The Organization Workshop Method

Laboratories on the Objectivized Activity

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Matzinho Organization Workshop. Matzinho Village, Manica Province, Mozambique, April 1992. Picture: Ernst Schade. In the picture OW participants, Alida Endressen, Norwegian Peoples´Aid, Isabel Rodríguez and Ivan Labra

1. Origins of the Method

The idea of the Organization Workshop (OW) was born in 1954, in the northeast of Brazil, among the Peasant Leagues.

The Leagues decided to carry out a training course for their middle-level leadership. This had to happen in secrecy because of the sensitive political situation in the country in those days. The venue was a house owned by an ordinary family of seven in Recife, capital of Pernambuco, Brazil

In keeping with the clandestine nature of the proceedings, the 60 participants had to arrive in pairs or individually over a period of 15 days. The course lasted 40 days and the participants took a further week to leave the place without being noticed.

Lectures used to take place in the evenings and at night, with everyone speaking in whispers, not to attract attention. The participants had to organize themselves into different committees, to be able to attend to the different tasks which the course entailed: keeping discipline, cleaning, sports and recreation, meals, reproduction of learning materials, study groups, health, cultural functions and so on.

Six months after the course, the organizers decided to carry out an evaluation on impact of the course content on the participants. About 40 people were interviewed at their work places. The upshot was that most had failed to properly assimilate theoretical content of the course. On the other hand it was found that each one of them had developed good community organizing skills. Santos de Morais concluded that, given the social participation levels reached by the former participants, and judging by the actual results, the course had worked rather as an organizational activists' capacitation course.

The harsh conditions of the course had imbued the participants with the idea of the need for the division of labor, and with it, some basic organizational principles: the need for breaking down a complex task into its constituent parts, allocate each task to a different work team, the need for co-ordination between committees, work planning, meeting procedures, the importance of unity and discipline, the use of criticism, and others.

Clodomir Santos de Morais, who had been one of the course participants, interpreted these unexpected results correctly. He began work on turning this experience into a method, stating the conditions needed to reproduce the events at will, allowing it to be used in an intentional process capable of developing the organizational skills of the participants. He did this initially by setting up rudimentary Organization Workshops (OW), experimental in character, among peasant and agricultural workers' leagues, during the first months of 1964, in the North East of Brazil.

2. Experiences in America and Africa

After years of exile in Chile, Santos de Morais worked for the International Labor Organization (ILO) as Regional Advisor on Agrarian Reform for Central America. The method was applied on a social scale in Honduras by PROCCARA (Campesino Capacitation Program for Land Reform) which had been set up by FAO and the Government of Honduras, from 1973 to 1976. During this period, more than 200 Organization Workshops (OW) took place, in which more than 24,000 peasants and officers drawn from the entire region took part. The Inter American Institute for Co-operation in Agriculture (IICA) sponsored officers from the agriculture ministries and agrarian reform institutions, as well as members of the campesino membership enterprises to participate in the workshops in Honduras. Those participants, in turn, reproduced the same type of experiments in Panama, Costa Rica, Venezuela, Mexico, Brazil, Haiti, the Dominican Republic, Colombia, Guatemala, Nicaragua, Dominica and Belize. In several of them, the Netherlands Humanistic Institute for Co-operation with Developing Countries (HIVOS) and the Honduran Institute for Rural Development (IDHER) played a very important role.

During 1978-79, de Morais came back to the ILO, to direct in Portugal the PNUD-ILO project with the "Antonio Sergio" Institute of the Co-operative Sector, INSCOOP. There, the method was used in a different way. Instead of organizing agricultural activities, the participants organized their own capacitation process. Mainly by means of "Course" Organization Workshops (OW) the project qualified 3,000 Economic Development Technicians (EDTs) who specialized in the identification and preparation of investment projects for the Portuguese co-operative movement. Individual projects were consolidated into "area projects", aimed at a situation where all individual co-operatives could purchase in bulk and market their products, and so increase their economic viability. The "Course"-type Organization Workshop (OW) model would be used later in Brazil, within the Job and Income Generation Project (PROGER), implemented through FAO, and in 2010 in Costa Rica by the Enterprise, Job and Project Propagator project.

