Study Tours of Namibian Women to Mozambique and the Congo and the SWAPO Women's Council Workshop (Lusaka, 1-5 December 1979)
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South West Africa People's Organization (SWAPO)

Office of the Commissioner for Namibia

United Nations Development Programme

United Nations Educational, Scientific and Cultural Organization
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I. Introduction

The project SWP/78/004 - Participation of Women in Development, elaborated on the occasion of the Namibia Nationhood Programme Planning Workshop convened in Lusaka from 22 to 26 May 1978, was selected by the South West Africa People's Organization (SWAPO) as one of the priority projects to be implemented in the first phase of the Namibia Nationhood Programme in the pre-independence period. The project has been implemented by SWAPO since the beginning of September 1979, in cooperation with the Office of the United Nations Commissioner for Namibia as co-ordinating authority on behalf of the United Nations Council for Namibia, with financial assistance from the United Nations Development Programme (UNDP), and the technical co-operation of the United Nations Educational, Scientific and Cultural Organization (Unesco). The broad development objective of the project is "to assist Namibian women in their participation in the liberation struggle and the development process." The immediate objectives are two-fold: (i) "to up-grade the skills of a group of Namibian women in development and politics" so that they will serve as a nucleus for promoting other Namibian women's participation in the liberation struggle and the development process; (ii) "to strengthen the institutional capabilities of SWAPO Women's Council", through financial and technical support for information and manpower.  

The project has comprised various activities including:

1. English upgrading courses and journalism training for Namibian women, with a view to the establishment of a SWAPO Women's Council newsletter. The English courses and a substantial part of the journalism training were financed from the UN Fund for Namibia.

2. Study tours to other African countries (Mozambique, the Congo and Ethiopia) to learn of the experience of women's organiza-

1. As stated in the official Project Document, SWP/78/004 - Participation of Women in Development.
tions and programmes involving women in development and to
gain knowledge of political and economic systems in other
countries.

3. Seminars to evaluate the experience of the study tours, their
relevancy to the Namibian situation, and to discuss the roles
and needs of Namibian women in the liberation struggle and in
national reconstruction.

4. Establishment of a SWAPO Women's Council library and support
to research and literacy work by Namibian women.

This report, presented by Unesco as the executing agency for the
project SWP/78/004 - Participation of Women in Development, is based on the
text prepared jointly by Dr. Libertine Amathila, Deputy Secretary for
Health of SWAPO, who was National Coordinator for the project activities
described in this report, and by Mrs. Catherine Mwanamwambwa, consultant
to the project during the activities mentioned in this report. The report
provides an evaluation of the experiences gained from the study tours un-
dertaken by SWAPO women in November 1979 to Mozambique and the Congo and
presents an account of the SWAPO Women's Council Workshop organized by
SWAPO from 1 to 5 December 1979 in Lusaka following the study tours. The
report constitutes an evaluation of project activities and is intended
for the use of SWAPO and the SWAPO Women's Council.

One of the methodologies used in the project has been to document
the social reality of Namibian women from their own perspective through
taped interviews with study tour participants and workshop proceedings,
and through in-depth interviews conducted by SWAPO with women in camps at
Nyango (Zambia) and Kwanza-Sul (Angola). Three questionnaires were pre-
pared, one evaluating the experiences of the study tours, a second mea-
suring the degree of literacy of SWAPO women in the camps in Angola and
Zambia, and a third ascertaining Namibian women's opinion of the concept
of development. Studies were prepared based on the findings of these
questionnaires. The text of the questionnaires evaluating the study tours
and on Namibian women's opinion of the concept of development are inclu-
ded in the annex of this report.
Several quotations, from the transcribed tapes of the SWAPO Women's Council Workshop, organized from 1 to 5 December 1979, are used in this report in order to present Namibian women's views on their roles and needs in the liberation struggle and national reconstruction. The programmes that Namibian women have proposed are innovative and will help ensure their active involvement in all aspects of their country's development.

II. Study Tours of SWAPO Women to Mozambique and the Congo

A. Preparation for the Study Tours

Arrangements were made for twenty Namibian women to visit Mozambique and the Congo during the last two weeks of November 1979. The two countries were selected because their conditions and circumstances (both pre- and post-independence) were considered similar to those which Namibia is expected to experience. The study tour foreseen to Ethiopia at this same time was postponed until a later date, May 1980.

The purpose of the study tours was to:

a) give an opportunity for Namibian women to learn about the structures and programmes of women's organizations in other countries and about the contributions such organizations are making to national development;

b) provide the occasion for an exchange of views and experience between Namibian women and their African colleagues on measures taken to enhance women's participation in development in the countries visited;

c) further Namibian women's knowledge of political and economic programmes in these countries, and thereby enable them, on the basis of this information, to suggest which of these programmes might be adapted for use in future independent Namibia.

