, by working with men for practical solutions, can help with both food production and in food-population problem.
- two-third of world population are rural of whom half are women:
 - i) work heavy and status low
 - ii) problems of storage
 - iii) lack of amenities, fuel, etc.
 - iv) educationally limited
 - v) does not get extension training or easy access to credit, co-operatives, etc. These go to men.
 - vi) Kept at level of unskilled farm labour.

115. Women's present contribution thus far short of their potential. Given present situation in Pacific, what part can women play?

- Responsibility for family size, diet, and life lies on wife and husband. Should seek self-sufficiency in food, water and shelter.

116. Fiji farm plans set aside one acre for subsistence farming: root crops, fruit trees, cow, chickens, fish ponds, and duck.

117. Tendency for household head to work for cash, buy food and neglect the land resource. Women can also become farm managers in their own right. Change in attitude of both sexes must be attempted.

118. Women are encouraged to own land: must be given access to credit; must be given suitable training; and must have access to co-operatives.

119. Both men and women must have dialogue and women plan and participate in decision making.

120. There is need for a more dynamic extension service, training, necessary infrastructure.

121. Women's emancipation must be considered in appropriate cultured context: Western women's life is not the only criterion for women in the Pacific; suggest look at what women value the most, and try to achieve it within the framework of the law that governs us all.

Discussion

122. The following questions emerged from discussion:

Question: (American Samoa) You mention training facilities in agriculture but understand that not very many women attending. Is this correct?

Answer: (Kanaimawi) Can accommodate a large number of women at Fiji College of Agriculture. We offer degree course in Agriculture at Fiji and Alafua College in Western Samoa.

Question: (American Samoa) What is the status of women extension officers in the Agriculture Department? Do they do a full diploma course at Fiji College of Agriculture?

Answer: (Kanaimawi) Yes. Hence classified as skilled.

Question: (Guam) What percentage of Fijian food is locally grown? Of that locally produced, how much by women?

Answer: (Kanaimawi) No figures available, but would guess 40% or less produced by women. Difficult to assess since spouses work together on farms, no separation of plots, incomes, etc.

Question: (New Caledonia) How to stop the urban drift through rural development?

Answer: (Kanaimawi) Through easy availability of land (via lease) or credit. Have also tried various schemes:

- a) growers co-operatives.
- b) land corporations (to bring idle land into use).
Largest corporation (2,000 people; 100,000 acres);
creates non-farming employment opportunities.
- c) specific loans for farmers in rural setting, some subsidized (only for rural dwellers).

- d) road, shipping and air services to the "out back".
- e) conscious national attempt to spread economic opportunities.

Example: National Marketing Authority has been set up to buy from remote areas in preference to places with larger markets.

Question: (American Samoa) How would you help to extend recognition of women outside your own department?

Answer: (Kanaimawi) Outside my department, I cannot say. Problem: trained women workers - particularly Indians - when married, cannot serve in the field. With Fijians and others, a little better but hope that problem will be overcome as has already been in past with nurses, teachers, etc. who return to work after raising families, receive refresher training.

Outside departments sometimes can help women by talking to other ministers but have no direct influence.

Question: (TTPI) What about animal protein among rural people? Do most people raise their own animals?

Answer: (Kanaimawi) Believe present tendency to confine farming to vegetable gardening should be augmented by growing livestock - family cow for milk, chickens, ducks, etc.

Question: (Fiji) Could not married women extension workers continue to give demonstrations if installed in a research office situation?

Answer: (Kanaimawi) The policy re women extension workers is that they be educated in all aspects of farming and in latest technology. If we examine needs of rural women, we will find they need other women extension specialists. Because of insufficiency of specialists to women's interests office, generalists have to carry a lot of the load. At present we are not sure what to do with extension workers who return to the office. Perhaps there needs to be a closer liaison with women's interests office if we are to go into food preservation.

Question: (Fiji) Would Ratu Epeli Kanaimawi support an experimental project involving women's interests officers and women extension workers working in tandem?

Answer: (Kanaimawi) Yes. I would support such an experiment but would urge the speaker to remember the problem of human factors, possible clash of interests between the two persons representing the two departments.

