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NOTES ON WOMEN IN DEVELOPMENT NO. 26
(Sectoral Overviews)

NON-FORMAL EDUCATION AND TRAINING OF
WOMEN IN DEVELOPMENT PROJECTS

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FOREWORD

The non-formal education of women in development projects is presented here as an exercise in human resource development integral to the economic growth proposed in each project design. Human resource development, in this case particularly of women, is not an added project component, but an articulated program of non-formal education to develop understanding, skills and attitudes needed for the specific socio-economic purposes of the development project. The non-formal education of women in development projects is therefore presented as part of the job, on the job.

To train the promoters, skill trainers, project resource staff and managers of social development necessary for a production/non-formal education linkage in projects, it is proposed that the project cycle be used as a learning experience, with on-the-job educational components for all concerned. In effect, the proposal is for structured, on the job learning at least at three levels of project participation, from management to direct production activities.

In presenting the working elements for such a concept of on-the-job non-formal education for women participants in development projects, generalizations cannot be avoided. It has been encouraging that several discussants in the Bank, with experience in many parts of the world, have been able to suggest appropriate agents and methods to interpret the conceptual model in the countries they know.

As a human resource element, the investment proposed for non-formal education of women in development projects is mainly for technical assistance and for support costs. The potential effectiveness lies in the direct linkage with the particular investment in technology and/or infrastructure for increased production in the development project.

SUMMARY

1. Women, as labor force and as household managers with domestic influence on their families, have a critical role in development projects. The influence of their opinions and attitudes is a factor that cannot be neglected in the introduction of socio-economic change in their communities. Their primary interest in such development projects will be economic, i.e., the project will have to demonstrate clearly how women and their families will benefit economically from the changes to be introduced. An effective way of mobilizing women to adopt a positive attitude towards development projects will be through non-formal education and training. This training should be integrated with the production and income-generation focus of such projects and not as disassociated literacy training. Promoters and leaders should be found within the target population to be themselves trained on-the-job to offer on-the-job non-formal education to women. Resource units (NGOs, cooperatives, tribal and local associations, government agencies, etc.) should be enlisted to train promoters and trainers, to adapt and maintain appropriate technology suitable for the needs of women and assist with formative evaluation. Planners, managers and social development personnel required to integrate non-formal education for women with their production roles in development projects should also receive on-the-job training.

2. The advent of a development project will force women to accept new working, community and domestic roles. Affective education is particularly important for women because the degree of change and experience of new relationships are likely to be greatest for them. Non-formal education will provide the women with the tools to participate in these projects by

instilling new attitudes and providing the necessary insights on the project's objectives and components. Once women have accepted the new functions, made the necessary adjustments and understood the project's objectives, introduction of training in the skills they need to participate effectively should present no difficulties. Literacy and numeracy training should be introduced in relation to functional skill training. In its economic development component the project cycle offers built-in occasions for altitudinal skill and insight learning. Non-formal education thus becomes a component of that development and must be developed throughout the project cycle with constant participation of women.

3. The ability to provide the non-formal education and specific training described above will depend on personnel to promote them. Existing personnel for human resource development is scarce and not well-oriented either by professional experience or training. Project managers, professional staff, and field promoters should also be trained on the job through their functions during the actual project cycle. Field promoters must be provided with logistical and other necessary support emanating from development centers both in rural and urban areas. These centers would provide opportunities for local young women to work in their own community. Local organizations and groups could provide direct support services and also be vectors for non-formal education.

4. The inputs proposed for non-formal education programs for women could be introduced in Bank financed development projects without heavy investment, but they would require new operations throughout the project

cycle. From the identification of a project, the linkage between production and non-formal education for women should be planned and collection of socio-economic data on the local population disaggregated by sex and by age should become routine. This would be the basis for introducing in the project design equivalent productive roles for men and women and related non-formal education to promote the productivity of women. Technical assistance should be provided to assist with on-the-job training at all levels of the project and for development and production of project-related support materials (audio-visual, printed, etc.) and supplies. Additional physical facilities, mobile education units and other logistical support should be provided as needed.

I. THE NEED FOR NON-FORMAL EDUCATION AND TRAINING FOR WOMEN IN DEVELOPMENT PROJECTS

1.1 The participation of women in socio-economic growth to a high degree determines the extent of that growth in their communities. Their direct contribution to production is crucial since women are half the labor force of the world. In agriculture, where they often perform most of the tasks, they can by their methods decide whether their product is for a subsistence or a market economy.

1.2 Women also work in home production and maintenance. Their education of children of both sexes is a strong influence on the attitude of young people towards change. If women have not been influenced by a development project, or worse, if they have suffered from them, their attitudes towards development will be negative both with their children and with their husbands.

1.3 An interesting seven-country study of practices between rural men and their wives in decision-making and implementation shows that, in the privacy of the home, women do share in decision-making concerning choice of crops, using new inputs, saving; they more often than not also control trading of food surpluses grown by themselves and of any craft items made in the household. Cash crops are more often sold by the men, and men normally make decisions about loans and obtain credit on their own initiative.*

1.4 In rural communities women's opinions are much less heard in public discussions and decision-making. This, however, is a changing situation,

* A Seven-Country Study on the Role of Women in Development, Development Associates Incorporated for USAID, 1974.

especially where women market and have access to groups outside their immediate household. The influence of women's opinions and attitudes is, in all but the most traditional societies, a factor not to be neglected in the introduction of socio-economic change in their communities. In this paper, the mobilization of half the work force with positive attitudes for change is the proposed content of non-formal education and training for women in development projects.

1.5 The vast majority of poor women have not attended school or have dropped out to help in the fields and at home; many are married and have started child-bearing by their mid-teens; cultural restrictions have limited their experience and/or, particularly in the case of women in purdah, have limited their human encounters. The women are adults neither guided nor inhibited by formal education; they are, however, ceaselessly challenged by the imperatives of poverty. Their 16-20 hours of work daily in a traditional subsistence economy is a struggle for survival rather than a way of life. This is implicit in the way that a woman works on the most time-consuming repetitive tasks for the cultivation of the family crops, the way she grows food crops and maintains animals, the way she provides for the family and, in many cases, attempts to raise a little cash by additional income generation.

1.6 The incentives of a poor woman are therefore economic. The development project has to demonstrate clearly how a woman and her family will benefit economically from changes in her traditional roles. It is now increasingly understood in the literature that the specific roles of men

and women in traditional agriculture and in household maintenance must be identified so that development project designs include changes in practice for both. This has not been the case in the past and several projects have in consequence substantially failed in their economic objectives. In traditional farming, for example, apart from land preparation and weeding which they also do, women tend to concentrate on post-harvest activities. Much of the technology of development is applied to pre-harvest operations such as use of improved planting materials, irrigation, fertilization, pest and disease control. Equivalent technology has not been offered for the traditional women's tasks of reaping, processing and often carrying for sale. The increase in yield from the crop has been offset by the slow, traditional procedures of the post-harvest phase of production. Projects aimed at improved tea production in Kenya and improved coffee in Kenya and Uganda have both suffered from this unbalanced application of technology.

1.7 Another tendency of development projects is the displacement of women from traditional production functions without alternative provision for their economic participation in development projects. One example is the introduction of rice harvesters in many Asian projects; not only are women deprived of their traditional seasonal earnings, but also they have been displaced from the harvesting function altogether. Furthermore, improved production of cash crops normally leads to the need for more land. Women's food plots are often the first casualty. Not only is the family food supply threatened, but also the woman is deprived of any small cash income she might have made in marketing the surplus.