Before their departure, the study tour participants were briefed on the countries to be visited, and provided for their background information copy of a paper entitled "The role of women in independent ex-colonies".
An evaluation questionnaire was prepared to serve as a guide for the collection of information during the tours. The questionnaire was designed to evaluate the following points:

(a) the structure and programmes of women's organizations in the countries visited

(b) the roles played by women in these countries during the struggle for liberation

(c) the roles now being played by women in various areas of national life, including in:
   (i) governmental decision-making posts
   (ii) co-operatives and communal villages
   (iii) other aspects of the development of the country

(d) what Namibian women could learn from the foregoing to help them formulate development policy for future Namibia.

B. Observations on the study tour to Mozambique

1. The Contribution of Mozambican Women to the National Liberation Struggle

Mozambican women contributed actively to the fight against Portuguese colonialism and oppression and assisted in mobilizing the population in the liberated areas for productive work. It was during the period of struggle, in 1973, that the national women's organization, the Organização Da Mulher Moçambicana (OMM), was created.

At first, when the Front for the Liberation of Mozambique (FRELIMO) declared the war of liberation on the Portuguese colonialists in 1962, the women in Mozambique were still occupied in their traditional roles. But, from 1963 to 1966, as the war intensified, the women provided food for the freedom fighters and carried war messages. By 1967, the women had become directly engaged in the struggle and were actively involved as fighters. Many participated in the political administration of FRELIMO and worked in the villages to meet the needs of the people.
During the study tour, the Mozambican women shared experiences gained and hardships encountered during the struggle with their Namibian counterparts. According to the Mozambicans, the traditional roles of their society trained women only to do housework, to fulfill the functions of marriage and to provide agricultural labour on their husband's plots. They neither owned nor inherited land. Traditional constraints on women's activities were similar to those found in many other African societies.

During the period of Portuguese colonialism, African women in towns and cities were recruited to work in factories, especially in the textile and cashew nut factories. They were paid a meagre wage per unit of production and were totally absorbed into the capitalist process which deprived them of their full livelihood.

But, according to the Mozambican women, the armed struggle broke up the traditional concepts about women and handed them guns to liberate themselves.

2. The Role of Mozambican Women in National Reconstruction

Besides the history of the armed struggle, Namibian women observed the different roles women are now playing in the reconstruction of their country.

One Mozambican woman said,

"Women in Mozambique, especially those in OMM, are involved in all areas of life. OMM sends women to represent them wherever women's participation is required."

The OMM is continuing to combat certain residues of colonialism. It is actively mobilizing women and is opening a training programme to ensure that a greater number of women are employed in various skilled professions. For the first time in Mozambique, OMM is training women in jobs that they have never done before.
The participants then visited a communal village, one of many established during and after the independence struggle.

In this village the women observed the following:

(a) all aspects of life are organized on a co-operative basis. For instance, water wells are dug by the village community and food produced on a co-operative farm belongs to the community which distributes it to the members according to their needs;

(b) a village shop serves the community households for home requirements to supplement the arrangements at (a) above;

(c) both men and women accord one another equal treatment and status in their work where there is no division of labour based on sex;

(d) equal vocational training opportunities are provided for all persons in the village (some of which have up to 3,000 residents) irrespective of sex; and

(e) points (a) to (d) above contribute to a high participation of Mozambican women in the village particularly since, in addition, the community provides day care facilities for children of working mothers.

C. Observations on the Study Tour to the Congo

The study tour to the Congo proved useful, providing knowledge on the structural set up of the women's national organization, some aspects of which the SWAPO women have already adopted in the new structures of the SWAPO Women's Council.

Participants observed the important economic role played by the women of the Congo in the informal sector. The women have created market co-operatives which they planned, built and are now administering. Members engage in various forms of activity which range from the sale of vege-
tables to the manufacturing of such items as clothing, household containers and basketry utilizing locally available raw materials.

In Namibia, there are limited opportunities for women to be self-employed and perform income generating activities. It was, therefore, envisaged that independent Namibia would need to encourage activity in this informal sector to absorb the talents of many women who are currently unskilled and now perform only menial jobs.

D. Evaluation of the Study Tours

The women felt that they had gained very useful experiences from their tours of Mozambique and the Congo.

They were encouraged by the historical accounts given of the roles of women, especially in Mozambique where a war of liberation was waged against Portuguese colonialism.

Such experiences were extremely valuable because the participants were able to observe at first hand the capacity and willingness of women in these countries to contribute actively to the national development process.

The Namibian women felt that:

(a) study tours would be an important part of any future programmes for Namibian women because they provide knowledge and guidance on how people with limited skills may be involved in the planning process; and

(b) certain areas of development which they observed in Mozambique and the Congo could provide a basis for future action in planning for Namibia.
III. The SWAPO Women's Council Workshop (Lusaka, from 1 to 5 December 1979)

A. Convening of the Workshop

The objectives of the SWAPO Women's Council Workshop organized in Lusaka from 1 to 5 December 1979 were:

(a) to discuss the experiences of the participants in the study tours to Mozambique and the Congo and determine the knowledge of new skills that they had acquired.

