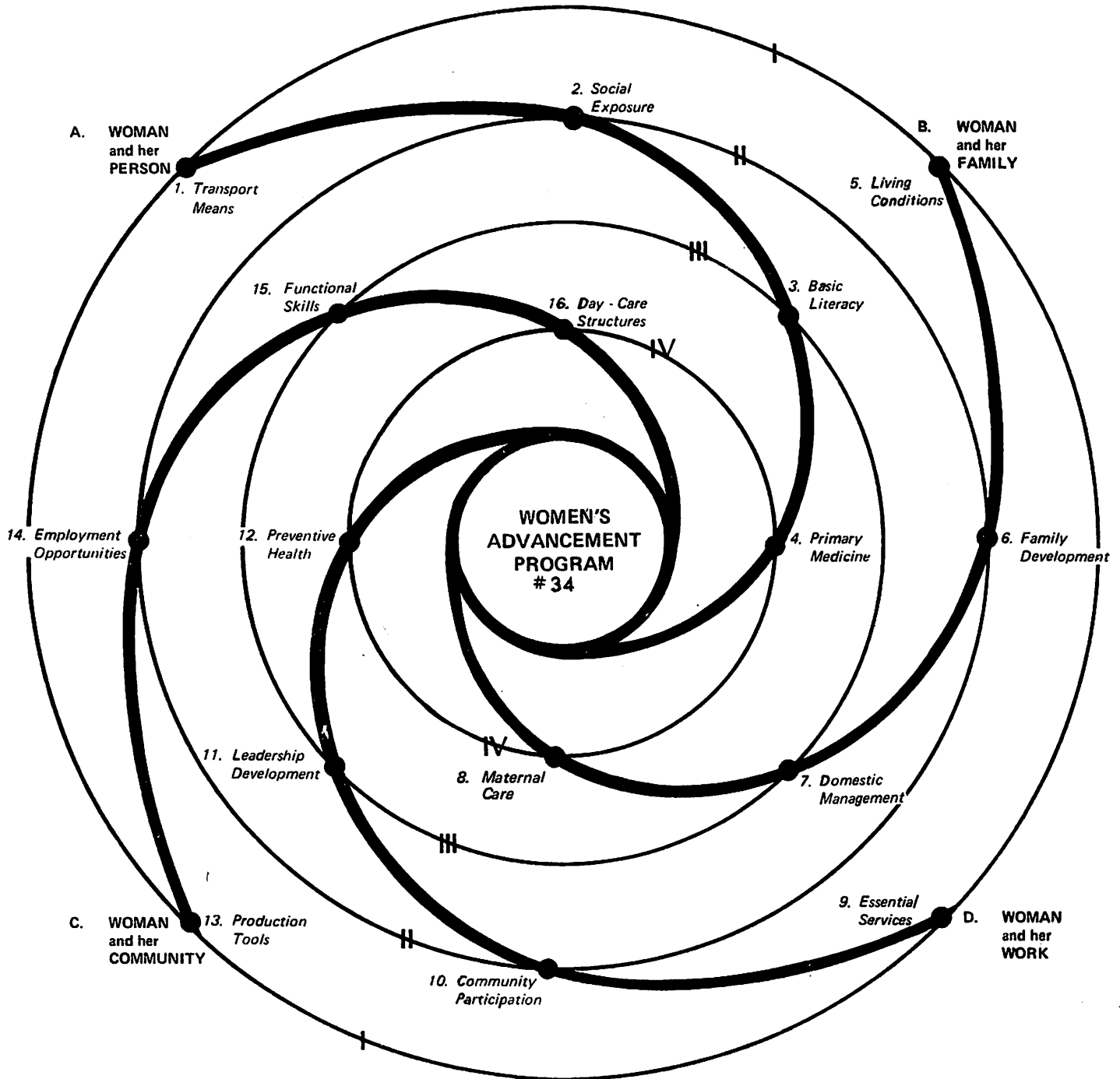


WOMEN'S ADVANCEMENT PROGRAM #34

A DIRECT ACTION STRATEGY FOR THE ASSISTANCE OF LOCAL WOMEN AROUND THE WORLD
IN THE CONTEXT OF COMPREHENSIVE SOCIO-ECONOMIC DEVELOPMENT ON THE LOCAL LEVEL