The Organization Workshop (OW) Large Group Capacitation method (LGCM) has been used in the Anglophone Caribbean and also in Southern Africa, particularly in Zimbabwe, but also in Botswana, Namibia, South Africa, Mozambique and Angola since 1987. Presently the Seriti Institute of South Africa (http://www.seriti.org.za) has enriched the OW practice by integrating into the workshops activities, issues aimed at solving the most urgent social problems facing the poorest communities of the country. As an employment creation strategy, participating communities organize themselves to embark on public works programs, for which they enter into paid contracts with the workshop facilitators. Originally the work consisted in cleaning public places, constructing community infrastructure and establishing food gardens. Presently, communities typically will undertake work aimed at preventing new HIV AIDS infections, alcohol and drug abuse prevention, reducing public and domestic violence and establishing care groups for vulnerable children.

3. Definition

The Organization Workshop (OW)[1] is a comprehensive, large-scale, community-based organizational capacitation method developed by the social scientist Clodomir Santos de Morais in Latin America. Originally and mostly offered in the context of FAO and ILO projects, Organization Workshops (OW) ran both in specially designed training centres and agricultural co-operatives. In Southern Africa, working for the Southern Africa Development Trust (SADET), the method was adapted to being run right in the villages and agricultural co-operatives of Zimbabwe, Mozambique, Botswana, Namibia and Angola. The same approach was later further developed by the SERITI INSTITUTE in South Africa. Presently the Marsh Farm Outreach, a Community Interest Company based in Luton, UK, and the ONG "Diversity Joy" of The Netherlands intend to use the method in their countries.

In the Southern African experience, each workshop requires the participants to identify a community development project -- (the construction of a dam, pre-school, vegetable garden or any other) --, and to organize themselves to implement this project. The project is the motive and the first incentive for community participation. In every case, the result of the Organization Workshop (OW) has been an increase in the level of community organization and the continuation of community-led development activities long after the workshop.

The method includes a comprehensive capacitation package composed of:

- The Theory of Organization, which combines lectures on the history and the evolution of economic systems and the modes of production.
- Organizational skills.
- Time management.
- Vocational skills courses.
- Literacy and numeracy skills.

Such a practical or "on-the-job" capacitation approach allows participants not only to internalize better, and begin practicing the concepts discussed in the lectures (e.g. the division of labor, concept of time, commodities, value of commodities, management structures, and others), but also to participate in the management of a real enterprise.

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[1] See also: http://seriti.org.za/index.php?option=com_phocadownload&view=category&id=2&Itemid=40

Enterprises, as well as communities, have resources, both locally available (e.g. labor, water, land, etc.), and externally provided, such as skills capacitation, technical assistance, government subsidies, equipment, credit, and others. The levels of organizational development determine to what extent they can put these resources to maximum use, and to ensure a fair internal? distribution of wealth.

Organizational capacitation helps community enterprises create the context to secure and manage the additional inputs they require to become economically viable. Such inputs are integrated into the OWs through the different components of the capacitation package.

de Morais defined the Organization Workshop (OW) as "a practical exercise in the creation of a **real enterprise**. It seeks the acceleration of the evolution of "organizational consciousness" through a planned acceleration of practice. This is reached progressively by the group as a whole through the analysis of factors that support or obstruct the activities of the enterprise. The main elements are: the people (a minimum of 40[2]); the means of production combined with the requirement that participants have full control of the means of production, total freedom to organize themselves in the way they consider fit, and to use all this to achieve self-reliance as a group". (Cf. Clodomir Santos de Morais. " Theory of Organization".)

When designing an Organization Workshop (OW), it is very important to distinguish between its essential components, which are an integral part of the method, and other elements that need or need not be there, depending on the specific real situation on the ground where the workshop is to take place. Therefore, from the definition above, the "**main elements**" of the Organization Workshop (OW) are: a minimum of 80 people, the means of production in the hands of the people, and the full freedom to organize themselves within the law. Although the creation of the capacitation-aimed enterprise is an artificial process, its existence and functioning are real.