(b) to permit an exchange of experiences with other Namibian women who had not participated in the study tours: women pursuing English and journalism courses, students from the UN Institute for Namibia, participants in a SIDA-sponsored weaving skills project, and members of the People's Liberation Army of Namibia (PLAN).

(c) to discuss how the Namibian women should organize themselves in order to be able to meet pressing national development needs, (i) within the existing camps and (ii) in the building and reconstruction of a future and independent Namibia.

The Workshop was held at the Natural Resources Development College (NRDC), an institution of higher learning in Lusaka specializing in the area of agricultural production. It was opened by Mr. Pohamba, member of the SWAPO Central Committee and of the National Executive.

B. Getting to Know One Another

The first day of the Workshop was devoted to the participants' getting to know one another, to understand one another's work and to identify the participants' expectations from the Workshop. Members were paired, each introducing her neighbour by means of a live interview. This method proved an excellent way of achieving a friendly atmosphere, and gave each participant an opportunity to speak. Namibian women not involved in the study tours actively participated, and many of them had
the occasion to meet the Namibian women colleagues who had participated in the study tours for the first time.

An introduction interview went like this:

Miss G.: "How are you? Please tell me your name."

Miss X.: "My name is Pedukeni."

Miss G.: "What part of Namibia do you come from and when did you come to Zambia?"

Miss X.: "I come from northern Namibia and I have been out of Namibia for two years. I crossed the border..."

Miss G.: "Why did you cross the border leaving your home and parents?"

Miss X.: "I left because of the oppression of the Boers; their wicked laws and inhumanity to Africans."

Miss G.: "Now that you are here what do you do in the camp?"

Miss X.: "Oh! I mobilize women, once a week for political education. I also sometimes teach children and help with all sorts of activities."

Miss G.: "When you do all these, do you work mostly with men or with women?"

Miss X.: "I work with members of all sexes in the camp. Sometimes the men don't want to be led by a women, but we discuss this and they have to obey me because I am the leader."

Miss G.: "Did you do any training in Namibia before you left?"

Miss X.: "Oh yes, I went to school in one of the Bantu schools where I learnt how to speak Afrikaans and English. But the education became rubbish."

Miss G.: "But what do you expect from this Workshop?"

Miss X.: "This is the first Workshop organized for SWAPO women and I really hope to learn a lot."

Miss G.: "Like what?"

Miss X.: "Oh, many things especially on Mozambique because I have never been there. I also want to know what the sisters from other African countries are doing to contribute to development. We need this for future Namibia."

Miss G.: "This I agree; but don't you think we also want to learn how other comrades find their role in the present situation?"
Miss X.: "Oh yes, how they do their work, what problems they encounter, and how this Workshop can provide guidelines to help solve these problems."

C. Group Discussions at the Workshop

1. The Literacy Group

"Namibian women must campaign for literacy. We must know how to read and write, and, in addition, we must have skills to develop most of those people who are illiterate."

The foregoing quotation captures the feeling of the majority of the Namibian women whose access to education has always been limited. Education available to Africans in Namibia today is separate from and inferior to white education, politically controlled, and channels African into unskilled employment in the white-dominated economy.

The literacy survey undertaken in Nyango, Zambia and in Kwanza Sul, Angola as part of the project SWP/78/004 - Participation of Women in Development showed a high rate of illiteracy among Namibian women in the age groups 36 to 50 years. Ninety-nine per cent of women of this age group interviewed in Nyango could not read or write English or any Nambian language. One per cent had attended school for 3 to 4 years. All were however interested in learning to read and write and to develop their skills.
On the other hand, women in the age groups of 15 to 35 years showed a far higher rate of literacy. In Nyango, 90 per cent could speak, read and write some English, and all could read and write one or two Namibian languages.

Immediately reacting to the magnitude of the literacy problem, the group resolved,

"Our literacy campaign is initially going to be experimental as it was done by comrades in Mozambique. We shall make it compulsory and teach people to gain skills. We must select a group to undergo training to go and train others. This we must set up during the struggle like the Mozambican people did.

"We intend to follow the following path:

(a) We shall first of all let Namibian women learn how to read and write as a first step; and

(b) then we shall ask them about their area of interest and their skills, and train them accordingly."

2. The Vocational Training Group

Designing programmes for education and training to develop Namibian manpower is an essential component of the liberation struggle.

But, in addition, the women perceive vocational training as an way of acquiring skills based on the area of the individual's interest. According to them, the criteria for selection should not be related to formal academic qualifications.

The Namibian women see the benefits of vocational training as:

(a) facilitating productive work;
(b) avoiding channeling women solely into stereotyped professions for women, such as nursing and teaching, but instead encouraging wider basic training; and
(c) ensuring that both men and women are incorporated in training for all skills regardless of sex.