1.8 There has been enough instructive experience for project designers now (a) to determine in advance the specific production roles of men and women in the target population; (b) to provide for the equivalent production activity of each in the project development; and (c) to include non-formal education and training for each in the design. Extension officers have in the past, for instance, reached the men a great deal more than the women in development projects. This has partly been because of cultural objections to women meeting either in public at all or with men from outside the household. It has also been because the length of a woman's workday leaves little time for classes. Another reason for lack of training for women in production has been lack of a training focus. Because women are either to be displaced by technology or because their traditional functions are to remain unaffected by other changes, the production aspect of the project has provided no scope for the skill training of women.

1.9 When the project design clearly identifies the changes planned for women's productivity, it will be essential to offer the appropriate skill training to the participants at the earliest opportunity. Women are not only less educated than men, they have in many cases also had even less experience with the tools, chemicals, power source or mechanization which are likely to be introduced by the project. The necessary skill training, with strong evidence of its worth, will therefore be even more necessary for women than for the men in the early phases in development projects.

1.10 Women's affective education is also particularly urgent. The adoption of a new technology and/or a new production focus is likely to be a greater change for women than has ever been proposed in the history of their community. Non-formal education must address this situation and its consequences as an integral part of the project.

1.11 Affective learning, to encourage confidence and positive attitudes towards new development programs, may correspondingly be more important to women than to men at the stage of first commitment. Women, as well as men, should be consulted, informed and encouraged to make decisions based on their own experience throughout the project life. These are the capabilities which must be developed in the target population to ensure socio-economic growth during the project and to maintain its development after the project is over.

1.12 The women's components in Bank and other international development projects have been more often addressed to their household production roles than to their access to modern market production. They have been offered training in nutrition, health care, child rearing, family planning and sometimes cottage industries. Where they have been offered vocational training as well, this has been the preferred component. Women have shown that they want to enter a cash, if not a modern, market economy. The improvement or adjustment of their domestic management must be complementary to their money-earning roles to give it incentive. Saved time is a value if it has alternative uses. The saving of time by such new technology as better stoves, pumps and water storage, alternative fuel, for

instance, might in the traditional economy in fact be limiting the social encounters of the women. Time is money only in a money economy; the only incentive to save time is the possibility of using it to better advantage.

1.13 Women are participating in the Bank's urban development projects either by plan or by their own interventions. So far the most impressive results have been in their participation in small credit facilities to assist self-employment. This is a particularly important development resource for poor, uneducated women since they hardly have any employment in the formal labor force. The uncontrolled conditions of work and the meager wages in domestic service and the garment and food factories where they can mostly find work make wage labor increasingly unattractive to women. With large families and often as the heads of their households, women are unable to maintain even a subsistence level of living in the burgeoning urban settlements of desperately aspiring migrants from the rural areas.

1.14 Many urban women are showing a preference for self-employment but they are still limited to the skills they know. Dressmaking, laundry, cooking and marketing, particularly in street sales which need no expensive premises, are the most common occupations for urban women, with prostitution, for family women, usually as a last resort. Evaluation of the women's components in the urban projects to date suggests that competition in the same fields is reducing their development in self-employment. Training for production in greater variety and for

repairs and maintenance in various fields seems to be a priority if women are to make their way in self-employment.

1.15 Marketing is an activity which women of all formal educational levels have promoted successfully. Indian garments and textiles are manufactured and exported by mainly daughters of businessmen after they have completed higher education. On the other hand, the "Mamas Benz" of Togo, who are developing a Pan-African sales market with imported fabrics, have seldom gone to school; their status symbol, revealed in their nickname, shows their commercial success; it is not owed to formal education.

1.16 Women in other West African countries, in Thailand, in Latin America and the Caribbean have taken other initiatives in marketing profitably beyond the conventions of modern retail business or the official restrictions of international trading. Caribbean women, for example, travel from their island countries with vegetables to sell; with the proceeds they buy manufactured goods in great variety and return to sell them in markets or on city pavements. The "Bend Down" street markets of Jamaica are particularly well-known since they offer expensive commodities which it is illegal to import through the controlled formal import market.

1.17 The duplication of goods on the uncontrolled informal markets obviously reduces the income to be derived from them. Women need education in market cycles, grouping of products, specialization, display, stock-keeping and customer preferences. Where the Bank is financing a market as a component of an urban development project, provision should be

made for production and non-formal education of the market women, on the site and on the job. They can then learn and practise procedures which link the women's own remarkable initiatives with more modern concepts of marketing, to the benefit of their customers and their own less precarious income generation.

1.18 Illiterate women, struggling to enter the modern sector either in rural or urban communities, need a functional education to support them. Simple literacy is not the answer and in any case becomes a non-intensive goal when women are engaged in subsistence activities. Functional education must be dovetailed with specific training and with the learning which is included in participation in the project. Money management, weighing, pricing and reading price lists may well be skills which are more urgent for women to acquire than the ability to read a book. More participation in production and marketing will emphasize the need for these skills. It is the skill of the promoter to know when to introduce the necessary instruction on the job.

1.19 The education and training components so far suggested for women in development projects originate and grow within the project cycle itself; they in fact make the conditions for the extent of the women's participation at each stage. Because the training is on-the job, the promoters and the trainers will be required consistently in the project community. The most likely source of promoters willing to stay is the community itself. Informal and formal leaders, preferably identified by the women themselves, must be trained on the job to pilot the non-formal and functional education as the need arises in the project action.

1.20 The training of personnel in short phases on the job to maintain the non-formal education component of the project should be organized as a district program easily accessible to participants and itself sensitive by proximity to the changing needs of a community in development.

Furthermore, such a program, with a visible resource unit or center in the area, can also service the project with equipment, training in maintenance and teaching aids. It can be a center for data collection and for information on local knowledge and experience.

1.21 The resource center can be staffed in full or part-time basis by local government extension officers, health officers and social development personnel. They can be government officers or field workers in NGOs and religious groups. The selection should depend on existing resources, their acceptability and their competence to do the work. A regional resource program will be particularly important for women in development projects because their mobility is usually less than that of men. It will be an outward and visible sign of local development to match their own growing visibility in socio-economic development.

1.22 To include adequate development of human resources particularly of women in the project design, the objective must be promoted from the beginning. In central administration, appropriate staff will be needed with training and experience in the management of social development

- (a) routinely to collect and interpret data relevant to planning human resource development;
- (b) to design non-formal education projects and skill training with clear objectives which can be understood by all concerned,

not least the participants themselves; (c) to maintain a formative evaluation of the non-formal education and training components of the project so that everyone concerned, not least the participants, understands what progress is being made; (d) to organize and manage on-the-job training of promoters and skill instructors; (e) to articulate education and training with appropriate on-going phases of project implementation; and (f) to be ready with proposals for new growth so that socio-economic development maintains its impetus either in a further Bank project or as a policy issue of the country itself.

1.23 The need for on-the-job education and training has been expressed at three levels to indicate the kind of activity which a country needs to adopt if human resource development is to be an effective component of development projects. There are many adaptations that could be made in each country, using its own particular resources perhaps at more levels than suggested here.