17 December - Thirteenth Working Session

Observations on Field Visits

123. American Samoa: Impressed at the important part that custom still plays in Fijian village life: kava (yaqona) ceremony, speeches and the welcoming ritual. Might not be the same in other countries where more of the traditional culture has been lost.

124. Western Samoa: Not knowing the customs of a place makes a person feel uncomfortable. We should have been prepared for the kava ceremony before the trip.

125. New Caledonia: It is necessary to look to the local people for clues as to ritual behaviour.

126. Fiji: (Mrs Lusiana Daucakacaka) Explains customs of ceremony:

- (a) Presentation of whale's tooth (Tabua) indicates high regard of the people.
- (b) Speech mentioned the role of women in upgrading the standard of the village visited.
- (c) As for the kava (yaqona) ceremony, even Mrs Daucakacaka did not expect it.

127. Guam: Feels privileged to have been offered ceremonial kava. Fiji is fortunate in that it still practises some of its old customs.

128. New Caledonia: In our country, yams are presented to the visitor, which the guest must accept. I notice that in Fiji they are pleased with everyone who accepts the kava graciously but upset by anyone who makes a face.

129. Papua New Guinea: In our country, our customs of welcome vary according to the culture of the locality.

130. French Polynesia: In French Polynesia, it is customary to show respect by bestowing a special name on the visitor and to give a gift.

131. Papua New Guinea: (Waikaidi) Re village visit yesterday: the villagers have at last been motivated, are now ready to go forward identifying future plans. I have seen comparable situations in Papua New Guinea highlands, where people begin to see the results of their first efforts. People starting community gardens, village clusterings, simply because they begin to perceive the advantages. Also have night classes, taught school leavers in the village (most literacy).

132. Western Samoa: (Fauolo) Have a point to raise re the farm we visited, whether there is a possibility of Government grants or loans to build proper house. Samoa does have loans to farmers.

133. Fiji: (Karavaki) We do not have housing grants for farmers but can assist them to get a loan from other sources, e.g. Development Bank of Fiji and the Fiji Housing Authority.

134. New Caledonia: (Darras) In answer to Western Samoa's criticism, I feel the farm was clean, water had been boiled. The farmer couple are trying to save for later time when they would be able to afford more modern house. At least, it is now following sanitary rules.

135. Fiji: (Nasausila) I feel women's interests officers should work with farmers' wives in isolated farms as well as village wives.

136. (Vulaca) In single farm, it is obvious the man needs the full help of the wife to run the farm. We should not criticize the primitiveness of the house, but should appreciate how hard they have worked.

137. New Caledonia: (Darras) Comparable situation in New Caledonia: separate farmers do not receive as much help from the community as in traditional village situations where houses are located close together. I was impressed that traditional homes still exist. This building of traditional homes should be encouraged to preserve the culture.

138. Cook Islands: (Iro) In the village, people were very friendly. Situation much easier for community worker. On the farm: in the Cooks help is channelled through the Government - have a housing authority, but would congratulate Women Extension Adviser for what has been accomplished through persuasion alone.

139. Guam: Regarding the HART community for destitute people without land or housing, I would like to know about follow-up programme to ensure rehabilitation takes place.

140. Fiji: HART attempts to do this.

141. Western Samoa: What I want to say is that it is a question of priority. Is it crop production that must come first, or the need of the farmer as a human being?

142. American Samoa: I would reinforce the idea of HART follow-up, though I agree it is not women's interests officer's responsibility. I support the idea of joint Women's Interests Officer/Women's Extension project.

143. French Polynesia: Our Government is trying to set up small settlements of 200 individual houses in the urban centre. Our work would not be traditional community work but to help with urban adjustment, also help in consumer education, "truth in credit".

144. New Caledonia: I agree but feel these (French Polynesia) comments apply only to Papeete (Tahiti). They need community workers in the outer islands to prevent urban drift.

145. French Polynesia: It is a question of priorities and limited resources. Our urban problem is worse.

Plenary Paper XIII - "Method of Teaching with the Aid of Visual Display"
by Mr Hima Douglas, SPC Educational Broadcasts Officer

146. All learning can be made more meaningful through one of audio-visual aids, though will not solve all teaching problems. Ultimately, it depends on the teacher's imagination and careful planning for the use of such aids.