3. Group on Preparation of Women to Undertake Productive Work

Productive work is related here in particular to how to get women to participate in the agricultural sector of the economy. Namibia at present has two separate economies which comprise:

(a) a wealthy white-dominated economy based on the extraction of natural resources using cheap African labour; and
(b) a subsistence economy which incorporates the African population, who are forced to live in Bantustans.

A close analysis of Namibia shows that the northern and central areas have the agricultural potential for the growing of various food-stuffs which can meet the food needs of the entire Namibian population. But the white settlers have instead limited these areas exclusively to livestock ranching.

The Namibian women hope to encourage and be involved in agricultural production and strive to involve many other women in this area of production. Already, in the SWAPO camps in Angola and Zambia, women are actively engaged in food crop production to feed the camp residents.

There were some participants who are engaged in agricultural production by using the tractor. One of them said,

"We are two women who do this and the rest are men. But, I must say that many more women will be trained. When I started, I used to say that tractor ploughing is a man's job. After a while, however, I began to like it because I was even taught how to fix the tractor when it broke down."
The foregoing indicates the seriousness with which the women of Namibia are approaching the issue of agriculture when their country gains independence. At the national level, SWAPO will embark on a comprehensive land reform programme after independence, according to its Political Programme. Namibian men and women cadres will be trained, and take over the responsibilities for the country's agricultural production.

Another area of production in which the women of Namibia have been engaged is inland fishing.

Like elsewhere in Africa, fishing activity in Namibia was traditionally for men. However, contract labour under apartheid, which entailed the long absence of men from their traditional homes, changed all this; and women had to adapt to the new situation by engaging directly in fishing to survive.

As one participant put it,

"At first, women used to be afraid of hippos. But now, they prepare the net, get into the dug-out canoe and cast out the net. The following morning, they would go back to collect the fish and clean it before drying it for the market."

Now, even if the husband is around, the women play a significant role in inland fishing.

Today, Namibia's salt water fish resources are being exploited on a large scale by big foreign companies off Walvis Bay where fish is abundant because of the good feeding grounds. Under the conditions of large scale fish production, the women's participation is relegated only to such menial labour as fish cleaning and canning.
As regards the future, the Namibian women have identified fishing as an undertaking which should receive careful attention, and the appropriate scheme of training should be drawn up and implemented without delay in readiness for the women's participation after independence.

4. The Pre-School Education and Nutrition Group

(a) Pre-School Education

Children form a large population group of present-day Namibia. To write about the plight of the Namibian child is to summarize the history of oppression, because they are directly affected by various socio-economic factors such as education, nutrition and health; for a society that exploits another exploits the child far greater.

In Namibia, jobs and children are incompatible since many mothers and fathers are compelled to leave their children to join either the contract labour system or work as domestic servants in white homes where they are not allowed to take their children because of the apartheid laws. The resultant physical, mental and emotional deprivation of children is profound.

In the SWAPO camps, some makeshift arrangements have been made like nursery schools where children are cared for. However, some of the personnel are not trained.

For school-going children, shelters have been constructed. But these structures are not conducive to learning. They are made of tin shacks which can be easily blown away by winds.

Requests have been made for the provision of firm structures in the form of prefabs, but to no avail; and many children continue to suffer from lack of shelter.

As a result, child mortality rates in these camps are quite high due to various infectious diseases which are exacerbated by the problem of malnutrition.
The Workshop agreed that something should be done urgently to alleviate the suffering of the children in the camps. Accordingly, they resolved that:

(a) medicines, especially antibiotics, be made available for children;

(b) immunization kits for under-fives, who are amongst the most vulnerable groups in the population, be provided;

(c) food aid for the children should be secured;

(d) warm and other clothing for the children should be obtained;

(e) toys and books for teaching children basic reading should be made available.

(b) Nutrition

During the Workshop, the subject of nutrition received important attention since it was felt to be an essential aspect of life even today in the SWAPO camps.

In these camps, over 65% of the residents and children are aged between 0 and 12 years old. The children feed in groups supervised by adults.

SWAPO sent women cadres to Mindolo Ecumenical Centre in Kitwe, Zambia, and to other institutions to study nutrition and measures to prevent malnutrition. Since completion of the course, the women introduced nutrition in the camps and have already started to train other women in nutrition education.

Nevertheless, women still have to learn how to adapt their newly acquired knowledge to foodstuffs. Their work is now still based on the type of foodstuffs they were trained about.

"Those women who went to Mindolo for training in nutrition and nursery schools follow exactly what they learned from their training. What
they have to understand is that our (SWAPO) camps don't have a balanced diet on beans, carbohydrates like potatoes and whatever vegetables are locally available."

one of the participants observed.

The group suggested that meal preparation should be improved in the camps where people eat communally by introducing recipes that call for more protein content. The women were going to try this without delay.