1.24 The advantage of using or creating a resource unit concerned with the economic development component of the project is that, on definition, the education and training must then be on-the-job. The long run focus is to bring poor people in traditional societies into a modern economy in which they can improve their own levels of living. The purpose should be to educate men and women to aspire to their own development and to achieve working skills and functional education which will increasingly put the initiative into their own hands. It may take generations in some traditional communities to maximize women's potential participation in

socio-economic development. Three decades of experiment with development strategies have, however, shown that actual achievement is invariably controlled by the participants themselves. In the case of women, recent traumatic experience in wars, famine and natural disasters has brought new family responsibilities and supplied new motivation to act on their own behalf. The non-formal education proposed in this paper is intended to strengthen their resolve and capabilities to assist their participation in the socio-economic development of their families and their communities.

II. EDUCATION AND TRAINING COMPONENTS FOR WOMEN IN DEVELOPMENT PROJECTS

A. The Scope

2.1 The fundamental proposal of this paper is that non-formal education, including training of women, must be integrated into the project cycle to make the socio-economic objectives effective. The methods suggested and the supports proposed are to promote on-the-job education which becomes part of the job. This section of the paper discusses the implications of such an injection into the planning and implementation of development projects.

2.2 To determine the educational scope for women to contribute to and benefit from development projects, their potential participation is defined in four components as follows:

- 1) direct participation in the production emphasis of the project.
- 2) adoption of alternative/additional income generating activities.
- 3) adaptation to new technologies in services and infrastructure.
- 4) new approaches to family and community organization.

In so far as these are components of the project, the developments will require women to change from traditional practices in the project concerns to a degree of modernization outside the experience of the community, particularly in rural areas. Two fundamental innovations would be (i) the introduction of many women to a regular cash economy; and (ii) their use of new technologies, including mechanisation. Whatever the components of the project, women's use of time is likely to change substantially. The scope of their decision-making, with or without male influence, must expand if they are to participate in development. In many communities it will require considerable change in attitude for the community at large, and for women themselves, to accept what are substantially new working, community and domestic roles. The educational implications are clear. Affective learning will be required from the stage of project identification onwards.

2.3 Attitudes are affected by knowledge which, particularly for adults, must enter their personal experience. The scientific principles on which new agricultural processes are based or the design requirements of irrigation, roads and construction cannot be widely known, but the effects of their introduction and their consequences must be understood.

Non-formal education of the participants concerning the socio-economic objectives of the project needs to be built in at all stages and maintained continuously. The quality of community commitment and decision-making during the project life largely depends on critical awareness of what is developing; post-project continuation certainly does.

2.4 The commitment and self awareness of women in development projects are crucial. Whether the reaction is, at one end of the axis, the enthusiasm of desperation, or at the other a refusal to participate on the project's terms, it can only be guided by the education of new experience, explicitly compared and contrasted with traditional experience. The informed acceptance of the development project's purposes is the first and continuous objective of non-formal education. The community discussions and decisions on changes and adjustments to accommodate the project's implementation are the heart of non-formal education. The men of the target populations will have a traditional forum for such consultation and decision-making; the women in the majority of cases are not included. In some cases common participation in the main economic objective of the project may bring men and women together in open discussion for the first time. In others, women must discuss separately at those places such as wells, cookhouses and markets where they normally congregate.

2.5 Communication between project staff and the target population throughout project preparation also has a two-way purpose. Information about community practices, particularly in the multi-activity case of women, is as important to project organizers as is information about the project to the community. Too many projects ignore the existing knowledge and practices of the target population, suggesting that they are in fact obstacles to progress, whereas in any educational sense they are the only possible take-off point for change. Three examples may make the point.

2.6 Most women in rural communities have a good knowledge of the medicinal value of herbs and plants growing in their district; in the health care components of projects there is little attempt to link this traditional knowledge with the promotion of modern products, let alone to test the comparative value of both in the particular environment.

Secondly, poor women must involve their children in the work of the household, in animal care, in water and wood collection and in food production; children from an early age are an economic asset enabling women to get through the amount of hard, time-consuming work required in a traditional household. This is the main reason why the poorest women normally neither wish to restrict their families nor send them to school. The effective introduction of family planning and/or formal education must be accompanied by ways and means of reducing time spent on household tasks by both mothers and their children. Furthermore, it must be demonstrated that the new practices are in fact a gain for the household. The third example of neglect of existing practices in project design is in the matter of savings. It is common practice in poor countries for small groups to pool their savings and make them available to individual members of the group in turn. In many communities, groups of women alone maintain this practice. It is obviously a good basis for developing further savings and even collateral for credit. The Western version of cooperatives has not been too successful in developing countries, perhaps because it has not been adapted to grow from acceptable indigenous methods of saving.

2.7 Once women have accepted new functions and adjustments to their working lives, skill training and practice should present no difficulties. In so far as the new skills will enable women to earn income, evidence suggests that time and application will be forthcoming. It is for this reason that it has been suggested more than once that time-saving domestic skills and knowledge should be introduced as complementary to working skills for income generation, not simply as an end in themselves. Many of the women involved in the Bank's Kenya Rural Access Road Program, for instance, adopted water tanks and started to buy paraffin and charcoal for cooking as soon as readier access to markets increased their income. It was not in this case direct instruction that they needed but cash to give them choice in domestic management.

2.8 As soon as women reach a standard where their goods or services can be reasonably sold, they should earn from their first products in a continuing work/practice programme. Improvements and sophistication can be introduced on the job, as education in aspects of quality control and production for new or expanded markets in the larger development project.

2.9 The first reconciliation between traditional and modern practices will, on definition, much extend women's involvement, relationships and spheres of communication. The decision to participate will involve nuclear or extended family communication; women will still discuss the issues with each other where they meet; project preparation will bring into the community project and project-related staff, national and international; promoters and instructors will be a regular feature of the on-going

program; evaluators will seek evidence of production and benefits from the project.

2.10 As participants in development projects, women will require functional skills in at least oral communication, reporting, time use, calculation of profit and loss, maintenance of equipment, obtaining and stocking materials and probably in sales and accounts. It will in time emerge that these processes have written forms and that literacy has market value. The working need for these skills should define the scope of functional education involved in development projects for women, and be introduced as needed.

2.11 The absolute majority of women involved in the world's development projects have either never been to school or have dropped out before reaching a functional standard of literacy. The access of girls to education is growing but it will be decades before any development project can assume the functional literacy of the women participants. Literacy, numeracy and limited written communication should in non-formal education be seen as working skills needed at stages of development in the project.

2.12 Diagram A (attached) summarizes the scope of non-formal education and training proposed for women in community development, related to other components for their participation in development projects.