Panel Presentation

"Income-Earning Opportunities for Women", by Mrs Suliana Siwatibau (Chairman); Adi Davila Ganilau, Fiji Visitors Bureau; Mrs Cherie Whiteside, Manager of Tiki Togs; Miss Perfecto Tactay, Y.W.C.A.

147. Mrs Suliana Siwatibau: No surveys have been conducted in relation to income-earning opportunities except in the handicraft area. Forty per cent (40%) of the handicrafts sold in Fiji are local. It could be possible to earn as much as \$2 million within the next two years if handicrafts are developed.

148. Adi Davila Ganilau: The Visitors Bureau is a statutory body financed by the Government of Fiji. One of our tasks is to go out to the people to explain what tourism is and what its potential can be in relation to the resources of these islands, e.g. how people can get more money from handicrafts. In 1974, the Bureau appointed a former CETC trainee (Mrs Seniloli Sovea) as Handicraft Officer to promote handicrafts. Seventy-five per cent (75%) of the visitors to Fiji buy handicrafts.

149. Mrs Cherie Whiteside: Believes many opportunities exist for women to earn extra money in fashion accessories: hats, scarves, bracelets, etc. In Suva, fastest movers are hats, belts and women's hats. Fiji would do well to copy the crafts of the Cook Islands and Taiwan, etc. Stresses good design and the important of a guaranteed supply. (The Chairman pointed out the marketing problems of the Pacific.)

150. Miss Perfecto Tactay: Pointed out the number of people working in handicrafts, either as direct income or as hobbies. The Philippines in 1974 earned \$77.6 million in home industries. Home industries can help to generate income-earning opportunities among school leavers and others. Some sources of raw materials can be from local crops and wild fibres. As an example: the many uses of the coconut. Palm, weeds, masi, all can be used for craftwork or other purposes. Development of home industry increases farm income, develops skills, and gives satisfaction to the producer, developing an appreciation of culture and tradition. It can also build a spirit of teamwork and an appreciation of standards. One learns technical processes and administrative requirements, also how to use one's leisure time effectively.

151. In the discussion following this panel presentation, Mrs Whiteside added that shell pendants and belts were very popular. She referred to the problem of standardisation of quality and price. It is important to inform people on prices and how to assess them. Prices for the same items vary from island to island. It is important that those who teach crafts be trained in the importance of design, and to know the many uses of local items. The big problem is one of marketing of goods though there is reason to believe a big world market exists for crafts and also for local food items.

V. RECOMMENDATIONS

The Workshop recommended that:

1. Support be sought from international agencies such as the South Pacific Commission, the Food and Agriculture Organization, the International Labour Organization, the United Nations Educational, Scientific and Cultural Organization, and others to conduct sub-regional in-service training courses; and that government departments give their field workers time within their own programmes to take advantage of such in-service training opportunities.
2. As a means of securing maximum impact, community workers should seek government assistance for self-help projects by obtaining matching grants of money or building materials, or loans at nominal interest for approved village or home improvement projects.
3. The confidence of field workers be developed through the maintenance of internal unity and the provision of additional outside support for their activities.
4. Community workers should acquire a knowledge of 'voluntary' financial support available, i.e.: church support.
5. There should be regular interaction, both between the extension worker and her supervisor in the national government, and between this worker and other extension workers (male and female, Health, Agriculture, Education, etc.) in the same district.
6. When there has been successful inter-departmental co-ordination in the field on a specific project, the results of this project should be reported to the government and publicized.
7. Detailed surveys of needs of field workers be presented to relevant ministries by the officers responsible.
8. An association of former trainees, as proposed by the Director of the SPC Community Education Training Programme, be established for the interchange of ideas and support of community workers. There should also be follow-up by specialists in the different countries to help support projects and give ideas on development to the ministries.
9. Community workers be provided with a clear understanding of channels of communication and legislation relevant to the work they are doing.