5. Family Planning Group

The group considered family planning as an important component of health. By providing the opportunity for spacing of children, it would help avoid continuous births that could damage the health of mothers. It would provide Namibian women in SWAPO an equal opportunity with men to participate in the struggle and development tasks.

The participants expressed the wish to have the opportunity to be trained, as doctors, engineers, pilots and in other professions "without being bothered by the child bearing business at an early age."

They felt that family planning should achieve the following objectives:

(a) to enable the women to participate fully in the struggle;
(b) to provide sufficient knowledge to the women on the fact that the use of contraceptives does not eliminate conception but rather allows for child spacing; and
(c) to counteract and correct South Africa's malicious propaganda against SWAPO that girls cross the border primarily to get pregnant and not to join the liberation struggle and seek educational opportunities.

The need to increase the Namibian population was considered fundamental and imperative.
6. The Group on Women's Self-Esteem and Attitudes towards Themselves

The way the Namibian women of SWAPO view themselves today results from a process of traumatic changes and experiences which summarizes the history of the struggle and women's involvement.

During the Workshop, it was noted that colonization had eroded the roles and status, and the prestige that women had benefited from in traditional society, and had assigned them menial roles. The apartheid system which hired male labour and caused female unemployment made women worse off because they had to provide for the family from extremely meagre resources as a result of the husband's absence from home.

At first, women accepted their down-trodden roles as something that could not be helped. But by 1959, women's role began to change as they started to see themselves as people who could participate in demonstrations, and be counted.

For instance, hundreds of Namibian women participated in the historic Windhoek uprising of December 1959 involving mass boycotts of public works, transport, cinema and beerhalls in protest against the colonial regime's arbitrary removal of Windhoek's African townships to a new site which was located much further away from town. Several women were among the eleven people shot dead and fifty others who were wounded. This uprising marked an important turning point in the history of women's role in the national liberation struggle.

The Namibian women now perceived their role not only as providing moral support to the movement but also as one of direct involvement. They, furthermore, saw themselves as political leaders, as members of the Central Committee of SWAPO and as fighters. One female participant said in response to a questionnaire:

"As a woman, I want to be only a soldier. I am charged like electricity wires cut up by lightning, and prepared to die to liberate my country."
Another said in her opening remarks to the workshop:

"We, Namibian women here in exile, have stopped talking about being discriminated against, or that we are oppressed by fathers or by husbands. When we hear of this sort of complaint we ask, 'what will I do for myself?' Then the answer is that you have to be a serious woman and do something to liberate yourself from that sort of down-trodden area where women are meant to be."

Women are liberated because of the role which they have now assumed in the struggle. They can now fight the ferocious enemy, apartheid, and its exploitation, and other traditional social systems appear easier to handle.

In this vein, SWAPO has demonstrated a commitment to equal participation by Namibian women. To achieve that commitment, however, will require time and effort. Furthermore, attitudes and structures that deny equal participation are so pervasive that constant attention to attaining real equality is needed.

Netumbo Nandi, in a recent paper, reiterated the point when she stated:

"There are still some members of our population who cannot see the importance of women and the role of women in a society. Our women are very much aware of this fact and they see the potential danger if men and women are not well informed to understand the problems. It is because of that parallel to the mobilization of all patriotic Namibians belonging to different social and ethnic backgrounds that SWAPO Women's Council has a programme to educate the society against the traditional treatment of women as second class citizens, and to destroy the incorrect notions that women's place is in the kitchen. As Namibian women, our voices have been heard and our work has been seen and that is why today you will see our women in SWAPO leadership as mentioned earlier. But we know there is still much to be done." 2/


"Let the masses understand SWAPO and fight the new enemy. We must teach people in our camps how to mobilize for self-reliance. We want to teach women politically how to organize themselves. Like in Mozambique, where OMIM mobilizes women at all levels and stages."

These views were voiced during the Workshop with emphasis that, through the political orientation of SWAPO, the women are determined to mobilize other women to fight for freedom. Political education meetings are held regularly within the camp.

Those in the struggle see their main role as utilizing all sorts of media, especially radio and SWAPO Women's Council's news bulletin, to communicate to those within and outside the country.

It was stressed that:

(a) Mobilization is a supplement to each area discussed by the groups during the Workshop. It is a weapon for gathering and disseminating information to all sectors of the population and teaching them SWAPO's objectives and goals;

(b) Mobilizing also is to define responsibilities for women; and

(c) Mobilization is educating the people, especially in the camps, to think of Namibia as comprising one people rather than being made up of various tribal groups.

D. Recommendations of the SWAPO Women's Council Workshop

The recommendations for future action presented by the participants at the Workshop fall under two broad categories. These are:

(a) areas where immediate measures are required to eliminate pressing problems which hamper the smooth running of certain aspects of daily life at the camp; and
(b) areas which require training and formulation of well planned projects that would enable women to prepare for the development of an independent Namibia.

Whilst the area of training was identified as very useful, it was stressed by the participants that training in and of itself is not always the answer to all problems. The assumption that people presently are in ignorance and must be trained through development programmes is the easiest course but does not tackle the real roots of the issue.