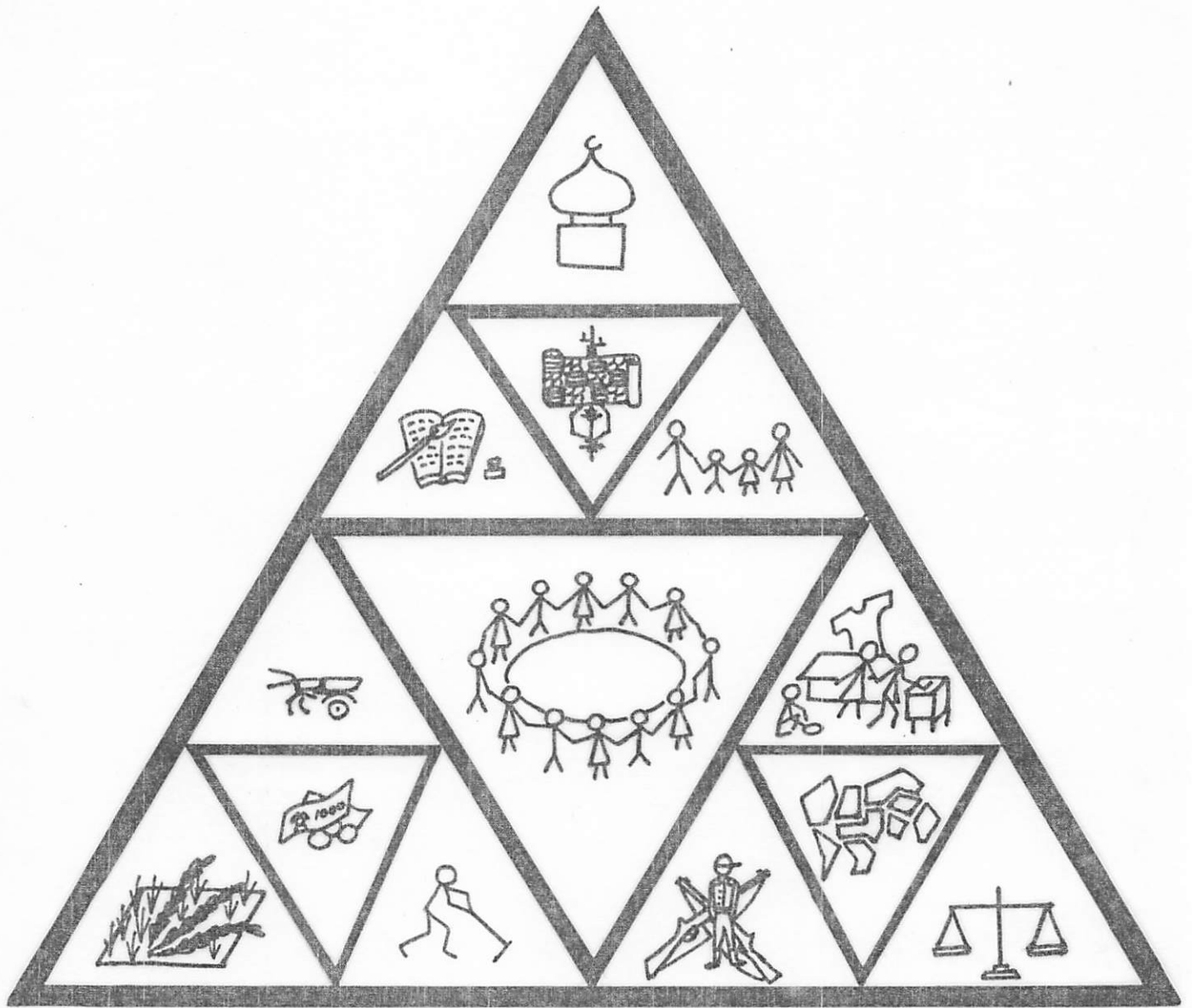
WOMEN'S ADVANCEMENT PROGRAM # 34

I. C. A.
CONSULTANTS

WITHIN COMPREHENSIVE HUMAN DEVELOPMENT PROJECTS ON THE LOCAL LEVEL

A direct action strategy within the feminine movement toward the liberation of local women

<p>PROGRAMATIC ARENAS (circles)</p> <p>(swirls) SOCIAL DYNAMICS</p>	<p>I</p> <p>appropriate TECHNOLOGY FOR WOMEN against oppressive labor</p>	<p>II</p> <p>appropriate INVOLVEMENT FOR WOMEN against unnecessary restriction</p>	<p>III</p> <p>appropriate TRAINING FOR WOMEN against imposed ignorance</p>	<p>IV</p> <p>appropriate CARE FOR WOMEN against physical neglect</p>
<p>A</p> <p>WOMAN and her PERSON</p>	<p>up-grading TRANSPORT MEANS 1</p>	<p>expanding SOCIAL EXPOSURE 2</p>	<p>providing BASIC LITERACY 3</p>	<p>improving PRIMARY MEDICINE 4</p>
<p>B</p> <p>WOMAN and her FAMILY</p>	<p>improving LIVING CONDITIONS 5</p>	<p>actuating FAMILY DEVELOPMENT 6</p>	<p>up-grading DOMESTIC MANAGEMENT 7</p>	<p>providing MATERNAL CARE 8</p>
<p>C</p> <p>WOMAN and her COMMUNITY</p>	<p>promoting ESSENTIAL SERVICES 9</p>	<p>enabling COMMUNITY PARTICIPATION 10</p>	<p>developing LEADERSHIP ABILITIES 11</p>	<p>ensuring PREVENTIVE HEALTH 12</p>
<p>D</p> <p>WOMAN and her WORK</p>	<p>improving PRODUCTION TOOLS 13</p>	<p>improving EMPLOYMENT OPPORTUNITIES 14</p>	<p>up-grading FUNCTIONAL SKILLS 15</p>	<p>providing DAY – CARE STRUCTURES 16</p>





W O M E N ' S A D V A N C E M E N T M O D U L E

M A N U A L

F E B R U A R Y 1 9 8 0

ICA:India

Women's Advancement Module
Format

Quarter III

Area Bombay

1980

	Day 1	Day 2	Day 3	Day 4	Day 5
M O R N I N G	<u>Module Preparation Day</u> Set-up in District City Visits to guardians	<u>Village Recruitment</u> House to house visits - women leaders - visit each stake	Women's Class: Nutrition	Women's Class: Health Care	Women's Class: Village choice
A F T E R N O O N	and government offices dealing with women's welfare and schemes	GWF Preparation - GWF pedagogy - Facility set-up	VISITS with village women for keystone actuation and excursion set-up		WOMEN'S EXCURSION
E V E N I N G	<u>Set-up in Village</u> Leaders Meeting to explain programme	GLOBAL WOMEN'S FORUM	9 KEYSTONES WORKSHOP	MAHILA MANDAL MANOEUVRES	WOMEN'S CELEBRATION

ICA:India Area Bombay		Women's Advancement Module GLOBAL WOMEN'S FORUM (Working draft)		Quarter III 1980					
Prelude OPENING		Act I THE TALK		Act II THE WORKSHOP					
				Act III THE CALENDARS					
				Postlude REFLECTION					
<p>Registration</p> <p>Welcome and Greetings</p> <p>Conversation</p> <p>1. Name</p> <p>2. Birthplace</p> <p>3. Concerns</p>		<p>The Integrity of the New Woman</p> <p>1. The experience of Sociality/Care</p> <p>2. The experience of Phasiality/Courage</p> <p>3. The experience of Sexuality/Corporateness</p> <p>4. The experience of Trans-rationality/Creativity</p>		<p>Challenges/Proposals</p> <p>Holding up GWF Montage:</p> <ul style="list-style-type: none"> - What face do you see? - What does she hope or dream for her children? - What are some of the hopes & dreams you talk about with the women in your village? <p>Holding up Montage again:</p> <ul style="list-style-type: none"> - Point to elderly, mother, student mentioning some of their pains/concerns. <ol style="list-style-type: none"> 1. Each person list 3 pains of the women in village (Draw if can't write) 2. Make a corporate list 3. Choose 3 most common 4. State what is the underlying problem for these 3 pains. 5. Write statements on large paper. 6. What are examples of these blocks in this village? 7. List 3 practical actions which women can do to deal with these blocks. 8. Make corporate list. 9. Reflect on what it would take to do these things. 10. What could you do to deal with these blocks? 		<p>Priorities</p> <p>"Whenever we have to do something, it requires <u>time</u>."</p> <p>Pass out blank calendars</p> <p>These are calendars for one week. Think about what you do each day</p> <p>Colour each part of your day</p> <p>Sleep - yellow Personal care - orange Family - red Work - green Community - blue</p> <p>Don't leave any blank space</p> <p>When complete, put timelines up in front of the group.</p> <ol style="list-style-type: none"> 1. What colours do you see most? 2. What surprises you? 3. What changes need to be made if these proposals are going to get done? <p>"Time is important. It is one of the gifts of life. How we use it makes a difference to ourselves, our family, our village and our world."</p>		<p>Sharing gifts.</p> <p>List 3 unique gifts that you have.</p> <p>Share 3 or 4 with the group</p> <p>Personal symbol</p> <p>Decide on some symbol, perhaps a drawing or a saying that will remind you of being a unique woman with unique gifts?</p> <p>Put this in your home to remind yourself of your uniqueness.</p> <p>Tea and snack</p> <p>Tomorrow we will meet again to decide how we can do these things we have proposed this evening.</p> <p>We will look forward to seeing you.</p>	
15		15		45					
				30					
				15					

Introductory Conversation

"We are very happy to be in your village and we are looking forward to being with you for the next four days. "

"We are here on behalf of all the women of the world. (Hold up montage so all can see it.) We have with us women from all parts of the world in this picture besides those of us here. These are our sisters. Which woman did you notice first? Which one would you like to know more about?" (Get 2 or 3 responses to each question.)