Some projects intending to use this approach have wrongly defined the capacitation enterprise as "virtual", or even as "fictitious" enterprise. This has seriously biased the whole program in the wrong direction. There are also heavily advertised and trademarked 'Organization Workshops' that in sharp contrast to our method, are not real life experiences. These are T-Group-style, simulation exercises.[3]

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[2] Southern Africa experience, though, makes advisable to raise the minimum number of participants to 80.

[3] Among them the following: The Organization Workshop™ (USA) ('Power & Systems" Leadership Development) (The Oshry) Organization Workshop (OW) (UK) ('Living Leadership' Consultancy) The Organization Workshop (USA) (Bob Rehm & Nancy Cebula Organization Simulations) Organization(al) Workshop™ (USA) (Organizational Workshop Global Consultants) The Moon Project® Organizational Workshop™ (Canada) (Leadership learning & Accountablity)

It was when we were adapting the Organization Workshop (OW) to the Southern African context that we realized that the whole approach dwells on the importance of the **activity, and with it the object upon which the activity is performed,** in the development process. The Organization Workshop (OW) is based on the existence of a critical link between the capacitation process and its direct meaningfulness for the participants. Grassroots capacitation should never be abstract, detached from a concrete, directly meaningful activity resulting in a direct benefit for the participants. This makes the whole difference between success and failure in grassroots capacitation[4].

Therefore, the main part of the design of an Organization Workshop (OW) is the selection of the activity, or activities, that the group will perform during the workshop, usually between 15 days and 6 weeks. The analysis of the activity (activities) allows the capacitation team to work out the workshop's requirements in terms of means of production, capacitation needs, foodstuff, services and recreation equipment. To do that, the team must fill in a form containing each particular activity, subdivided into tasks and operations, and showing the requirements of each operation in terms of tools, equipment, materials and labor force. This will determine the size of the workshop, obtained by adding up the labor required for all the productive and service activities. It is not advisable to have more participants than those required by an effective and efficient use of the means of production. The lack of means of production compared to the number of participants creates disorganization, forcing the instructors to improvise last minute solutions to avoid having large numbers of participants left idle because of the lack of activities properly planned for. The number of participants, in turn, will determine the needs of infrastructures, physical space, support services and equipment.

4. The Organization of the Capacitation Team.

An Organization Workshop (OW) is the result of two separate and interacting organizations: The Facilitators' Enterprise (FE)[5], and the enterprise of the participants.

The Facilitators' Enterprise acts as the organizational framework set-up for all organizational and capacitation activities before, during and after the workshop. It acts as a model, which the enterprise of the participants will use as a point of reference to solve its own organizational problems. It is created before the design of the workshop, and remains in place until after the end of the workshop.

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[4] As we have seen in the first part of the book, for traditional Social Psychology, by contrast, the activity used for group formation purposes is only a pretext to gather group members.

[5] FE: This concept was developed in the Southern African experience with this method. C. Santos de Morais uses the concept "Primary Structure", explained ahead in this paper under The Director's Opening Speech. For the traditional Social Psychology, in sharp contrast with the OW method, the activity used for group formation purposes is only a pretext to gather group members.

The organizational level achieved by the participants is a reflection of the quality of the organizational work of the facilitators (FE). A poor level of organization amongst the facilitators will transfer disorganization to the Participants' Enterprise.

The above does not mean that the method does not work under poor organizational conditions amongst the facilitators. In fact, this is the prevailing situation when initiating an organizational capacitation program in a country where the local counterparts have not had any previous experience with the approach. In such cases, the method still works, but the workshop takes longer, the achievements are less impressive and the role of the industrial workers within the enterprise of the participants becomes more relevant[6].

The first workshops held in a country should serve to select the team in charge of any future ones. This selection should be made from within the most committed participants, which will not always coincide with those who are expected to perform by development agencies. This gives the method its social-scale character. It is possible to select good participants from each workshop, who after going through a complementary formative process, can become organizational activists, using the OW within a long-term development program.