B. The Incorporation of Non-Formal Education into Development Projects

2.13 Diagram B (attached) lists some general objectives for non-formal education of women in development projects. They are stated in three

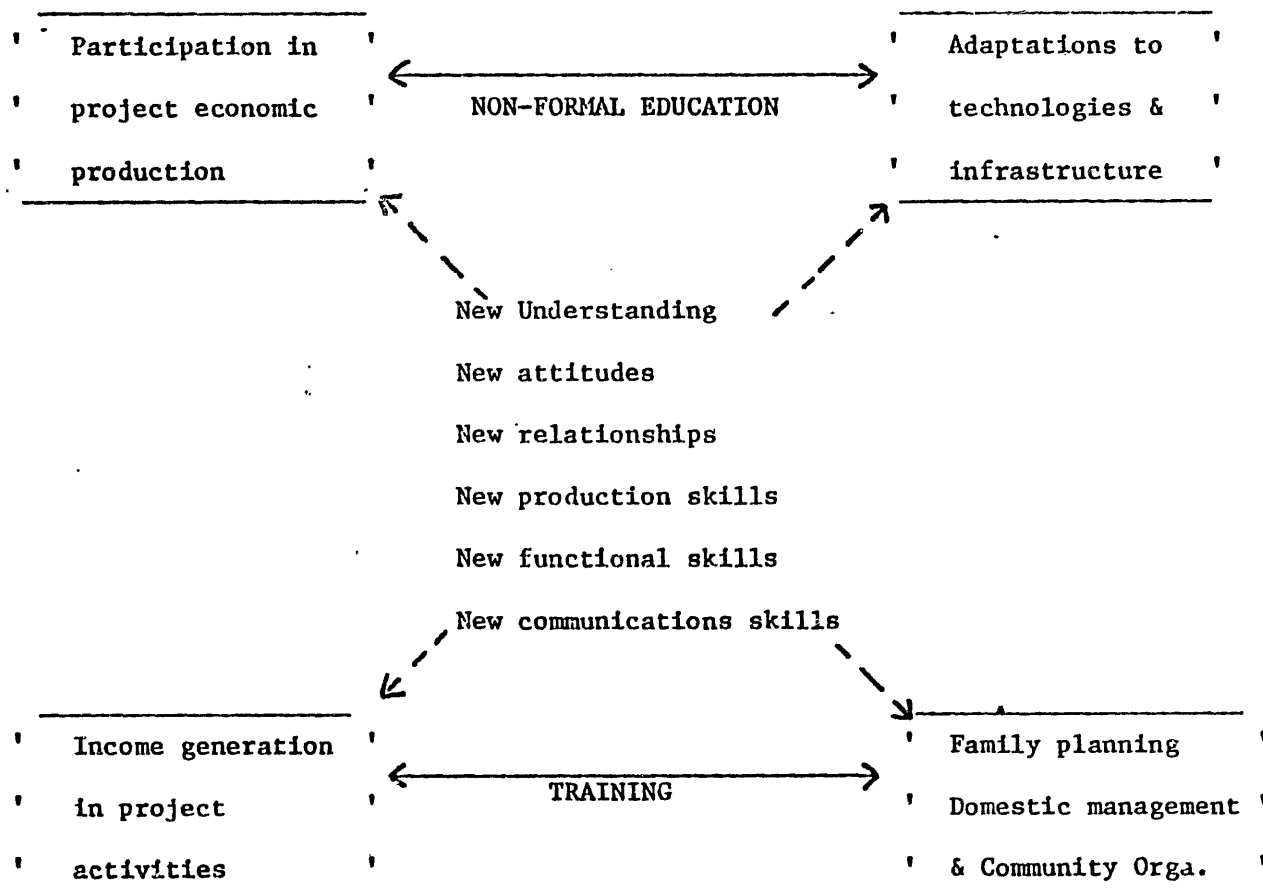
categories of learning. The attitudinal learning will be the earliest and the latest in the cycle because it must be sustained throughout. The insight objectives to increase understanding can be matched to actual stages of project implementation. Apart from the specific production skills, the need for other skills will appear as the socio-economic objectives of the project develop in the minds of the participants. In short, education on the job provides its own phases of learning readiness throughout the cycle.

2.14 These general objectives for essential non-formal educational components in projects have been spelt out for two reasons. The first is to demonstrate the extent to which they are usually omitted. The whole affective group of objectives is hardly ever tackled, yet without commitment and will, participation cannot be expected. It has already been seen that insights offered to women in projects are invariably confined to their household tasks, with perhaps the addition of some skills for cottage industries. The skills offered for women in projects match the limited insights offered.

2.15 The second purpose for spelling out the general educational objectives required to support socio-economic development is to emphasize again that they must be an on-going component of that development. The educational elements do not constitute a separate supporting program; they are an integral part of the project, to be articulated with the other activities.

The Scope of Non-Formal Education for Women in Development Projects

ON-THE-JOB



GENERAL OBJECTIVES FOR NON-FORMAL EDUCATION FOR WOMEN IN DEVELOPMENT PROJECTS

ATTITUDES (affective)

Desire for development
Degree of commitment
Degree of participation
Willingness to face change in
gender roles
Desire to make decisions
Willingness to work on new procedures
Willingness to work in groups and share
tasks.
Willingness to accept evidence of
achievement
Willingness to assess success and
failure
Readiness to adjust and carry on.

INSIGHTS (Know about)

Objectives of the development
project
Expectations from the component
parts - production, market, other
income generation and community
development
Qualities of materials, their
potential and scope for design.
Machines and power sources.
Credit and cooperatives
Savings and investment
The markets
Food Processing
Child care and family planning
Primary health care
Nutrition

SKILLS (Know how)

Communication skills
Production skills
Household skills
Food supplementation skills
Driving
Machine maintenance
Packaging
Ordering, advertising, billing
book-keeping
stock-keeping
Recording
Reading
Calculation of profit and loss

2.16 Non-formal education integrated with the production programs can be evaluated in related terms. Evaluation data for human resource development would consist of such items as degree of participation--by number of participants, by hours, by level of participation; degree of productivity--by appropriate measures of production and by market values; distribution of benefits--by wages, sales and any attendant services, with any changes in consumption patterns. In the case of women, phased estimates of their use of time between their different functions would show if production opportunities were changing, for example, their patterns of household management and local marketing. When components of training for family management and functional education are introduced, the same tests of degree of participation, degree of active use of skills offered and changes in time use can be readily measured. Furthermore the women can help in collecting the data and use it in their on-going discussion within the project to assist with new phases of decision making and commitment.

2.17 A good measure of achievement of non-formal education in the project would be women's ability to participate on their own terms in evaluation, both on-going and cumulative. In this way specific capabilities in terms of commitment, understanding and levels of skill application can be simply identified and recorded by formative evaluation procedures at the same time as assessments are made of crop yields, factory production and/or use of infrastructure and services contained in the project's economic objectives. The competence of the human resource component is just as likely an explanation of the state of achievement as

the performance of the technology, particularly at this stage in the case of women. The participants' on-going development as much as the machines need adjustment and maintenance.

C. Procedures of Non-formal Education and Training in Project Development

2.18 It should now be established that effective non-formal education and training must not only be integral components of projects, but further that the socio-economic objectives of the project are themselves the content of non-formal education and training in the development. This is particularly the case with women struggling in subsistence economies with little or no formal education. They are unlikely to be motivated by any add-on women's programs other than those perceived to improve their economic position, and in particular to provide them with cash. The starting point for women is therefore their encounter with objectives for their direct economic role in the project. This involves their attitudes, insights and skills.

2.19 Attitudes can only be developed by discussion, question and answer, trial and error, participation and related decision-making. They can only be evaluated by the ongoing action which reflects their presence. What seems essential is that, with the men, or in separate discussion, the women should understand specifically the proposed changes in their working lives; they should also make their own suggestions as to how the changes can be accommodated. If it is proposed, for example, that women should adapt a

new technology in agriculture or manufacturing, or new procedures in food processing or marketing, they should understand and discuss the changes implicit in their daily lives. In particular they must consider adjustments to be made in the use of time between their several functions and the scope of new opportunities offered. However it can be organized within the cultural norms, men and women should receive equivalent messages. It is also important that the conclusions and decisions should be recorded and, if possible, posted in a graphic form so that they are seen to be serious choices, not passing whims.