"First of all, we want to get acquainted."

1. Name, whether married or single, how many children. (Have everyone answer.)
2. Anyone, where were you born? (get 3 to 5 responses, then ask:)
 - Who was born in this village?
 - Who was born in another village of Maharashtra?
 - Who was born in a city of Maharashtra?
 - Who was born in another state of India?
 - Anyone born in another country?
3. What is one concern you have for your family, village, world or yourself? (Get 5 to 7 responses.)

"We will be looking today at what it means to be a woman in our time and about the concerns each of us has for ourselves, our families and our communities. We will be discussing together what we can do about these concerns."

Great Women Conversation

"We are going to talk about women who have influenced our lives. . . a lot of men have too, of course; but today we will focus on women."

"I am the woman I am because of all the women I have known, either historically or personally. All of my life, one of my heroines has been _____." (Tell a short story about a woman who has influenced your life, choose a teacher or someone other than your mother.)

1. Who is a well-known woman in history who has been important to you?
2. Who do you remember from books, legends or myths?
3. Who - out of your personal acquaintance has helped to shape your life? (If everyone starts saying her mother, then suggest categories like teachers, friends or neighbours)
4. What is her name? Tell us a little about her - or another woman that hasn't been named?
5. What was it about these women that made them memorable?
6. What do all of these women have in common?
7. Why is it important to our future as women to remember these women as a part of our experience?

"I have made some new friends here today (name some of the women mentioned by the participants), and they will continue to be a part of me. I can imagine 20 years from now a group of women having a similar conversation and some of the names of the women in this room being named as memorable women."

Prelude The Conversation	Act I The 9 Programmes	Act II Catalytic Actuation	Act III The 9 Keystones	Postlude Reflection
<p>Great Women Conversation</p>	<p>The 9 Programmatic Arenas</p> <p>Have the proposals from GWF up in the front of the room.</p> <p>Hold up the GWF Montage: "These women around the world care what happens. We are a part of that care." (Remind them of some of the pains or concerns they mentioned yesterday.) "Tonight we will decide what women's advancement will look like in this village." 1. What will not happen here if women do not do it? 2. What in education? 3. What in health? 4. What in sanitation? 5. Other things that will take women to get done? (Get a list of 8 - 10)</p> <p>Show a Programme Chart.</p> <p>Explain the 9 Programmatic Arenas.</p>	<ol style="list-style-type: none"> Each woman list 3 things women need to do here. 1 economic/1 human/1 social List these on 3 sheets of large paper. Break into 3 groups: economic, human, social Each group takes a list and adds to it until there are 15-20 items. Group the list into the 3 categories of the arena. (For example, the social list will group into health, education or welfare.) Give items that "don't fit" to the right arena. Choose 3 actions for the women of this village in each of the 9 Programmatic Arenas. (Each group will then have 9 actions of women's advancement.) Write on large paper & hang in front of room. 	<p>As a whole group, look at the lists of actions.</p> <p>Go through each of the 9 programmes and ask:</p> <ol style="list-style-type: none"> Which of these would be do-able signs of women's advancement in the next 3 months. (Put a by each one.) <p>Then ask:</p> <ol style="list-style-type: none"> Which one is the most important for women's advancement in this arena? (Draw a circle around it) <p>Put the 9 circled items on the prepared Programmatic Chart.</p>	<p>"As you look at these 9 keystones of women's advancement:</p> <ol style="list-style-type: none"> Which one is the easiest? Which one do you want to do first How long will it take to do all these? How many women will be needed? What outside help will be required? When these are done, how will the lives of the women be different? How will your life be changed? <p>Tea and snack</p> <p>"Tomorrow we will see how the Mahila Mandal can work to get these keystones done.</p>
15	20	45	20	20

Prelude
Conversation

Act I
The Do's

Act II
The Implementaries

Act III
The Timeline

Postlude
The Miracles

Women as Pioneers
List Indian women who have pioneered:
Rani Laxmibai
Kasturba Gandhi
Indira Gandhi

1. Who are some other women who have pioneered in some way or other?
2. Any from this village?
3. Tell story of Mangala Talokar who is pioneering for women of Nava Gram Prayas in Kenya.
4. What would it be like to pioneer in women's advancement in this village?
5. What would you see going on amongst the women - next year
5 years
10 years

Have the 9 Keystones Chart from last night at the front of the room.
"Tonight we will decide how the Mahila Mandal can get these keystones of women's advancement done."

We will need to divide into three groups to get this done.

Ask: who wants to work on the planning for the economic keystones? the human? the social?

Divide the group into the 3 groups.

Each group lists 10-20 Do's for each keystone. (Have a large paper for each keystone.)

Corporate Agriculture

Gestalt each list into 5 implementary steps. (An implementary step is something that needs to get done to actuation the keystone.)

Put the 5 implementary steps on a 13 week timeline. Be sure all the things required in that step can be done by the time you say.

Do a timeline for each keystone.

	1	2	3	4	5	6	7	8	9	10	11	12	13
Key													
Key													
Key													

Come together as a whole group to make the comprehensive timeline.

Each group brings their 3 timelines and put them up at the front of the room.

If possible, put them one on top of the other as in the drawing below.

ECONOMY													
HUMAN													
SOCIAL													

Have each group explain their timelines.

Ask: can you get this done in this length of time?

What will take the most effort? The most people?

Which will take special skills?

(Push for workability.)

Resolve any scheduling conflicts in the timelines.

Which is the most important step for each keystone?

Which will be the step where you will be able to see real progress?

Let's circle one step for each keystone that will be the key event for it.

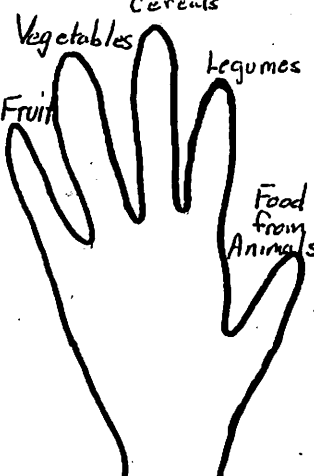
(Be sure the key events come in different weeks and throughout the quarter.)

	o
	o
	o
	o

Who will take responsibility for each of these keystones?

Put a name by each keystone.