The Facilitators' Enterprise demonstrates its level of organization by gathering on the site, where the workshop is to take place, well in advance, all the equipment, installations, personnel and materials needed. The work of the Facilitators' Enterprise begins with the "design" of the workshop. This looks into three major areas:

- Identification of the activities to carry out during the workshop.
- Definition of the social composition of the group.
- Preparation of the technical plan, inventories and budget.

The next chapters look into these three issues separately.

5. The Design

The design of an OW is a planning activity, based on the knowledge of the social and economic reality of the intended participants, and the context at national, regional and local levels. The Facilitators Enterprise discusses with members of the community in order to know their life world, expectations and needs.

The activities are the backbone of the OW. They become embodied in tangible and concrete products as a result of a process defined as "*a practical exercise in the*

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[6] Industrial workers or any participant with previous experience with division of labour will try to influence participants towards organized action.

*creation of a **real enterprise"**.* This is why we consider it a "Laboratory on Objectivized Activity", according to the concept defined before. As said before, the element "reality" makes it different clearly sets it apart from enterprise games or enterprise simulation used by other approaches to entrepreneurial capacitation/training.

The design phase begins with a series of visits to the area in which the workshop is expected to take place with the purpose of hearing the different actors within the community what the subjects are that preoccupy them, their problems, aspirations, and what the projects are. The "project" or developmental activity identified by the Community is the mise-en-scène for the organizational capacitation process about to take place[7].

Suitable set-ups ***encourage organization*** rather than individual labor. ***The Organization Workshop (OW) method looks for activities that lead to an efficient performance of the organization achieved by the introduction of division of labor.*** The most suitable activities, by their very nature suggest, stimulate, and lead the group towards an organized form of labor, characterized by the division into different tasks, the allocation of specific? tasks to different people, the co-ordination between those executing the tasks, planning, assessment of the work done, and others. The OW method seeks to design the realization of the planned activities in such a way that the group will perform them efficiently because of the introduction of the division of labor. This will create the necessary interdependence among the members of the group, constituting the basis for internal cohesion and unity.[8]

The individual, artisan form of labor, based on one person performing the totality of the activities needed to produce a single article, clearly does not lend itself to organizational capacitation. Therefore, the selection of the right development activity, and the design of the capacitation which goes with it, are the most crucial steps in the design phase of the process.

From the Southern African experience two examples can be drawn, in which the same activity was used in different ways, and therefore, obtained different results. In the 'Henties Bay' OW, Namibia, 1991, the needlework area emphasized the transfer of skills to individuals in a framework corresponding to the artisan form of labor. The capacitation of the social whole constituted by the enterprise, in areas like work planning, co-ordination between different areas of the enterprise, did not take

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[7] In Paulo Freire's 'conscientizing literacy' method, for example, the listening process is aimed at finding "generative themes" (Paulo Freire, Pedagogy of the Opressed, Penguin Books, 1972), leading to dialogue and critical awareness. In the OW™ the listening process leads to organized action and Organizational Consciousness.

[8] While traditional social psychology looks at group cohesion as a result of communication between group members, the OW approach treats group cohesion as a result of interdependence created by the division of labor within an enterprise or any social organization.

place. The result was that as soon as the participants felt they had acquired the basic sewing, embroidery or crochet work skills, they could leave the enterprise to start doing something on their own. Not surprisingly, these activities did not achieve economic viability, and without the support of the enterprise, soon disappeared.

On the other hand, during the Matsinho OW, Mozambique, 1992, the sewing instructor had had working experience within a large textile factory, and had also worked organizing sewing workshops for the National Union of Mozambican Women. She planned the sewing capacitation program according to the different sections that normally exist in a textile factory. Thus, more than 80 participants organized a proper 'factory under the trees', with about 20 sections, starting with design, cutting, and ending with quality control. All of this was carried out using needles, scissors, and other hand tools only. The Matsinho sewing group remained together long after the workshop. Imports of second hand clothing distributed for free by several relief agencies made it non-viable and after embarking on brewing local beer, one and a half years after the workshop the group dissolved as a result of the lack of follow-up and further entrepreneurship capacitation and small enterprises credit facilities.