2.20 An example of the dynamics of non-formal education on the job demonstrates its potential. There is a strong case for providing road transport for the Haitian market women who spend an average of 100 days per annum on marketing. Transport would save time and energy and keep farm produce fresher. The question of what productive use could then be made of the saved time is an exercise in affective and insight education which, it is contended, should be part of the project. It can only be answered finally by the participants themselves.

2.21 Problem-solving is the heart of non-formal education. As women accept new roles as direct producers in development projects, two actions need to follow quickly. The first training in production skills should start while resolve is strong; there should also be ongoing consultative discussion on how to reorganize household management in the light of new time use. If the solution is, for example, that the daughters of the family will take over household duties, the re-entry of daughters into

education and training becomes the discussion point. If a special shift system meets the need, are there tasks which women could do at home for fair payment? A project cycle will present many such opportunities for problem-solving.

2.22 New insights can develop steadily as working experience reveals the issues. The whole balance between economic activity and unpaid household tasks will be an ongoing issue for women in development; it will take its specific forms in the project production and/or service activities.

However the groupings have evolved for decision-making; the facilitation of women in dual roles must be an issue for both men and women, together or separately. The decisions and their implementation require affective, insight and skill development as much as the economic activity itself. It is in this context that family planning, child care, food production, laundry and cleaning can be organized and supported by appropriate technology in a way which articulates with the economic purposes of development projects. Ongoing discussion and decision-making must also continue over such outcomes of development projects as threats to home-grown food supplies and family cash flow problems.

2.23 Women are normally responsible, with or without cash, for providing the family food. They grow food crops and rear animals for this purpose. Loss of food plots to cash crops in development projects has proved a serious threat to family nutrition. There is also often a loss of cash income for women when they have no surplus food crops for local marketing. Even if cash is available to women to buy foods on the market, they do not

understand their nutritional value. There can be some bizarre results from unplanned substitutions for traditional food crops and home-grown meat. The most common is use of scarce foreign exchange to import canned and processed foods while local food production declines.

2.24 The decisions over food and family cash-flows and their consequences are an essential part of non-formal education in development projects. They involve husbands and wives. The responsibility for household maintenance, however, traditionally and transitionally has remained with the women. To meet new problems they need less instruction in abstract nutritional values and more concentration on the pressing matter of how to nourish the family in new and changing circumstances when the traditional supplies have gone.

2.25 A second matter for continued non-formal education for women during the project implementation is growing understanding of the business components of production. The stated economic objectives of most development projects include increased production and consequent higher incomes for the participants. For many women it is some income, rather than a higher income, that is offered. Money management calls for new skills and understanding whether it be applied to domestic purchases for a subsistence level family, to marketing or to small business management. Whether by plan or not, development projects bring most women participants into a new or expanded cash economy for which they do not even have numeracy or simple bookkeeping skills. The first demand for functional education usually is to be able to read measurements and costs and to be

able to use them consistently. For market women approaching the modern sector, standardization of weights, and pricing based on weight, size, quantity, as well as quality, are essential functional education skills, particularly if they are taking their business to outside markets. The teaching of these skills, reinforced with posters and price lists, should again be an integrated aspect of the development project, to be provided as the economic need becomes apparent.

2.26 The references so far have been to the rural women and their participation in rural or agricultural development projects. This is because they represent the largest single category of the world's women living at marginal levels. There is also a rapidly increasing group in the cities, many of whom are in fact heads of their families, as widows after early marriages, the divorced and separated and also wives following their husbands in urban migration for work opportunities. These women are becoming increasingly visible in the Bank's urban projects; their need for non-formal education as an integrated aspect of development projects is indisputable.

2.27 Despite women's poor participation in raising credit for lack of collateral, the initiative shown in the El Salvador Urban Development Project demonstrates an ability to participate in small business creation when opportunity arises. The solution of collective responsibility for loan repayment in the grupo solidario as a substitute for more conventional collateral, arose from the women's determination to participate on the best terms they could make.

2.28. Because urban women with small business loans are often illiterate, classes in accounts have been organized and have been well supported. It is not only or primarily, however, the skills of bookkeeping which the women need, but also increasing insight into the scope of small business. The lack of diversity in women's small business enterprise often stems from their lack of capital to set up undertakings requiring expensive buildings or equipment. This might well be overcome by using small business loans collectively to work in partnerships and cooperatives. Such small business collaboration could widen the possibilities for women's urban activities beyond the prevalent street trading, street cooking, hand laundry and dressmaking.

2.29 The content of non-formal education for poor urban women should lead to a growing understanding of the market place, generating a desire to venture into new undertakings. So far self-employment has appeared as the best alternative to the depressed offerings of non-formal employment. Small loans for the purpose, however, without production training simply augment subsistence activities; this cannot be a long-term solution to marginal urban living for women. Training in alternative occupations could include a wider choice such as electrical installation, repair and maintenance of appliances, making of fashion accessories as a progression from dressmaking, hairdressing and beauty culture, accountancy, making of toys and educational materials. Since in most cities of developing countries women have yet to break into the formal sector, project implementation should promote their capabilities to do so at the same time

as they are trained in appropriate production skills to offer the market. This is clearly again a function of non-formal education by which business and social skills are introduced on-the-job as they are required for progress. The ongoing effective education will enable women in the urban development projects to seek wider opportunities and to develop strategies tending to bring their participation into modern sector employment or marketing.

2.30 Rural development projects are also challenged to find a modern economic role for women. The cottage industries promoted tend to keep women in the subsistence economy. A promising alternative is to make a second cash crop or agricultural enterprise possible for women, such as cultivation of mulberries for the silk industry in India, poultry keeping, vegetables and fruit, planting materials for cash crops or forests, and fishing. The introduction of rural-based manufacturing industries for import substitution and/or export is another possibility. Both these developments offer women fair prospects for increased incomes. They also again present occasions for functional education in business and market skills.

2.31 The educational components for effective participation of women in project development outlined in Diagram C are summarized, which suggest an optimal development of non-formal education related to the project cycle of activity..

2.32 The learning parameters of a project should be mapped, as in Diagram C. The optimal point for the introduction of each, as in all

experiential education, is not, however, predictable by any formula; it is a matter of stage management for learning readiness and opportunity-seeking for effectiveness. If the regular context of the project is consultation and participation in ongoing decision making, however organized, the conditions for non-formal education are established in dealing with new problems and opportunities.

2.33 The training elements in non-formal education may be designed in learning modules which take defined periods of time. Other elements of non-formal education require other perspectives. If, however, they are part of the participant's working life in project implementation, a trained promoter can (i) choose her occasions; (ii) introduce insights and know when they are understood because they are being used; and (iii) encourage new attitudes and know how far they are adopted by the evidence of actions and responses. Provided the objectives are clear, project-related and progressively shared by the participants, their achievement can be observed, rated and recorded. They are not a by-product of the project; they are a calculated part of the development.