Tonight we have finished our plan now it is up to you and the auxiliary to

Prelude 5 Food Groups Hand/	Act I 5 Food Groups	Act II 3 Kinds of Food	Act III Nutritious Menus	Postlude Nutrition for family
<p>Each finger on this hand stands for one of the 5 food groups. They are:</p>  <p>Everyone needs to eat some food from each group each day.</p> <p>Make a list of what you ate yesterday.</p> <p>Let's see if you had something from each food group.</p>	<p>Examples of the 5 food groups</p> <p><u>Fruits</u>: bananas, oranges & papayas are fruits. what are some others?</p> <p><u>Vegetables</u>: potatoes, brinjels and onions are vegetables. What are some that you grow here? What are some green veg?</p> <p>Fruit & vegetables with colour like green or orange have more vitamins than white ones.</p> <p><u>Cereals</u>: what do you make chappattis out of here? grains like wheat, jowar and rice are in this food group.</p> <p><u>Legumes</u>: seeds grown in pods are legumes. Dahl is the most common. peanuts and beans are also in this group.</p> <p><u>Food from animals</u>: includes meats, but also eggs, milk and fish. What else made from milk?</p> <p>How many of you had all 5 groups of food yesterday?</p>	<p>The body uses these foods 3 different ways:-</p> <ul style="list-style-type: none"> - Food for energy - Food for protection - Food for body building <p>Cereals and legumes are foods that give energy.</p> <p>Fruits and vegetables that are dark green or yellow or orange give protection. The vitamins in them help to protect you from disease and to make your body function properly.</p> <p>Food from animals helps the body to grow and to rebuild itself when it has been ill or weak.</p> <p>If you eat rice and dahl or rice and chappattis, they are a combination that is body building. Eating cereals and legumes together give you proteins that are needed to build your body.</p> <p>If you are vegetarian, it is very important to eat rice and dahl or chappattis and dahl every day;</p>	<p>Let's plan some nutritious meals that could be prepared in our homes here.</p> <p>Have women get in groups of 3-5 and each group plan one day's menu.</p> <p>Have each group put there menu on a large sheet of paper. Check it for the 5 food groups</p> <p>Ask how much it would cost to fix this menu for a family of 6.</p> <p>Ask what the women of this village could do to cut the cost of nutritious meals.</p> <p>Let them give suggestions.</p> <p>If they do not mention growing fruit trees in there homes or along the edges of fields, you suggest it.</p> <p>Ask how much milk they save for their family each day. Suggest that each child needs at least one cup of milk each day. They should keep out milk for their family before they sell it.</p>	<p>Special Needs</p> <p>There are some people who need extra food or special food.</p> <p>These are: Women who are pregnant or nursing a child. They need it for the child and to keep themselves strong so they can care for their children and family</p> <p>Children between 1 and 3. They need more food than milk. They need food that is not too hot in chilis and they need to have all 5 food groups especially vitamins and proteins.</p> <p>Have the women decide one thing they will do this week to have better nutrition for their families.</p>

Area Bombay

Prelude
OPENINGAct I
THE TALKAct II
THE WORKSHOPAct III
THE CALENDARSPostlude
REFLECTION

Registration

The Integrity of the New
Woman

Challenges/Proposals

Priorities

Sharing gifts.

Holding up GWF Montage:

- What face do you see?
- What does she hope or dream for her children?
- What are some of the hopes & dreams you talk about with the women in your village?

Put a week's calendar drawn on large paper up on the board.

Think of one or two things you can do especially well. These are your gifts.

Welcome

1. The experience of
Sociality/Care

Holding up Montage again:
- Point to elderly, mother, student mentioning some of their pains/concerns.

This is a calendar for one week. Let's see how we use the time in our day.

Someone share your gift with the group. Share 3 or 4.

and

2. The experience of
Phasiality/Courage

1. Now think, what are the pains of women in this village?

Let's start with sleep. I'll colour the times we sleep yellow. When do you usually sleep? What about siesta?

Everyone has something to share. Everyone is important.

Greetings

3. The experience of
Sexuality/Corporateness

2. Make a corporate list
3. Choose 3 most common
4. State what is the underlying problem for these 3 pains.

When do we do our personal care? Orange

What about work - both inside & outside home-Green

Conversation

4. The experience of
Trans-rationality/
Creativity

5. Write statements on large paper.
6. What are examples of these blocks in this village?

When do you spend time with your family? - Red

Tea

1. Name

2. Birthplace

3. Concerns

7. List 3 practical actions which women can do to deal with these blocks.
8. Make corporate list.
9. Reflect on what it would take to do these things.
10. What could you do to deal with these blocks?

When do you work in the community? - Guilds/stakes-Blue

How would you colour bhujan's or religious observance?

Tomorrow we will meet again to decide how we can do these things we have proposed this evening.

We will look forward to seeing you.

15

15

45

30

15

Introductory Conversation

"We are very happy to be in your village and we are looking forward to being with you for the next four days. "

"We are here on behalf of all the women of the world. (Hold up montage so all can see it.) We have with us women from all parts of the world in this picture besides those of us here. These are our sisters. Which woman did you notice first? Which one would you like to know more about?" (Get 2 or 3 responses to each question.)

"First of all, we want to get acquainted."

1. Name, whether married or single, how many children. (Have everyone answer.)
2. Anyone, where were you born? (get 3 to 5 responses, then ask:)
 - Who was born in this village?
 - Who was born in another village of Maharashtra?
 - Who was born in a city of Maharashtra?
 - Who was born in another state of India?
 - Anyone born in another country?
3. What is one concern you have for your family, village, world or yourself? (Get 5 to 7 responses.)

"We will be looking today at what it means to be a woman in our time and about the concerns each of us has for ourselves, our families and our communities. We will be discussing together what we can do about these concerns."

Great Women Conversation

"We are going to talk about women who have influenced our lives. . . a lot of men have too, of course; but today we will focus on women."

"I am the woman I am because of all the women I have known, either historically or personally. All of my life, one of my heroines has been _____." (Tell a short story about a woman who has influenced your life, choose a teacher or someone other than your mother.)

1. Who is a well-known woman in history who has been important to you?
2. Who do you remember from books, legends or myths?
3. Who - out of your personal acquaintance has helped to shape your life? (If everyone starts saying her mother, then suggest categories like teachers, friends or neighbours)
4. What is her name? Tell us a little about her - or another woman that hasn't been named?
5. What was it about these women that made them memorable?
6. What do all of these women have in common?
7. Why is it important to our future as women to remember these women as a part of our experience?

"I have made some new friends here today (name some of the women mentioned by the participants), and they will continue to be a part of me. I can imagine 20 years from now a group of women having a similar conversation and some of the names of the women in this room being named as memorable women."