The development of water resources is a felt need in almost all resettlement schemes and communal lands in Zimbabwe. Therefore, dam building is an activity that is able to mobilize scores of people who are prepared to contribute their labor to it[9]. Experience demonstrated that it lends itself very well to apply and develop the OW approach. The construction of small earth dams has the following characteristics:

- ❑ It is labor intensive.
- ❑ It is more complex than the day-to-day activities of the villagers.
- ❑ Although more complex, it is still within the reach of peasants without formal education and without vocational skills.
- ❑ The technical knowledge that is required in the construction phase is simple enough and easily transferable.
- ❑ It does not involve any major investment apart from labor.
- ❑ Co-operation is essential: for the individual poor farmer it is more difficult to build a water catchment on their own.

5.1 Three Cases of OW design

Case 1. The Small Earth Dams Construction Project in Zimbabwe. 1992-1994

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[9] Unlike traditional social psychology that uses verbal communication as a motivational tool, the Organization Workshop (OW) approach uses the availability of means of production, which, applied to the productive activities, will ensure the direct satisfaction of immediate needs.

Once a community identified the need to embark on a dam construction program, the Agricultural Extension Services' (AGRITEX) technicians looked at the viability of the intended dams, studying the best possible location, and coming up with a blue print for the dam. Thereafter, the implementing agency brought all hand tools required to the site, food for the first 4 days, and a development fund to pay the enterprise of the participants for the value of labor, properly recorded and calculated at local market prices. During the workshop, participants dug the core trench for the foundation of the dam wall. This could be 2 meters wide, 70 meter long, and 2 or 3 meters deep, depending on the location of an impervious layer of soil which marks the actual depth of the foundation. Later they would locate clay soil, bring it to the site until the core trench could be filled in, compacting it until they reached ground level. The actual dam wall would require 1 or 2 weeks' tractor work in support of the labor intensive effort of the villagers.

Villagers organized themselves into committees according to different tasks. Committees included the following:

- ❖ *Measuring and pegging sites*
- ❖ *Tree stumping and removal of roots from the site of the works*
- ❖ *Tool repairs, replacement of handles*
- ❖ *Stone carrying, buying and collecting food supplies*
- ❖ *Daily distribution and collection of tools*
- ❖ *Keeping the storeroom*
- ❖ *Cooking and distributing lunches*
- ❖ *Supply of drinking water for the workers*
- ❖ *Child care*
- ❖ *Keeping records of individual and committees' labor input*
- ❖ *Keeping records of the expenditures*
- ❖ *Specific skills and management courses.*

*Each one of the tasks was simple enough to be carried out by people without specialized skills or education, but the whole entrepreneurial set-up was complex enough to impress upon people's minds what **management** is all about.*

When planning an OW, development agencies must have a good knowledge of the host Community, so that, in close co-operation with the intended participants, they can find the right developmental project around which the workshop will take place.

Practitioners can use the following guidelines when considering the suitability of any possible development activities to become the focus of an OW:

- Community needs, wants or project ideas should be within the reach of the group.

- Its achievement should entail a concerted effort in which the Development agency provides the capacitation and some inputs, and the grassroots group will contribute their labor and available community assets.
- The actual work generated by the project must be able to involve the majority of the group, either in work operations or related service activities.
- The achievement of the intended outputs should be a product of the co-ordinated work of different teams. That is to say, the level of complexity of the project should require horizontal management to carry it out.
- The activities involved must be simple enough to be performed by any of the participants, regardless of sex, age, educational level, or physical condition.
- It is possible to include activities which are more specialized, and require skilled labor. In such cases, the relevant course programs should be prepared well in advance to make sure that skills, management or literacy methods fit within the Organization Workshop (OW) approach.
- Instructors must become part of the Facilitators' Enterprise and adjust the performance of their duties to the rules of the method.

Case 2: Traditional Pottery Makers, Goiabeiras neighbourhood. 1996 Vitória, Espírito Santo, Brazil.

The Secretary for Social Action of the city Council identified as a problem the low level of social participation of the members of the Pottery-Makers Association. They were used to receive Council support, with a strong attitude of dependency and continuous complaints requesting more. The pottery makers, mainly women, were able to identify their problems only, looking for external agencies to sort them out, without developing any internally motivated activity in order to improve their conditions.