D. Training Development Personnel

2.34 The ability to provide the necessary non-formal education and specific training as described depends on personnel to promote them. At this stage most developing countries do have some field and extension staff trained to work regionally. In practice, however, they are too few for effective field work and too often deflected to routine administrative

PROJECT CYCLE RELATED TO INTEGRATED NON-FORMAL EDUCATION
OF WOMEN PARTICIPANTS

DIAGRAM C

<u>Cycle</u>	<u>Affective Learning</u>	<u>Insight Development</u>	<u>Skill Development</u>
Identification	Discussion with participants	Objectives of project	Oral communication
Preparation	Growing realisation of potential changes to traditional patterns of work and household life Desire to participate Commitment in planning, and preparation.	Some implications of project The nature of the income generating component and the returns expected Qualities of machines, materials and power sources to be used.	" Assessment of time use, working roles, immediate economic needs Early training in income - generating skills, tool and appliance use, with their maintenance.
Appraisal Negotiations	"	"	
Implementation Supervision	Concentration on project activities. Willingness to adopt other activities. Willingness to face facts of profit and loss. Readiness to deal with problem solving. Self awareness Confidence	The production potential of the relevant components Use of time Organisation - storage, production, distillation Profit and loss factors Simple business procedures and marketing	On the job development of income-generating skills. New related skills in home management, food production, child care and health. New skills in money management and savings. Skills in ordering, stocking & distribution Reading & writing skills to support business development.
Evaluation	Readiness to proceed with the project development.	Degree of knowledge concerning specific production, relevant tech-	

tasks at their desks at headquarters or regional offices. They also often, when they appear in the field, promote instruction and authoritarian attitudes rather than the practices of non-formal education.

2.35 Management and professional staff probably also hold posts relevant to project promotion but whether they have appropriate training and relevant experience is more open to question. Similarly, their job practices rarely include systematic collection of human resource data, or its use in planning, implementation or evaluation of cycles of activity in the field. The administrative staff may hold high qualifications in management of public service programs and social development but they lack realistic experience of either.

2.36 The growing awareness of the complex need for human resource development in project practice has thrown up some consistent indicators. On-the-job training and non-formal education, specific preparation for specific stages of projects, modular training, built-in evaluation, cycles of entry and re-entry to training and education are all methods known to provide positive results with adults in marginal communities where even primary education is rare. The methods have all been included in the discussion to this point as ways of meeting the training and education needs of women producers in development projects. The same principles can also guide the need to prepare the indispensable support staff for human resource development in the planning and implementation of projects. As well as the project participants themselves, management and professional staff for socio-economic development through the projects also can learn on

the job. At the preparation and appraisal stages of the project cycle, national staff should be identified for project promotion in the district developments. They too will be trained on-the-job through guidance for their work in a systematic program of project promotion.

2.37 For project promoters there is much that can be learnt on the job before the project is appraised. The arts of economic and other statistical data collection and project writing have been regularly taught in courses by the EDI of the Bank. The expansion of human resource development in Bank projects requires additional advanced data about the cultural norms, particularly in labor division, production and household maintenance, and decision-making, as well as data on the levels of living of the men and women proposed as participants in projects. The participants' own opinions and aspirations should also be factors in project design. Data collection in this respect goes to the field and requires special skills of communication and interpretation.

2.38 It is suggested that headquarters management and professional staff should learn from actually conducting these procedures for project preparation, after short, specific orientation courses to prepare them for each. Such activities, with supporting discussion of experiences and data collected, constitute a first phase of training on-the-job in project preparation. They also set up a line of communication between management, specialist officers, extension and field officers, and the target population of the project which can be further developed at the stage of implementation. The data would then be used in project design.

2.39 The preparation must include the design of a program whereby on-going affective education, training and functional education are integrated into the plans for project implementation. The exercise can be supervised and conducted as the next phase of on-the-job education for project management.

2.40 Project managers and professionals have to organize training and support for field staff. They have to supervise the design of instruction and ensure that the logistics of support, such as timetables, transport and materials are all produced. They also have to outline formative evaluation programs which can be understood and used by all in the project themselves as well as participants.

2.41 The management and professional tasks extended through the project cycle through phases of evaluation and supplementary support are quite simply the necessary content for on-the-job training. Working parties and steering committees become the "seminars" of the course; the papers are those required by the project; credit should be given, not only for the rate of success of the project, but for the quality of the evaluation, with related proposals for the next development phase.

2.42 In many developing countries there are university departments which could include such on-the job professional education for administrators in graduate study programs already including equivalent elements; it should present few difficulties at the Chulalongkorn University in Thailand or the University of the West Indies, for instance. University staff conducting the on-the-job training programs would need careful guidance from persons

successful experience in human resource development at the grass roots, as well as an ability to relate cooperatively with managers and social development leaders on the job.

2.43 Between the central management and the project participants, there is distance in several respects. The Training and Visit (T&V) system is working to bridge this through extension officers as trainers in specific skills. At stages where affective learning is the educational priority, as it could well be to organize the participation of women, the trainer usually is less successful than the animator or promoter. Promoters are the field staff for the continuum of non-formal education and for facilitating the special training required for production changes, new household skills and supporting functional education. They are the first line of communication in the non-formal education of women in development projects. Their ability to win the trust and respect of the participants is essential. It is suggested therefore that animators be identified and prepared on-the-job so that they are well-known and can communicate easily. If, further, they can be identified by the women participants themselves, there is even better chance of a productive collaboration between them. In addition to being acceptable to the women participants, promoters will need positive attitudes about the socio-economic development of their community; so that the project focus for non-formal education is regularly maintained, they will need a critical understanding of the project objectives related to normal community practices for the same purposes; they will need to know the anticipated phases of project

with implementation and the non-formal education components for each; they will need good skills in listening, questioning, presenting issues, promoting discussion, the use of community drama, introducing new suggestions, organizing simple records of production, proceeds and sales.

2.44 The functions of the promoter are certainly not new in traditional societies but they must be applied to new purposes to support a development project. This will require steady training and support, again on-the-job. The recruitment is likely to be an informal local leadership with low standards of formal education. The training will be more effective in phases related to the currently perceived needs of production components of the development project. For training project promoters on-the-job in regular phases there needs to be an accessible support program with a visible center of activity.

2.45 There seem to be as many ways of organizing what is really a rural or urban development center, as there are developing countries with strong cultural differences. It has been suggested that the Ghandi Movement in India, using Hindu temple premises for the purpose, could maintain a regional development program. Missionary centers are in some countries still the most visible resource for local socio-economic development. In Indonesia, the government agency for non-formal education has taken the lead. Well organized agricultural or manufacturing industries might, in some cases, provide the facilities for servicing non-formal education in their districts. Cooperatives, such as the National Dairy Farming Cooperative of India already provide training and non-formal education.

Urban voluntary organizations, such as Operation Friendship in Jamaica, have made important contributions to development of depressed populations. Tribal associations in Sub-Saharan Africa, both in rural areas and with migrants to the cities, could well be vectors for non-formal education and direct support services to projects of socio-economic development.

2.46 The rural development center has been institutionalized in some developing countries such as Tanzania, Rwanda and Haiti. The community college, with or without rural satellite programs, is another institutionalized version which is being adopted as development strategy in some countries. The emphasis in this discussion is not, however, on the institutional form appropriate for each project but on the essentials of the program itself.

2.47 The mobilization of staff for rural and urban development could range from reorganising the work of existing field officers and putting them into new working relationships in a district office to the creation of new staff and centers or indeed the regular appearance of a mobile education unit. Whichever method is appropriate to the resources of the country concerned there must be orientation and preparation for the local development resource personnel as an aspect of project preparation.

2.48 It is for the project resource personnel to identify animators or promoters, preferably nominated by the prospective participants. They must prepare them in informal discussion techniques, opinion collection, decision-making and other appropriate methods, by actually working with

them through the project cycle. During project implementation, feedback should indicate specific needs for ongoing special training, support materials, new data collection, the design of appropriate technology and on-going promotion as the development project throws up new experience. These tasks alone represent a job description for rural and urban project development staff.