Prelude The Conversation	Act I The 9 Programmes	Act II Catalytic Actuation	Act III The 9 Keystones	Postlude Reflection
<p>Great Women Conversation</p>	<p>The 9 Programmatic Arenas</p> <p>Have the contradictions and proposals from GWF up in the front of the room.</p> <p>Hold up the GWF Montage.</p> <p>"These women care what happens. We are a part of that care"</p> <p>(Remind them of some of the pains or concerns they mentioned yesterday)</p> <p>"Tonight we will decide what women's advancement will look like in this village."</p> <p>Show a pictorial Programme Chart.</p> <p>Go through each of the 9 programmes</p> <p>Explain that women's advancement needs to take place in each of these arenas.</p>	<ol style="list-style-type: none"> 1. Ask what can you do as women to raise your income? 2. How can you participate more fully in the decisions of the village? 3. What can you do to have better health, education, a more beautiful village? 5. Break into 3 groups Economic, Human, Social. 4. Each group adds to list until there are 5-10 items. 5. Each group choose their 3 best actions for women's advancement in this village. 6. One person writes them on large paper at front (one staff member translates to English) 	<p>As a whole group, look at the lists of actions.</p> <p>Go through each of the 9 programmes and ask:</p> <ol style="list-style-type: none"> 1. Which ones are the most important for women's advancement? (Make a chart by them). <p>Put the items on a prepared Programmatic Chart in the appropriate box.</p> <ol style="list-style-type: none"> 2. Ask: "Can all 9 of these be done by the women of this village in the next 3 months?" (Underline the ones that can be completed in 3 months) <p>(Circle the ones which will take longer).</p>	<p>"As you look at these 9 keystones of women's advancement:</p> <ol style="list-style-type: none"> 1. Which one is the easiest? 2. Which one do you want to do first 3. How long will it take to do all these? 4. How many women will be needed? 5. What outside help will be required? 6. When these are done, how will the lives of the women be different? 7. How will your life be changed? <p>Tea and snack</p> <p>"Tomorrow we will see how the Mahila Mandal can work to get these keystones done.</p>
15	20	45	20	20

Prelude
Conversation

Act I
The Do's

Act II
The Implementaries

Act III
The Timeline

Postlude
The Miracles

Women as Pioneers

List Indian women who have pioneered:
Rani Laxmibai
Kasturba Gandhi
Indira Gandhi

1. Who are some other women who have pioneered in some way or other?
2. Any from this village?
3. Tell story of Mangala Talokar who is pioneering for women of Nava Gram Prayas in Kenya.
4. What would it be like to pioneer in women's advancement in this village?
5. What would you see going on amongst the women - next year
5 years
10 years

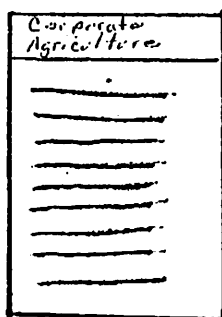
Have the 9 Keystones Chart from last night at the front of the room.

"Tonight we will decide how the Mahila Mandal can get these keystones of women's advancement done."

Divide the women into 3 groups - more if it is appropriate to the keystones.

Assign a village women or staff member to lead each group.

Each group lists 5-10 steps for each keystone.



Condense the lists to 5 key implementary steps which will need to be done to actuate each keystone.

Put the 5 implementary steps on a 13 week timeline. Be sure all the things required in that step can be done by the time you say.

Do a timeline for each keystone.

	1	2	3	4	5	6	7	8	9	10	11	12	13
Key													
Key													
Key													

Come together as a whole group to make the comprehensive timeline.

Each group brings their 3 timelines and put them up at the front of the room.

If possible, put them one on top of the other as in the drawing below.

Week													
Key													
Step													

Have each group explain their timelines.

Ask: can you get this done in this length of time?

What will take the most effort? The most people?

Which will take special skills?

(Push for workability.)

Resolve any scheduling conflicts in the timelines.

Which is the most important step for each keystone?

Which will be the step where you will be able to see real progress?

Let's circle one step for each keystone that will be the key event for it.

(Be sure the key events come in different weeks and throughout the quarter.)

	0
	0
	0
	0

Who will take responsibility for each of these keystones?

Put a name by each keystone.

Tonight we have finished our plan now it is up to you and the auxiliary to

WOMEN'S ADVANCEMENT MODULE

THREE DAY FORMAT FOR VILLAGE

	DAY 1	DAY 2	DAY 3
MORNING	<p>SET-UP IN VILLAGE leaders meeting to explain programme</p> <p>VILLAGE RECRUITMENT visit women leaders visit each stake</p> <p>W.A.M. PREPARATION pedagogy facility set-up materials</p>	<p>VISIT GOVERNMENT OFFICES</p> <p>WORKSHOP PREPARATION</p>	<p>WOMEN'S EXCURSION</p>
AFTERNOON	<p>WOMEN'S ADVANCEMENT MODULE</p> <p>--SESSION ONE</p>	<p>WOMEN'S ADVANCEMENT MODULE</p> <p>--SESSION TWO</p>	<p>WOMEN'S ADVANCEMENT MODULE</p> <p>--SESSION THREE</p>
EVENING	<p>W.A.M. PEDAGOGY AUXILIARY MEETING SESSION TWO PREP</p>	<p>W.A.M. PEDAGOGY AUXILIARY MEETING SESSION THREE PREP</p>	<p>W.A.M. EVALUATION FOLLOW-UP MODEL CELEBRATION</p>

THE TALK---THE INTEGRITY OF THE NEW WOMEN --SESSION ONEINTRODUCTION

Women of today live in "in-between times". Things that were clear to my grandmother are not necessarily true for me and what my grandchildren know will be different. That is we live in a changing world, once there were only village midwives now there are hospitals, once only men were educated now girls and women are going to school- even to university. Once there were tribes now there are nations. This is a challenging time when all of us are called to create anew the role of women.

For just a few minutes I would like to share with you 4 styles of the new woman.

CARE

1. There is a growing awareness around the world and in Kenya too of the importance of the role of the woman. Today, for example, in almost every country women have the right to vote. For the first time you find women in responsible political roles from Prime Minister to members of Parliament around the world. For the first time women are sitting on corporation boards, running large industries and heading up universities.

2. There are those who welcome the changes. They are pleased with the progress and openly work for new rights. But there are some women who cling to all the old traditional ways and are afraid of anything new. Women of today can learn from the wisdom of the past and use that wisdom to build for the future.

3. We as women are called to live out our care and concern for ourselves, our families, our tribe, our nation, our continent, and our world.

When women in the Philippines realized the large number of babies that were dying because of malnutrition--they became angry and decided to do something about it. They held classes in breast-feeding. They also planted a community garden and used the food to feed the preschool children one nutritious meal a day.

4. The question women today are asking is "HOW CAN I ACT OUT MY CARE MOST EFFECTIVELY?" What can I do that will make a difference?

The job is too big for any one person alone. Therefore women are seeing the need to work together.