It was suggested therefore that the training undertaken to assist Namibian women should incorporate identification of their interests and the preparation of projects that address their areas of priority. The general aim would be to achieve a better level of knowledge and gain political awareness that would enable Namibian women to find the most correct path to their emancipation.

The specific objectives of the training programmes therefore should be:

(a) to train Namibian women in order to enhance their awareness and consciousness, reconstructing the historical context in which SWAPO women presently find themselves;

(b) to provide them with skills in various fields that will enable them to participate actively in future Namibia.

1. Literacy Programmes

The programmes that should be set up to eliminate illiteracy should be liberative and gear the person towards social productivity.

(a) The literacy programme should be used to inculcate in Namibian women the political ideology of SWAPO in its work to build a just society. Women should be trained to carry out literacy campaigns. They should work closely with party cadres at the district level and at the branch and village levels;
There should be discussion of practical work-oriented skills by introducing to the women knowledge to improve their practical skills, providing additional skills in the area of production;

(c) Functional literacy should be encouraged so that such education is related to a specific area of production;

(d) There is also a need for the conscientization of women within various economic sectors in order to train them to assume social responsibilities;

(e) The literacy programme should provide the Namibian women, who have so far lacked educational possibilities, an opportunity to acquire basic skills and cultural knowledge qualifying them to pursue their education and contribute actively to national development;

(f) The concept of functional literacy should be reinforced and adopted to prevailing conditions in Namibia;

(g) New approaches have to be adopted which will necessitate the training and retraining of potential literacy workers at all levels and in different sectors.

Practical Suggestions for Literacy Programmes

A series of practical suggestions were made for increasing the literacy rates of the female Namibian population. They are as follows:

1. Immediate efforts should be undertaken to reduce the rate of illiteracy through an intensive programme.

2. A few women should be selected immediately for in-service training in Mozambique or Ethiopia or in both countries, in order to learn how the multiplier effect literacy programmes were planned and organized in these countries.

3. In order to provide immediate basic assistance, to reach as many Namibian women as possible, it was suggested that material support be given to start a women's literacy programme.
This programme could be integrated into SWAPO's overall literacy programme.

4. Basic teaching aids such as chalks, papers, visual aids, films and film strips should be made available, and the use of low cost local materials in the camps should be encouraged.

5. Innovative programmes and instruction methods should be developed by SWAPO.

6. Literacy should be incorporated as a component of continuing education to pave the way for the acquisition of new knowledge and skills.

7. The issue of illiteracy is so complex and multi-dimensional that it should be considered from a national perspective.

8. The costs of implementing this programme, including the training of trainers, and provision of textbooks and all forms of teaching aids could be borne at this stage by an outside agency. (Unesco may be able to co-operate in implementing this programme if so requested).

2. Vocational Training Programmes

The nature of skills required in Namibia should be related to the existing sectors which employ a major part of the work force. Plans for training should aim to transform the indigenous population from a semi-skilled to a skilled professional status.

In the case of Namibia, the approach for vocational training of women should lay emphasis on:

(a) educational courses for informal on-the-job training and short term courses on a full time basis subsequent to initial experience;

(b) short term on-the-job upgrading for developing semi-skilled women personnel;

(c) the use of counselling as part of vocational training in order to encourage women to acquire a variety of skills and to
extend their interests beyond professions traditionally assigned to women.

At independence, many of the women reunited with their husbands may need self-employment, and thus vocational training should incorporate income generating skills for women.

Employment creation for those women, who have limited or no formal education and limited skills, must afford useful opportunities.

The need for immediate training was reiterated and participants in the Workshop indicated interest in training possibilities in the following areas:
<table>
<thead>
<tr>
<th>Area of training</th>
<th>Number of Persons indicating interest</th>
<th>Level of training to be achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences</td>
<td></td>
<td>In-Service</td>
</tr>
<tr>
<td>Sociology</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Economics</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Social Work</td>
<td>2</td>
<td>x</td>
</tr>
<tr>
<td>Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Paediatrics</td>
<td>2</td>
<td>x</td>
</tr>
<tr>
<td>Nursing</td>
<td>3</td>
<td>x</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tractor Mechanics</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Animal Husbandry</td>
<td>1</td>
<td>x</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
<td>x</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secretarial Skills</td>
<td>2</td>
<td>x</td>
</tr>
<tr>
<td>Radio Communication</td>
<td>1</td>
<td>x</td>
</tr>
</tbody>
</table>

Many of the respondents are presently involved in jobs unrelated to the area of interest they have indicated in the table above. This is because there are very limited educational opportunities for the women to further their studies.
3. Training for Women's Productive Activity

Since colonialism and racist rules are presently the basis of their incorporation into the Namibian economy, women are concentrated in certain sectors and in jobs where no skills are required. This has contributed to economic insecurity of women and their lack of confidence in their ability. They are paid low wages which do not cover the cost of their productive role. Commenting on the situation of African women who are employed in this tertiary sector in general Tadesse states:

"Even in the case of women who have moved out of subsistence agriculture into factory sites and urban areas, they live in depressed poverty." 3/

To suggest methods therefore by which Namibian women can be encouraged to undertake a more productive role, it is important to suggest radical changes to the existing trends.