10. Highly visible projects should be developed to actually show government ministers what is going on at the grass-root levels.
11. A similar workshop be organized by the South Pacific Commission in 1978 and at regular three yearly intervals thereafter.
12. Countries and territories of the region exchange ex-CETC graduates, community workers or other personnel, to provide them with in-service training and facilitate the exchange of ideas, skills and techniques; and that this exchange be financed through the South Pacific Commission's Inter-Territorial Study Visits Fund or resources supplied by other international agencies.
13. Countries and territories in the region seek funds to establish information centres so that all community development workers are able to obtain up-dated information relating to all aspects of their work. These centres would also include textbooks and reports which could be made available on a loan basis.
14. International agencies should be encouraged to increase their financial assistance to non-governmental agencies to create integrated programmes and activities, directed to both men and women, in the fields of community education, food production, and additional income-earning opportunities.
15. In-country workshops be held in administrative procedures and office management so that all community workers can become more proficient in planning and understanding the procedures required in developing programmes.
16. Community development workers learn the importance of understanding local customs and traditions so that their own personal appearance and their approach to people is acceptable.
17. Community development workers co-operate with other ministries who also work in the same area.
18. The role of women's interests officer is made known to all ministries, agencies and other women's organisations.
19. Community workers should keep their plans flexible and be responsible to the needs of the people. They should utilize the knowledge of traditional customs and social-economic factors to make the programme relevant and acceptable to the people and their needs.
20. The SPC Community Education Training Centre training programme caters for all the needs expressed by participants of this Workshop and that more stress be placed on administrative work, urban work, consumer education, and youth activities.

21. The government agency or institution that sponsors trainees and the SPC Community Education Training Centre must require a bond to be signed for at least two (2) years to serve the government, agency, institution, that is sponsoring her.
22. Countries and territories send experienced community workers to join the staff at the SPC Community Education Training Centre for suitable periods to obtain wider experience as trainers while strengthening the Centre's training programme.
23. The South Pacific Commission create a mobile training team for community development in the South Pacific region.
24. The SPC Regional Media Centre co-operate with countries and territories of the region to produce Pacific-oriented audio-visual materials, e.g., films, slides, posters, booklets.
25. Each government be encouraged to increase the number of community workers within the country so that wide coverage of work is maintained.
26. Women be included in all decision-making bodies at all levels.
27. Advisory councils be formed to advise government on the community's needs.
28. The title "Women's Interests Officer" be changed to "Community Worker".
29. Each participant of this Workshop be put in the mailing list to receive official South Pacific Commission publications as they become available.
30. The South Pacific Commission conduct a training programme on Food Preservation, Home Canning, etc.
31. There be an accelerated establishment of co-educational training centres based on village level training conditions, in countries of the region desiring them.
32. During the South Pacific Conference, the Programme Director (Social Development) should recommend to Governments and Administrations that community extension workers should be assured of employment as fully qualified, established public service workers, and that outside employers, such as churches and other voluntary workers, be called upon to give greater recognition to these people.
33. The SPC Community Education Training Centre be asked to create a mobile specialised staff to travel from one region to another conducting on-the-spot training for community workers and former Centre trainees.

34. Sources of finance be explored to fund the training of middle and lower-level leaders in local communities so that priority aspects of community programmes can still be continued through these leaders even when a community worker is no longer available, or has moved to another area.
 35. The South Pacific Commission should establish an information centre at the Community Education Training Centre for community workers and the lists of information available should be circulated at regular intervals.
 36. In view of the need to make more resources available for community and extension work in some countries and territories of the region, planners and community workers do more to demonstrate their requirements by, for example, identifying community needs and problems, bringing successful community projects to the attention of policy makers, and further justifying proposals for additional finance through the use of supporting statistical data and other information.
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CLOSING REMARKS

by

Adi Losalini Dovi
Assistant Minister for Urban Development, Housing and Social Welfare
Fiji

In the course of time women have played their honourable part. The unobtrusive work of the women in the home moulds the national and preserves culture and tradition. Since the family is the basic unit of the community a non-formal education programme for women improves living conditions in the family and the community, and the well-being of family members, for the woman becomes a nation builder from the day she has her first child. She lays the foundation with the children she bears. The quality of the nation depends on the quality of her children. She bears the responsibility of the upbringing of her children with confidence that is born of knowledge and a feeling of adequacy.

Women's role in the home is her oldest role and one which has long determined her status. Other roles are additional but her significance in the family continues. The home and society have been transformed so that the education of women is essential in these fast-changing times. Women cannot, therefore, continue to confine themselves to simply keeping the values of the past alive and handing them down - they must prepare their children for a changing tomorrow.