THE INTEGRITY OF THE NEW WOMEN ---continued

II CORPORATENESS

1. Women of care are found in every phase of life. Children act out their care by learning as much as they can. That is why children are always asking questions - they want to know all about everything. Youth or young adults act out their care by building for the future. They start jobs, families, homes, farms and businesses. As adults we act out our care by providing good leadership in our communities. We are responsible for our families, our shambas our schools and the future of our village. Then as elders we act out our care by giving advice and teaching the wisdom of the past to the young people. We share our wisdom and knowledge with the next generation.
2. Women who care work with all ages- noone is left out because they are too young or too old. Everyone has something to offer and everyone is her co-worker.
3. Women who care find other women who care and they work together to solve a problem and build the future. Sometimes they are women from another village, sometimes they are from another tribe or even another country. The one thing they have in common is they care-- they care about what happens in the future. If they can't find a group to work with - then they start a womens group to help them get the job done.
4. By working together with those who also care, women experience themselves as a team helping and supporting one another. In Vio because the village is half way between Nairobi and Mombasa the buses were always full when local villagers wanted to go to the market. The women banded together to raise the money to buy a matatu for their village. With the money they earned they next opened a duka. Today women can't sit back and wait for someone to tell them what to do. They have to decide for themselves what is needed and how they can best get it. This takes risking one's ideas , it means making mistakes sometimes and learning from those mistakes. It takes courage to plan and build the future.

THE TALK--THE INTEGRITY OF THE NEW WOMAN--continued

III COURAGE

1. Change has never been easy. Giving birth to the new is difficult - whether it is building a new Nation or starting a new shamba or working on new ideas for a village programme. Yet it has always been the role of the women to give birth to the new generation - to bring the future into the world. We know it may be difficult - but we also know it is rewarding.
2. It takes courage to risk our new ideas. It also takes courage to build a plan that puts our ideas and hopes and dreams into Action. Sometimes we are afraid people will laugh at our ideas - especially the men, and we will feel foolish. Yet women today have shown they do have good ideas and they can work together with men as equals. When Kenya gained independence the district of West Pokot made Chepochemi Two the first woman chief because she had more education than anyone else in the district. We don't have to feel foolish and afraid any longer. When a plan calls for everyone in the village to work together we need to demonstrate to the men our willingness to work with them to get the job done.
3. Lots of good ideas are talked about and talked about--but nothing ever gets done. I visited one village where they talked about building a bridge over the river so they could travel to the next village faster. They even showed me where they had started building the bridge. I asked when they had started the bridge and they said 1970 -- that was over 10 years ago. In 10 years nothing had happened - nothing but a lot of talk. It takes courage to see a task through. Building a plan is only half the job --seeing the plan really happens is the hardest part. This takes DISCIPLINE. It takes deep resolve and commitment. It takes the kind of discipline that gets you up early in the morning so you can get the water, cook the breakfast, and get the children off to school in time. You discipline yourself to do it because you believe it is necessary. You want your children to be fed and to have an education.
4. We also need to learn to trust ourselves and other people. There is a street in Nairobi named for Harriet Tubman. She is a hero of mine. During the Civil War in the United States she helped slaves escape from the south through an underground system using hidden paths and safe places to hide. She had to work with other people and she trusted them with her life. Today we also have to learn to trust the men and women we work with- trust that they are people who care and will not fail to do the job right. Trust that they will not let us down. It takes courage to learn to trust people and to learn to trust

MONTAGE WORKSHOP ---SESSION ONE

(vision section)

Hold up montage for group to see: ask group following question:

1. WHAT FACE DO YOU SEE? SOMEONE YOU WOULD LIKE TO KNOW?
2. WHAT IS ONE OF HER HOPES? (have group answer for several faces)
3. WHAT ARE SOME OF THE HOPES AND DREAMS YOU TALK ABOUT WITH WOMEN IN YOUR VILLAGE?

(contradiction section)

Hold up montage again, point to a face they mentioned and ask:

4. WHAT DO YOU THINK SOME OF HER PAINS AND CONCERNS ARE? (point to several faces and ask the question for each face)
5. WHAT ARE PAINS AND CONCERNS OF WOMEN IN THIS VILLAGE?

***** MAKE A CORPORATE LIST ON BOARD OR BUTCHER PAPER*****

6. WHICH ARE THE THREE MOST COMMON CONCERNS (select 3 from the list and circle them)
7. WHAT IS THE CAUSE OF THESE PAINS?

*****WRITE A SHORT STATEMENT ON BUTCHER PAPER FOR THE 3 PAINS SELECTED ABOVE*****

(proposals section)

8. WHAT ARE SOME PRACTICAL ACTIONS THAT WOMEN CAN DO TO DEAL WITH THESE PROBLEMS? (take each statement one at a time and get 3-6 good actions for each)

*****MAKE A CORPORATE LIST ON BUTCHER PAPER*****

9. WHAT WOULD IT TAKE TO DO THESE THINGS?
10. WHAT IS ONE THING YOU COULD DO TO DEAL WITH THESE PROBLEMS?

(closing announcements)

We will meet tomorrow and continue working on how we can begin to make our hopes and dreams become real. See you at _____ (give time)

THANK YOU FOR COMING AND FOR WORKING SO HARD!

concerns list
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

3 concerns statement s
1.
2.
3.

practical actions list
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

THE TALK--THE INTEGRITY OF THE NEW WOMAN--continued

IV CREATIVITY

1. Many of the things we are called on to do today we have never done before. We find women in high Government positions, in University teaching jobs, owning businesses. We find village women building clinics, and standing up in village meetings and talking about what needs to happen. They are going to polytech courses and learning new methods of farming and new ways of preserving food. Today women need to be ready to pick up any roles that are necessary - whether it is leading a village planning group or running a new village bakery. The times are creating new roles and new tasks and we must be ready to do the job.

2. Today everyone is called upon to use their creativity. To be their creativity. Creativity is not something people are born with - it is sitting down at a table and putting all your ideas together with other people's into a plan of action. Then it is getting up from the table and working hard to see the plans get done. Creativity is always thinking about what is needed. It is using the past wisdom and traditions to create the new. Today so many of the past traditions are being lost. Once a young boy killed a lion as his Rite of Passage to adulthood. What does that Rite of Passage need to be today - for both boys and girls.

Creativity is also being ready to learn something new whenever we need to. No matter how old we are we can always learn. In Bayad, Egypt many young babies were sick and dying. A health worker began weighing the babies so mothers would know if their baby was growing properly. The mothers saw that this helped keep their babies healthy and they wanted to know how to do it themselves. So they went to adult literacy classes so they could learn how to weigh babies and read the scales. They also learned about nutrition and how to cook the food in the best way. Today the children of Bayad are strong and healthy.

4. Today the world is calling women to act out their care. It isn't an easy job to care. And what difference will it make if you do decide to live your life as a woman who cares? What can you expect besides a lot of hard work? First you will know something you really care about gets put into history and the satisfaction of knowing you were a part of making it happen. Second you find you do not need people's thanks - yet you become a model for the youth in your village to follow - you are a demonstration of care to everyone who knows you. And finally you are called on again and again to care. History is waiting to see what women are going to do in the 20th century.