2.49 One of the great merits of the T&V program is the insistence that field officers be relieved of desk work and apply their energies to field work. A similar, if not the same, procedure is essential for work in non-formal education and training for women. The work can only be promoted and evaluated in the field of activity. Promoters and trainers for such work do not exist in great numbers in any country at this juncture in time. Their recruitment and training must be an early priority. If the project preparation phase is used for this purpose, the project will have personnel on the job before the implementation phase. The skill training is that specifically required for the project and the promoters are prepared with the insights required for its introduction.

2.50 Support programs through communication media will need experimental development but they are strongly recommended. The radio has limitations where a visual presentation is necessary, as in skill training, but transistors follow participants into the fields, into transport as well as staying at home. They are excellent for affective and insight teaching. The Caribbean island of Dominica was able to change many outdated practices in banana cultivation by the lessons of a soap opera entitled Green Gold.

Radio, particularly where other forms of communication are lacking, is also a great communicator of plans, reminder of decisions and timetables and announcer of achievements or, if necessary, immediate warnings from failures. It has a continuous, regular, daily impact, which must be a supplement to periodic visits, however well scheuled.

2.51 Charts and posters are excellent for visual presentation of decisions, proper practices, warnings, pictograms of production and its worth in earnings. These can well be produced in development centers so that local facts, figures and ideas are used.

2.52 Where decision-making and commitment are the required outcomes of non-formal education, the use of community drama is both traditional in many communities and taking exciting new forms in others. The work of the Sistren in Jamaica is particularly appropriate for attitudinal training. This selected group of women, who have never had regular employment or retained any primary schooling they might have had, have been trained to present in dramatized form incidents from their life experience or their perception of current problems. The sequel is either direct discussion or the continuation of role playing by the audience. The purposes obviously include such objectives as the better understanding of issues by a collective expression of them, seeking solutions by acting out different versions, resolving differences of opinion by understanding points of view and, above all, creating a form of communication which allows relatively inarticulate people to participate in discussion of what might otherwise be abstractions. This is the sort of technique which could well be developed

in rural and urban projects by promoters trained for the purpose. It has great potential for involving the participation in non-formal education of "silent" partners such as women.

2.53 A rural or urban development program should design visual material, radio communication and face-to-face teaching programs to support specific non-formal education in their own related communities. The staff also can prepare packages for the adoption and adaptation of new technologies. To do this work they must maintain regular contact with project populations; they can only evaluate from the response of the participants themselves.

2.54 There are two groups of young women who should be provided for in the work of development centers. In the first place, there are the minority who completed a primary education but who have no opportunity for further formal schooling. Secondly, there are the young women of, say, 15-20 years old who have had no education at all.

2.55 It is recommended that the second group, who missed or dropped out of primary school, should have a work/study program of their own. This suggestion is to ensure that the main non-formal education program for women does not have to be repeated for the next generation. The young women can learn and earn from income-generating skills, at the same time as their education is upgraded for household and functional skills.

2.56. The first group, the primary school graduates, normally have urban aspirations to serve in shops or as office clerks. They have seldom been offered equivalent alternatives to work in their own community. It is suggested that these young women could and should be trained for service in

such occupations as skill instructors for young women, primary health care, child care, catering, maintenance and repair of equipment, stockkeeping, management of savings and credit accounts, record keeping and driving.

Some of them might already have the personality to be acceptable promoters.

2.57 Not only would the young women be offered appropriate opportunities in their own community, but also their training for the work could be offered as opportunity education. It is suggested that rather than spreading formal secondary education thinly, alternatives more appropriate to local needs should be devised in project development programs. For those who qualify by success in the development programs, there can then be opportunity for re-entry into the formal system at tertiary and higher education levels. Such a provision would create a visible sequel to primary schooling in the project area as an aspect of the area's socio-economic development. It would also give clear opportunities for further education to the teenage population of very poor communities. Finally, it would in time bring into further education candidates with grass roots experience of development activities in such communities. This is a medium-term investment in country capabilities for future expansion in socio-economic development.

2.58 It is important that at least half of those in this particular form of opportunity education should be young women. Boys are more often allowed to travel to secondary schools than girls; an alternative near home would therefore give girls a new chance of post-primary education. Furthermore, women will be needed in the management of social development

and in the many activities which have been envisaged for women in development projects; it seems appropriate that they should be recruited from direct service to the development projects with on-the-job training for the specific tasks.

2.59 The growth of non-formal education and modern skill training for women in development projects has both a new impetus in their relationship with income generation and also offers a new qualitative dimension to the development set in train by the projects. The requirements are far less an addition to money investment than a return of existing human potential more effectively deployed in the development.

2.60 It has been proposed here that activities for human resource development must occur at at least three levels:

- i. the central Government ministries or special agency concerned;
- ii. an existing or newly coordinated group of rural and urban development centers; and
- iii. the mobilization of the project population itself.

Non-formal education and training on-the-job have been discussed at all three levels as an intrinsic aspect of the development of the project.

2.61 The common factors for non-formal education to be interpreted for each level are:

- i. that it be on-the-job learning;
- ii. that the learning be specific to the project
- iii. that staff be identified for the management, training and specific field development purposes, both for short-term

requirements and to build a bank of capabilities for project implementation in the future;

- iv. that orientation and first skill training be given during the project preparation phase;
- v. that data collection and evaluation be included in non-formal education at each level; and
- vi. that evaluation at each level be concerned only with the specific objectives of the project.

2.64 Diagram D (following) is intended to demonstrate how these common factors in non-formal education and skill training would have a different, but inter-related content at each level. It also suggests the human resource returns which can be additional outcomes of development projects designed to promote them.

III. CONCLUSIONS ON BANK INPUTS TO ADVANCE NON-FORMAL EDUCATION OF THE WOMEN PARTICIPANTS IN DEVELOPMENT PROJECTS

3.1 This paper has argued a case for continuous non-formal education of women participants as a component of the Bank's development projects. There has been emphasis on five basic conditions for the promotion of this component for women. They are as follows:

- i. that non-formal education should be associated with participation in production for women, leading in due course to modern market earnings in wages or sales;

1. CENTRAL GOVERNMENT AUTHORITY

FUNCTIONS

Policy Formulation
Project Planning
Financial Management
Supervision
Evaluation
Responsibility -
local government

ON THE JOB TRAINING

Collection of socio-economic data on target populations, Project writing, statistical data collection and objective formulation.
Formative evaluation technique
Monitoring of training/non-formal education activities.
Monitoring progress of all project objectives.

HUMAN RESOURCE RETURN

Project Cycle skills in country. Complex data collection. economic, production statistics & social measurement. Supervision in the field with formative evaluations. Management decisions from formative evaluation.

2. RURAL/URBAN DEVELOPMENT CENTRE

Policy adaptation
Programme planning
Supervision
Training
Data promoters
Collection
Supports
Materials

Discussion and data collection in the field. Teaching packages and modules for identified needs.
Preparation of animatrices and skill instructors. Ongoing evaluation based on observation, tests and tasks performed. Audio - Visual materials. Design & production of appropriate technology.