*The majority of the members passively suffered the situation, did not participate, and believed that this was the way things had to be, which typifies the **naïve** level of consciousness. A minority, the present leadership, actively sought support from the authorities, trying to blame them for their problems, which indicates a **critical** level of consciousness. This was a typical case of a group in need of developing its **organizational consciousness** which prompted them to actively look for solutions to their problems by using the available means within their reach.*

After a door to door personal discussion and invitation to a meeting, the Facilitators Enterprise discussed extensively with the majority of the members, after which an OW was designed on the basis of the following productive activities:

- *Clay Pot Production. Introducing improvements in the quantity and quality of products.*
- *Marketing of products:*

At the beginning of the process, the Income and Job Creation Project (PROGER) would create a Loan Fund, which would be used to buy the products based on strict quality requirements. The OW would then organize the marketing process. This would be a capacitation activity where the FE would provide the instructors. In a second moment, the whole of the marketing process revert to the group. The FE would recover the initial loan and a decide what to do with the products. An alternative would be to make a capital donation to the enterprise.

- *Building and management of a retail shop.*
- *Introduction of improvements in the clay extraction process, to assure a constant and up to standard supply.*
- *Building a kiln to improve the firing process, minimising the occurrence of breakages without altering the traditional technology that is the trademark of the group.*
- *Building a shade to let pots dry.*
- *Trade-related scientific and technological capacitation.*

These and other activities, initially suggested by the FE, were discussed comprehensively, until the backbone activities for the OW were agreed upon.

Case 3: Homestead Sewage Connections to the Sewerage Mains in five neighbourhoods. 1997. Vitória, Espírito Santo, Brazil.

Vitória City Council made available financial resources to connect private homes to the new sewage public mains. This was to be a complementary part of a bigger sanitation program to develop the poorest slums of the city. Normally this kind of public works would be executed by private contractors, but the Council thought that they offered a good opportunity to involve local communities and decided to use the OW large group capacitation method (LGCM) in its execution.

In that way the financial resources would revert to the local communities who consequently would benefit not only from the actual connections but equally importantly from the implied employment creation potential, income generation, associated professional and managerial skills, and the experience of being part of a real self-managed enterprise.
As an additional advantage, connections made by homeowners themselves would foster a better understanding of the sanitation system as a whole, its importance, the right ways of using it and the maintenance requirements.
The entrepreneurial organization resulting from the OWs would be a key factor in the PROGER's endeavor to keep the community enterprises going once the public works had been completed. These enterprises could then further embark on electric home connections, plumbing and sewage services, as well as house building. They would be able to establish commercial contracts with the Council,

which then could sub-contract some services such as rubbish collection and recycling, maintenance of the sewage network, and other urban services.

The final result of the program would significantly contribute to the solution of the main contemporary social problem: unemployment and exclusion. The chosen methodology would allow the insertion of a big number of residents in the labor market, either through formal employment facilitated by the skills achieved or by the creation of membership enterprises or co-operatives, or by small family enterprises within the informal sector.

6. From design to preparation of activities

Once the main activities of the workshop were selected, the Facilitators' Enterprise (FE) made sure that, at the beginning of the workshop, everything was ready for the actual commencement of productive work. In the case in hand, the FE carried out the following preparatory activities:

- Organize detailed maps indicating the location of all connections to be made in each neighbourhood.
- Take a census on the connections, house by house, indicating in each case the type and metres of pipes needed, type and number of cement boxes, map of the connection and other details.
- Produce a Cost Form for each connection.
- Determine the materials needed for each connection.
- Determine the tool kit needed to cover a defined group of connections close to each other, including types and amount.

At the same time, the FE was also tasked with identifying the existence of community sub-groups, tendencies, interests and trends in leadership, those either opposed to each other, or with those with converging interests. Relative weights and influence of the different sub-groups by age, gender, profession, socio-economic level, and other variables.