WOMEN'S ADVANCEMENT MODULE

GREAT WOMEN CONVERSATION ---SESSION TWO

Today we are going to talk about women who have influenced our lives--men have also influenced our lives-- but today we will just talk about women.

I am the woman I am because of all the women I have known, read about, or heard about. For example--(tell a short story about a women who has influenced your life, choose a teacher or someone but not your mother.)

1. WHO IS A WELL-KNOWN WOMAN IN HISTORY WHO HAS BEEN IMPORTANT TO YOU?
2. WHO DO YOU REMEMBER FROM BOOKS, LEGENDS, STORIES OR SONGS?
3. WHO HAVE YOU KNOWN PERSONALLY WHO HAS MADE A DIFFERENCE IN YOUR LIFE?
4. WHAT IS HER NAME? TELL US SOMETHING ABOUT HER.
5. WHAT IS IT ABOUT THESE WOMEN THAT MAKES US REMEMBER THEM?
6. WHAT DO ALL THESE WOMEN HAVE IN COMMON?
7. WHY IS IT IMPORTANT TO OUR FUTURE AS WOMEN TO REMEMBER THESE WOMEN AS A PART OF OUR EXPERIENCE?

I have made some new friends here today (name a few mentioned) and they will continue to be a part of me. I can imagine in 20 years from now a group of women having this same conversation and some of you will be named as women that were important to them and that they remember.

PROGRAMMATIC CHART TALK --- SESSION TWO

Yesterday we talked about the style of women being one of All, they work with all the ages in the village, all the groups, all the people and all aspects of village life.

Before we begin our workshop I want us to look together at this programmatic chart which includes all aspects of village development:

inorder that we include everyone in our planning

inorder that our actions are effective and lasting

inorder that our actions are catalytic, that others are pleased with the results, supportive and willing to help us.

There are three general categories of development in this chart, economic, human and social.

Economic Development is concerned with local products; agriculture, industries, dukas and livestock that produce income for the people of the village.

What are some examples in this village?

We will want to ask later if we as women want to enlarge any of these or whether there are new income generating projects we might wish to begin like goat- or bee keeping, furniture making, opening a tea shop or a bakery are just a few ideas.

In a village near Kitale many children were growing up with their legs bowed like this . . . A doctor told the mothers upon examination that the children had weak bones because they were not eating enough meat. The mothers decided an easy-to-raise and fast producer of meat was rabbits and so they began a rabbit farm. Now not only are the children getting better but the mothers are using the profits to buy other food not grown in the village and for doing some home improvements.

HUMAN DEVELOPMENT is concerned with programmes which build self-confidence and pride in the village- having community centres, water, a telephone, public choos, a clean village are essential. But human development also includes villagers like yourselves having a voice in the plans of the village. And building pride includes village celebrations and people telling the story of the exciting changes taking place in their village.

Perhaps you have heard about the village of Kamwelini in the Machekos District. The name of the village, Kamwelini means in Komba- the place where sorgum won't grow- After the consult the villagers realized a new hope for their village and on the sign as you enter the village they wrote Kamwelini, the place of plenty. That is an example of people telling a new story about the village.

PROGRAMMATIC CHART TALK --continued

The third arena is SOCIAL DEVELOPMENT is concerned with the public services necessary for healthy, well-educated villagers to be working together in the village. Health classes and clinics, preschools, adult literacy programmes, women's groups like yourselves, youth clubs and elders "handicrafts for hobby and culture" projects are all a part of social development.

As you know one of the first responsibilities of the health caretakers is to survey the village to discover the actual village situation. In Bayad, Egypt, the health caretakers upon learning that Bilherzia was a major illness suffered by everyone in the village, began health classes to educate the villagers of the causes and cure for Bilherzia, secured medicines, and during several workdays treated and cleaned the village river. Now Bilherzia has been reduced by more than 50%.

As you think about your village, what are some examples for this area of the programmatic chart?

We want to spend a few minutes now asking ourselves some questions about our village.

PROGRAMMATIC CHART

HUMAN DEVELOPMENT

(Local Motivity)

LIVING ENVIRONMENT

CORPORATE PATTERNS

IDENTITY SYSTEMS

DOMESTIC HOUSING

demonstration house
housing programme
improved roofing
adequate ventilation
animals outside house
housing plans/design
kitchen space
storage space
sleeping space

TOTAL ENGAGEMENT

stake meetings
guild meetings
Dooop model
Harambe meetings
corporate work projects

COMMUNITY SELF-STORY

village history
village heroes
newsletter
village art
local songs
tribal myths
future plans

PUBLIC FACILITIES

toilets
community centre
social hall
schools
health centre
community kitchen
village market

COMMUNITY COMMONS

plazza
playing fields - sports
park
play ground
stake node
market place

SYMBOL SYSTEMS

sign boards
posters
bulletion boards
grids

VILLAGE DESIGN

pathways
plazza / square
gardens & trees
park
master plan for space

CONSENSUS ASSEMBLIES

assembly meetings
village meetings
Baraza
parent & teacher meetings

CORPORATE RITUALS

songs
slogan
rituals
traditional dance
rites of passage
weddings
deaths

ESSENTIAL SERVICES

water
roads
electricity
phone service
post office box

CORPORATE WORKDAYS

workdays
school building
trench digging
construction projects
water projects
stake projects

VILLAGE CELEBRATIONS

festivals
birthdays
national holidays
traditional dancing
sport events
accomplishments
film shows

PROGRAMMATIC CHART--9 KEYSTONES WORKSHOP--SESSION TWO

Have the 9 Keystone chart hanging in front of the room. Tell the group:
IN THIS SESSION WE WILL BE DECIDING THE 9 KEYSTONE ACTIONS FOR THE WOMEN IN THIS VILLAGE TO DO THEMSEVLES. THE 9 ACTIONS THAT WILL HELP IMPROVE LIFE IN THIS VILLAGE.