Social profile for decision making and management. Orientation training and support local animatrices and skill instructors. Supervision in the field with formative evaluation. Audio visual materials. Appropriate technology

3. PROJECT POPULATION

Opinion forming
Role identification
Predictive Decision Making
Skill development
Quality control
Business procedures
Functional education

Discussion and Decision making on project objectives. Role adjustment from traditional division of labour. Specific skill learning. Production or Service Sales and money management. Pricing, marketing. Written orders, bills. Book keeping Food production. Family Planning and Organization

Project cycle skills in country. Communication & social skills for expanded relations modern sector life. Modification of Traditional roles without aberration. New production skills. Small business development. Family put and improved child care. Expansion of functional Education

- ii. that there be systematic training on the job, as part of the job, for the women producers in the project;
- iii. that both promoters and skill trainers in the front line of non-formal education, and also the country managers and social development personnel concerned, should be trained on-the-job in human resource development and specific skills for the project;
- iv. that there be support services in the project area to assist learning on-the-job by training of personnel, and supporting their non-formal education with such materials as radio and cassette programs, visual materials for skill development and the learning of processes, packages of appropriate technology to be adapted and produced for local use in production and household management; training modules and popular presentation of results from evaluation to assist the promoters in seeking new decisions from the participants;
- v. that some visible body with existing credibility in the district be identified to act as a development resource focus and be responsible for the support services listed in (iii) above.

3.2 The inputs proposed do not require heavy investment. They do, however, suggest new operations for Bank staff throughout the project cycle. Technical assistance, possibly phased to coincide with timetabled developments, will be required in project management and training.

Resources of equipment and materials will also probably be needed to support the programs of non-formal education and training.

3.3 The inputs which would be needed from the Bank are now outlined in relationship with the five basic conditions listed above for the promotion of non-formal education for women participants in development projects.

3.4 The Production: Non-Formal Education Linkage

a) It will be necessary for this linkage to be planned in the project cycle from the beginning. It is therefore proposed that all Bank missions, from identification to appraisal stages, include one member specifically briefed.

- i. to promote the need to incorporate systematic human resource development into the project design;
- ii. to set in train, as a future routine, collection of data on the working practices of the proposed target population--disaggregated for men, women, girls and boys--on existing division of labor in production and household management, existing access to cash and/or land, and existing arenas for decision-making;
- iii. to include in project design an equivalent productive role for men and women participants, with related non-formal education to promote the productivity of women;
- iv. to make on-the-job training for managers, social development officers, local trainers and resource personnel an integral

part of the project, preferably starting as an aspect of project preparation.

b) Technical assistance will probably be needed to assist the early on-the-job training of managers, social development and specialist officers and of the local resource personnel:

- i. to help managers in data collection and using the data in project design;
- ii. to help specialists in designing modules of skill training required by the project with supporting materials;
- iii. to train local resource personnel to be the on-going trainers of front-line promoters and skill trainers on-the-job;
- iv. to assist in the statement of specific project objectives which can be understood for the purposes of formative evaluation throughout project implementation--by the women participants, their promoters and skill instructors in non-formal education, the local resource personnel and the project managers and social development personnel.

The amount of technical assistance needed in each case must of course be packaged according to the country's state of the arts in the management and promotion of human resource development. National universities or bodies with previous successful experience in development through production/non-formal education, might provide the assistance needed. Any overseas consultant should have successful experience relevant to the specific tasks outlined above.

c) Supervision and evaluation, both by the country and by the Bank, should address the progress of the production of non-formal education components of the project as routinely as they normally report the cash flows and the timetables of technological provision.

3.5 Training of Participants On-the-Job, as Part of the Job

a) Continuous non-formal education with phases of skill and functional training requires promoters (animatrices) and specific skills trainers. These will have to be identified and prepared.

b) Bank missions staff will need to manage the difficult task of finding the most effective agent for ongoing training on the job, on the spot. There are suggestions for possible resource groups on page 31; every country and every district will offer different possibilities. It will be the job of project management, from Bank and country, to identify the appropriate resource group and prepare it for implementation. This could be organized as short-term technical assistance packages.

c) The ongoing training of promoters on the job in most cases will require longer technical assistance. Since it is proposed that the promoters be drawn from the target population itself, it will be important to find consultants with good experience of cooperative communication with rural and depressed urban women.

d) Clearly, the management and supervision of a) and b) above become part of the on-the-job training of senior central administrative staff.

3.6 Training On-the-Job of Resource Personnel, Managers and Social
Development Staff

a) An on-the-job training consultant should work with and through the selected local resource group. By developing the program through its implementation, grassroots methods of non-formal education will be developed, evaluated by simple ongoing objectives and advanced in the light of findings.

b) The same consultant should:

- i. assist in the production of teaching materials to support non-formal education and specific skill training, perhaps with short-term help in the use of particular media;
- ii. assist with the introduction of alternative technologies and maintenance of equipment;
- iii. assist with data collection for formative evaluation.

c. Clearly the management, support and supervision of activities of the local resource group is the main task of social development officials during the implementation phase. Technical assistance must again be available to develop attitudes and management skills, on-the-job, to support a district activity, possibly promoted by a non-government organization in the field in association with a production-oriented development project.

3.7 Support Services for Non-Formal Education On-the-Job

- a) The country might need technical and financial assistance to develop project-related support materials.
- b) If radio (or TV) is used, specific programs will be needed to promote the production activities of the project. Script writing, production and the art of keeping the working members of the project informed are all necessary capabilities for radio staff. Technical assistance might be needed with consultants who have experience of promotional work with equivalent populations. Additional equipment and services will almost certainly be needed.
- c) Similarly for graphic presentations with or without cassette tapes, training could be offered with short-term technical assistance from staff with relevant experience.
- d) Each resource center will need duplication facilities, not excluding off-set printing if this is appropriate in the area. Non-formal education on-the-job invariably has urgent needs at short notice. Decisions are made which require visual presentations such as price lists or stages of operation in a newly adopted skill; the products should be cheap, rapidly producible and specific to the perceived needs of the project population. Equipment and paper for reproduction will be essential for the support services.
- e) Packages of alternative technology should be available to resource staff so that they can introduce new prospects, adapt to the project purpose and train in their use and maintenance.

f) Since literacy and numeracy will in time develop as urgencies for the non-formal education/production program, materials will be needed to support functional education. They should be related to the function which created the demand. In the longer run, more regular reading material will be needed to consolidate the skills of new readers. Printing and simple bookmaking equipment should therefore enable production of local newsheets, simple work cards and manuals for specific skills and relevant machine maintenance, stories about the experience of families involved in the development project, including a project serial. Technical assistance from one of the medium technology production centers for material for new readers would be needed.

3.8 Development Resource Centres

a) The non-formal educational production support services should be the visible responsibility of the district resource centre identified to provide the development. Most such bodies would require additional functional accommodation to house new activities and to store accumulating materials. Workshop meeting places and storage rooms, at a level of sophistication appropriate to the project area, could be needed by the development resource group. Building could be done by self-help using a degree of new technology which the builders could readily repeat for future needs.

b) There is a strong case for the use of mobile teaching units in trailers as currently suggested for a Morocco Bank project in vocational education. Films, tools, equipment and other teaching materials can be brought to women near their homes. The mobile teaching unit parked near any shelter can accommodate skill training and functional education and also supplement the ongoing dialogue of non-formal education, which can proceed anywhere.

3.9 In summary, the predictable inputs of the Bank to components of non-formal education for women in development projects would be:

1. Technical assistance for all levels of on-the-job training.
2. Technical assistance for writing and production for radio, graphic, cassette and simple written materials.
3. Equipment for radio education, cassette-making and printed or duplicated teaching materials.
4. Building materials and tools for any needed additional work-shops, storage space and possibly for meeting places.
5. Transport, including mobile teaching units where appropriate.

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