(a) Women's participation in the agricultural sector

(i) There is a need to incorporate women both in large scale agriculture and small scale farming in the process of agricultural reconstruction in Namibia. Fundamental to this will be a large scale restructuring of land tenure laws and programmes.

(ii) Extension services, including instruction in farm training institutions, will be necessary to enable Namibian women to increase their agricultural output.

(iii) The population engaged in small scale farming should be chosen as a priority target group for this form of extension training. A women's extension service should be created to provide knowledge:

(a) in agricultural skills extension
(b) in resettlement programmes and agrarian reforms that will have a socialist perspective following the fundamental orientation of SWAPO.

(iv) Women extension workers, who are an essential and useful part to increasing the general output in agricultural foodstuffs, prefer to learn from women (as has been experienced in some parts of Africa):

(v) Research programmes should be included as an important component of agricultural extension training. Such research programmes will be African in perspective, delineating useful traditional methods of crop cultivation, preservation techniques and food storage patterns.

(b) Fishing

Improved traditional methods of fishing should be instituted since fishing is an occupation performed by women in certain parts of Namibia. Attempts should therefore be undertaken to:

(i) teach women techniques to increase their catch
(ii) provide proper refrigeration and preservation methods
(iii) facilitate improved marketing techniques
(iv) provide proper investment to realize better economic gain
(v) encourage women in various parts of Namibia to develop an interest in different patterns of fishing
(vi) dissolve the use of female labour by South African companies in the cleaning of fish by organizing workers into co-operatives.

Practical Solutions for Promoting Women's Employment

(i) Fellowships and scholarships should be provided to women to train in all areas mentioned earlier and within the industrial sector.
(ii) Training should include the possibility of advanced training for women as well as intermediary training in these fields.

(iii) In the case of agriculture, training should be in how to create community-type farms, and to set up fishing units in the form of co-operatives.

(iv) Fellowships should be made available to train women how to set up, administer and operate successful co-operatives with a socialist perspective.

(v) Tractor mechanization, tractor repair, and intermediate technology devices should be used on a short term basis to continue production in the camps.

4. Pre-School Education and Nutrition

(a) Pre-School Education

Personnel who have been trained to take care of children are available, but these people require additional skills. These women should receive training in how to plan and organize day care centres, nursery schools and pre-school facilities. Women should be informed on how to use locally available materials for the production of toys and other items required for pre-school education.

There is a need to train primary school teachers and to upgrade their skills in order to improve the level of education the child receives.

Practical Needs

(i) Prefabricated structures to house over 3,000 children who fall in the primary school age are urgently required.

(ii) Teaching materials such as chalk board, books, flannel are needed as well as certain audio-visual equipment.

(iii) There is a need for upgrading the skills of the librarian and of the teachers involved in curriculum development in the SWAPO camps.
(b) Applied Nutrition

In most contemporary societies, including those where many go hungry, the potential for adequate food production actually exists. The problem lies in the inequality of control over food distribution and consumption of such resources.

Malnutrition is usually treated as a static phenomenon unrelated to the profound changes occurring in most developing countries brought about by events such as the end of colonialism, the deepening of economic and political dependency, and the spread of industrialization. The impact of these structural factors and historical processes are important when explaining the causes of malnutrition.

Training for nutrition education in Namibia should incorporate local resources and traditional knowledge and take into account that the existing social order is central to the causes of malnutrition and has implications for nutrition education.

The training context

During training, the relationship between malnutrition and existing socio-political and economic structures will be analyzed.

Topics to be studied will include:

(a) The causes of protein-calorie malnutrition and other forms of malnutrition, including lack of adequate food, shortage of cash and other resources, non-existence of employment possibilities, and ignorance of nutritional needs—especially those of children.

(b) Socio-economic factors, such as family income, parents' educational level as contributory factors associated with malnutrition.

Practical Solutions

(a) Women need nutrition education and training urgently to avert malnutrition in the camps.
(b) Some people should be offered possibilities for following nutrition courses, with emphasis on the uses of available local foodstuffs, requirements of daily intake for children and advantages of a balanced diet.

(c) The causes of malnutrition and socio-economic factors related to these causes should be taught at weekly nutrition education meetings.

(d) There is a need for an additional SWAPO Women's Council workshop to discuss nutrition.

(e) Research on the use of Namibian foods and on calculations of a balanced diet based on these foodstuffs must be undertaken.

(f) Visual aids and other practical teaching aids must be made available to women who teach in the camps.