Point to the first column on Economic Development and ask:

1. WHAT CAN YOU DO AS WOMEN TO RAISE YOUR INCOME?

*****MAKE A CORPORATE LIST OF ANSWERS FOR ECONOMIC*****

Point to the second column on Human Development and ask:

2. HOW CAN YOU PARTICIPATE MORE FULLY IN THE DECISIONS OF THE VILLAGE?

*****MAKE A CORPORATE LIST FOR HUMAN DEVELOPMENT***
 (make list on separate pieces of large butcher paper)**

Point to the third column on Social Development and ask:

3. WHAT CAN YOU DO TO HAVE BETTER HEALTH, IMPROVED EDUCATION AND SOCIAL ACTIVITIES?

*****MAKE A CORPORATE LIST OF ANSWERS FOR SOCIAL***
 (make list on separate piece of large butcher paper)**

Divide group into three teams - Economic - Human - Social
 (give each group their list of items on butcher paper)

(teams)

Each group look at 9 programmatic chart and ask :

1. WHAT CAN WE DO THAT WILL BE VISIBLE, FAST, AND SUCCESSFUL?
2. Economic team ask what do in: AGRICULTURE? INDUSTRY? COMMERCE?
 Human- what do in: ENVIRONMENT? WORKDAYS? VILLAGE LIFE?
 Social- what do in: HEALTH? EDUCATION? FAMILY WELFARE?
3. ADD TO THE LIST UNTIL YOU HAVE ABOUT 10 ITEMS.
4. CHOOSE THE BEST ACTION FOR EACH OF THE TEAMS 3 BOXES.
 (select one action for each box in your column)

*****WRITE YOUR 3 KEYSTONES ON LARGE BUTCHER PAPER CHART***
 (chart is hanging in the front of the room--fill in boxes for your team)**

(total group)

Go through each of the 9 Keystones on the chart and ask:

1. WHICH ONES ARE THE MOST IMPORTANT FOR WOMEN'S ADVANCEMENT?
2. WHICH ONES CAN BE DONE BY THE WOMEN OF THIS VILLAGE IN THE NEXT THREE MONTHS?

Underline the ones that can be finished in 3 months.

Circle the ones which will take longer.

(group reflection)

AS YOU LOOK AT THESE 9 KEYSTONES ON WOMEN'S ADVANCEMENT:

1. WHICH ONE IS THE EASIEST?
2. WHICH ONE DO YOU WANT TO DO FIRST?
3. HOW LONG WILL IT TAKE TO DO ALL THESE?
4. HOW MANY WOMEN WILL BE NEEDED?
5. WHAT OUTSIDE HELP WILL BE NEEDED?
6. WHEN THESE ARE DONE, HOW WILL LIFE BE DIFFERENT?

WOMEN'S ADVANCEMENT MODULE

WOMEN AS PIONEERS CONVERSATION ---SESSION THREE

Today we would like to talk about the women who were pioneer - the first to do something new.

1. WHO ARE AFRICAN WOMEN WHO HAVE PIONEERED IN SOME WAY OR OTHER?
2. WHO ARE SOME WOMEN FROM YOUR VILLAGE WHO HAVE PIONEERED IN SOMETHING NEW?
3. Tell the story of Mangala Talokar who left her village in India to come to Kenya for one year to work with the women in the villages here.
4. WHAT WOULD IT BE LIKE TO PIONEER IN WOMEN'S ADVANCEMENT IN THIS VILLAGE?
5. WHAT WOULD YOU SEE GOING ON AMONG THE WOMEN IN THE NEXT YEAR? 5 YEARS? 10 YEARS?
6. WHAT IS ONE THING YOU WOULD LIKE TO PIONEER IN?

WOMEN'S ADVANCEMENT MODULE

ACTIVITY	OBJECTIVE	METHOD	PRODUCT
----------	-----------	--------	---------

SESSION ONE

opening conversation	participants talk and listen to others	art form conversation	begin thinking of their concerns
talk on The Integrity of the New Woman	new images broaden context	4 x 4 talk using examples and stories	new images of the woman's role
workshop on vision contradictions proposals	see they can do something themselves about the contradictions	montage artform conversation brainstorm select 3 best	3 statements of contradictions list of practical actions

SESSION TWO

health class	how to care for self and families health	talk using examples ask questions tell stories	new images of hygiene
great women conversation	you too can be a great woman	artform conversation	motivation
talk on the 9 programmatic chart	comprehensive screen for proposals	picture chart of the 9 programmes	screen for workshop
workshop on the 9 programmes	decide the most important actions	teamwork brainstorm select best 3	the 9 keystones

SESSION THREE

health class on nutrition	see they can improve nutrition	5- food groups pictures on chart tell stories	menu new image of food 5-food groups image
conversation on pioneer women	new courage	artform conversation	new friends
workshop on the 9 keystone timeline	organize time step by step process	teamwork brainstorm steps decide who will do what and when	12 week timeline 9 keystones major events

WOMEN'S ADVANCEMENT MODULE

CONTRADICTION STATEMENT EXAMPLES

These are a few examples of how best to state the contradictions. Do not use words like "lack of" or "No---something" or "inadequate". Ask them why there is no ___ or why there is a lack of ___ or why it is inadequate.

It is helpful to state the contradiction in **THREE WORDS** if possible.

First decide what the social arena is - for example : farm equipment
Then determine the breakdown in that arena - for example: expensive
Your contradiction Statement is then: **EXPENSIVE FARM EQUIPMENT**

The english form used is adjective - adjective - noun

EXAMPLES TO HELP YOUR PREPARATION:

uncoordinated agency efforts
restricted financial resources
unavailable local skills
expensive transport costs
excessively large families
limited water supply
risky capital investment
untrained preschool teachers
many bad roads
undeveloped rural job market
unstudied market needs
irregular health classes
insufficient water supply
poor road maintenance
untapped youth resources
untrained youth workers
insufficient health inspectors
few devoted teachers
high cost technology
limited educational opportunities
varied village cooperation
limited school curriculum
undeveloped youth programmes
unmaintained school facility

PROGRAMMATIC CHART

Toward the Actuation of Comprehensive Human Development Projects on the Local Level

thirty six programmes - nine structures - three dynamics - one project

ECONOMIC DEVELOPMENT LOCAL PRODUCTIVITY — toward self-sufficiency	HUMAN DEVELOPMENT LOCAL MOTIVITY — toward self-fulfilment	SOCIAL DEVELOPMENT LOCAL SOCIALITY — toward self-reliance
Rebuilding local—	Reconstructing local—	Creating local—
COOPERATIVE AGRICULTURE 1 expanded cultivation 2 intensified production 3 water delivery 4 equipment pool	LIVING ENVIRONMENT 13 domestic housing 14 public facilities 15 village design 16 essential services	PREVENTIVE CARE 25 intermediate sanitation 26 total nutrition 27 systematic immunization 28 primary treatment
Developing local—	Cultivating local—	Establishing local—
APPROPRIATE INDUSTRY 5 cottage production 6 agro-business 7 processing plants 8 ancillary industry	CORPORATE PATTERNS 17 total engagement 18 community commons 19 consensus assemblies 20 corporate workdays	FUNCTIONAL EDUCATION 29 early learning 30 formal schooling 31 youth training 32 adult education
Instilling local—	Recovering local—	Instilling local—
COMMERCIAL SERVICES 9 common marketing 10 local merchandising 11 savings societies 12 basic transport	IDENTITY SYSTEMS 21 community self-story 22 symbol systems 23 corporate rituals 24 village celebrations	COMMUNITY WELFARE 33 family development 34 women's advancement 35 youth task-force 36 elderly engagement