Besides acquiring knowledge in home economics, women have a duty to acquire an awareness of their moral and social responsibilities towards their families. Since it is the women who bear children and have major roles in the early shaping of attitudes and behaviour which follow them to adulthood, the need of non-formal education for their roles in the home and if they are to contribute fully to the economic and social progress of the nation, cannot be over-emphasised. Towards this end, I am sure I air the views of participating governments that the establishment of this Centre a few years ago has played a major part. However, it is not good practice in the field of community development to plan programme for women to the total exclusion of men. Women, therefore, should be considered in the context of the society as a whole, not as a group apart and not as a group whose progress can be secured separately.

The establishment and improvement of formal institution for learning ensure that a larger proportion of future citizens of any country live a fuller life, and contribute fully to national development. It is a move in the right direction but does it guarantee that the majority of the next generation will live a fuller life? And does it guarantee that the under-privileged can also live a fuller life?

The problem of planning a programme of non-formal education involving the co-operation of government, voluntary agencies and community leaders is both unusually complex and challenging. Relevant to this is Fiji's Women's Interests Officer's, Mrs Lusiana Daucakacaka, submission on Women's Programmes and Social Change when she has this to say "The typical work pattern of a women's interests assistant moving into the field is first to contact the village headman and other influential persons and groups in the village in an effort both to secure their backing and to elicit some idea of community needs. Only when this has been accomplished is a meeting called with invitations issued via these local sponsors". I, therefore, feel that the success in the formulation and implementation of a sound plan for non-formal education will not only require the full participation of all concerned but that the involvement of the community in the planning of the programme at all levels is absolutely vital.

The absence of any specific mention of women's programmes or roles in Fiji's Development Plan VII as stated in paragraph 42 of the Draft Proceedings should not be a disheartening feature. Development Plan VII embodies the overall development of society as a whole and not just a section of the community. I would, therefore, urge women in the rural areas to take a positive part in self-help projects under our rural programme.

You have today concluded a two-week long Workshop designed to review existing women's programmes in terms of national objectives, programme coverage, impact and effectiveness. Areas of need have been fully aired and problems faced thrashed and priorities according to the needs of each country established. Clearly, from the wide range of topics covered, it has been a most useful exercise. Clearly, a lot has been achieved in a short space of time and under somewhat difficult circumstances and a lot more can be achieved. What next?

The non-participation of women in decision-making bodies at all levels has been mentioned in your discussions. There has got to be an attitudinal change on the part of the woman before she can be expected to branch out on to activities outside the confines of her home. All too often she under-estimates her capability and the only way she attains self-confidence is involvement in community affairs where she is afforded the opportunity of not only airing her views and making decisions but assists in implementing them.

WORKSHOP EVALUATION

Evaluation Sheet

- 20 Participants filled it in;
- 14 Participants signed their sheets, and
- 6 Participants left them blank.

Organisation and Procedure

- 11 Very good
- 5 Good
- 4 Not so good

Papers Presented

- 16 Just right
- 4 Too long

Discussion Groups

- 14 Enough time
- 6 Not enough time

Timing of Workshop (Nov./Dec.)

- 3 Suitable
- 8 All right
- 9 Not suitable

Topics Discussed

- 18 Interesting
- 2 All right

Accommodation

- 15 Good arrangement
- 4 All right
- 1 Not so good

Arrangement of Chairperson

- 15 Good system
- 4 All right
- 1 Void 1 Suggestion to have volunteers.

Should Speakers be Local/Regional?

- 5 Local speakers
- 9 Regional
- 4 Local and region
- 2 Void

Suggestions to make the next conference better

1. An evening programme of traditional songs and dancing.
 2. One late session from 7.00 to 10.00 p.m. and a break at noon.
 3. Outside activities visits to cultural centres, historical places, and also to institutions where related programmes are being done.
 4. Include tours to museums, places to see traditional dancing, one night club. One full day for shopping to those interested.
 5. Workshop should have been three weeks.
 6. Would like to see more regional speakers.
 7. Suggests a workshop of this type every five years and also to include the male administrators so that they know what is being discussed and also what the workers are doing.
 8. Suggests that the workshop should be at the beginning of the year to avoid transport difficulties on return. Why not make a reservation before you leave home?
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