IV. Concluding Remarks

The findings of this report and its recommendations present Namibian women's needs as they themselves have defined them. It is considered appropriate that these recommendations be implemented both within the framework of overall SWAPO projects and the UN Institute for Namibia's programme as well as through certain specific activities addressed to Namibian women which could be included within the framework of a follow-up project to the present project SWP/78/004-Participation of Women in Development.
IV. ANNEX - QUESTIONNAIRES

1. Questionnaire prepared for evaluation of study tours to Mozambique and Ethiopia 1/

1. Name of study tour participant
2. Where born -
3. Where trained -
4. Formal Education -
5. What type of skill acquired -
6. Which of the following do you do in your job?
   a) Supervision
   b) Administration
   c) Teaching
   d) Organizing people
7. Who do you work with most?
   a) Males
   b) Females
   c) Youth
   d) All of the above

During your Study Tour you met several people in the country of your visit. We want you to comment honestly on the following questions.

9. How does the government and party policy in the country of your visit (Mozambique or Ethiopia) promote women's active participation in the development process?

10. What specifically are the measures taken, in the area of social infrastructure, to ensure women's participation?

11. What about in the area of political infrastructure?

12. What about in the area of family code and legislation (by this we mean laws enacted to ensure women's participation).

13. What measures have been taken to ensure women's participation in decision making?

1/ This questionnaire also served as a guide for the study tour to the Congo.
14. What are women's roles in decision making? Enumerate them.

15. For instance define in what sectors these roles are performed, e.g.,
   a) Party
   b) Local governing councils
   c) Economic organizations
   d) Social organizations
   e) Any other

16. What were the women's experiences during the liberation struggle?

17. How were they organized in the liberated zones?

18. How was the division of labour organized in the liberated zones?

19. What were the various tasks performed in the liberated areas?
   a) By men
   b) By women

20. What relevance does this have to your present situation?

21. Comparing it to your situation do you see any
   a) Similarities
   b) Dissimilarities

22. Is the organization of women during and after the struggle similar in your country of study tour? Yes / No

23. When you visited the women's headquarters or political organization in your country of study tour, how was the organization set up?

24. How does this structure relate to existing SWAPO Women's Council?

25. Do you think you have benefited from learning about the organizational structure? Yes / No Explain your answer fully.

26. How will you incorporate this in the future SWAPO Women's Council?

27. You visited several areas and how would you rate them on the following scale of Excellent, Good, Fair, Poor.

<table>
<thead>
<tr>
<th>PLACE</th>
<th>RATE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communal Villages</td>
<td></td>
<td></td>
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<tr>
<td>Schools &amp; Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance at Women's meetings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Women's Groups
Visited in the
Country side

Recreation Centres
Women's Centres
Clinics & Hospitals
Nutrition Centres
Women's Headquarters
Agricultural Areas
with Women involved
Industrial Areas
where Women involved
Vocational Centres
for Women

28. How do you rate the amount of time given to each visit?

29. What do you think the type of organization you visited is in terms of achieving its goals - higher or lower than the one you are presently engaged in?

30. During the tour, were participants given enough opportunity to make their contributions?

31. How did you like the field visits planned for you?

32. What comments would you like to make about them?
   - Positive
   - Negative

33. How did you find the visit in relation to your existing situation at the camp?

34. How do you see it in relation to future Namibia?

FOR PARTICIPANTS TO MOZAMBIQUE

35. Did you visit Communal Villages - Yes/No

36. If "Yes", how are there villages organized?

37. What is the division of labour in communal villages between men and women?

38. Did you learn anything from them that can be used now in your own organization? What are these?
39. How were female peasants organized during the reign of the Emperor?

40. How are they organized during the present revolution?

41. How were the land tenure patterns before the revolution?

42. How are the land tenure patterns during the revolution?

43. How are the land tenure patterns after the revolution?

44. Any other comments.
2. Questionnaire on Namibian women's opinion of the concept of development.

1. What do you think of development?
2. What do you think of development in terms of future Namibia?
3. How do you think women are contributing to this development?
4. What are your views about being in this camp: (a) positive, (b) negative?
5. How do you think we can help ourselves? What do we do?
6. How do you see your role in the future Namibia and compare it to the present?
7. What kind of skills do you need to perform? What role do you want to perform?
8. What type of activities do we carry on now which we see can be carried on in future Namibia?
9. What programmes and assistance do you need most for future Namibia?
10. What programmes will be better for you now and for future Namibia?
11. Does SWC have a role in political decision-making?
12. Do women play a role in decision-making?
13. I know women's roles are changing in the liberation struggle, how do you see this?
14. Do you think women are contributing to the struggle? How? Yes/no. Explain
15. How do you see the attitude of men in the struggle?
16. Do they recognize women's contribution?
17. What do you think about women in other independent African countries?
18. What do you think about (a) family planning, (b) child care, (c) kindergarten?
19. What would you like SWAPO Women's Council to do for you in the future?