The knowledge of the participants' characteristics would allow the FE to plan other complementary productive activities, as well as the skills that would be needed during the OW. It is of utmost importance to identify skills development programs that the group could use in self-employment activities after, not only the OW, but also after the completion of the connections works. After the OW the newly created enterprises should remain active in the self-employment creation and income generation areas, according to the goals set out by the project.

7. The Common Resource Pool

The common resource pool[10] refers to equipment, facilities and raw materials like seeds, fertilizer, hand tools, pipes, a small pump, building materials or any other resource the community might need in order to perform the productive, service, cultural, sports and leisure activities around which the OW will be run. Sometimes, in line with the design of the workshop, these will remain with the community after the workshop, as a "capital" contribution from the Development agency to the emerging community enterprises.   Such direct contribution serves a fundamentally different purpose from traditional donations such as tractors, sewing machines, clothes, food, etc., usually offered as gifts wholly unattached to any other process or development support program. The full list of resources is a result of the analysis of the activities to be performed during the workshop, whereby each activity is analyzed, and tasks and operations accordingly. What is needed to perform each one of them, in terms of labor, equipment, materials and facilities is decided upon. This exercise is a priority task of the Facilitators Enterprise after the design of the workshop has been completed. The list must take the form of a neat inventory, to be handed over to the Participants' Enterprise after having checked every single item and signed for them. It is important to limit the amount of resources to the activities that will take place during the workshop, and to give them in small quantities. The reasons for this are the following: resourcing the enterprise of the participants with means expected to be used after the workshop, is tantamount to pre-empting post workshop activities, and this will go against one of the most important requirements of the workshop, which is freedom of organization within the law.

If resources in large quantities are allowed, e.g. one person one tool, then there would be no need for the participants to organize themselves to make use of the resources.

We also consider a "start-up grant" and a "Development fund" to be part of the common resource pool.

The start-up grant is a modest amount of money, that reflects the cash acquisition power in the country and which therefore can range between US $ 1.00 and US $ 5 per participant.   It is handed over to the enterprise of the participants at the beginning of the workshop. This will enable them to afford small expenses deemed necessary before the enterprise is in a position to fend for itself, typically by earning money from the sales of goods or services it or earning through the Development fund.

8. The Development Fund (DF)

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[10] in Spanish: "*Insumos indivisibiles*" ie: literally resources which cannot be divided up any further into separate, individual parts – eg a van or lorry serving the transport needs of the entire OW

The "**Development Fund**" is an amount of money equal to the monetary value of the expected amount of labor to be contributed by the participants' enterprise to each one of the development projects to be implemented during the workshop. This is a particular capacitation tool, which facilitates the understanding of some of the theoretical concepts of the economic part of the Theory of Organization. Among them, the concept of "commodities", "value of commodities", the understanding that the labor force is just another particular commodity, the concept of work-time, how to estimate the value of labor, and the difference between directly productive activities and "service" activities. The latter, like cooking or taking care of the children, are not taken into consideration for the calculation of the development fund since in normal life one does not get paid to prepare one's own food or to take care of one's own children. Nevertheless, when catering or taking care of children are expected to become service-providing enterprises after the workshop, other arrangements can be made.

The fund is paid to the Enterprise as a whole. This differentiates it from the "food for work"-type of programs or public works programs with intensive use of labor force, which used to be the mainstay of ILO programs.   In these two cases, the Development agency acts as the employer and the participants as wage laborers, without any sense of enterprise and nothing or very little in terms of capacitation.

In Southern Africa the development fund has been a useful resource in teaching participants how to produce proper labor records, to analyze simple financial reports and make collective decisions on the use of the fund. It has also assisted fledgling enterprises to understand the value of capitalizing it and going through the experience of opening a bank account. The development fund is the equivalent to the per-diem that all participants of mainstream training programs use to receive, but, in this case, the same money is used as a capacitation tool.

All these processes take place within a *real* enterprise, and this makes the difference between the social scale organizational capacitation and the "enterprise games" used within GTZ programs[11]. As mentioned before, "enterprise games" fail in the crucial point of *reality versus simulation.* Even when simulation games convey a '*sense of reality',* their usefulness would still be limited to mere eidetic representation, in the same way as manipulation that is characteristic of traditional social psychology may convey the 'feeling of participation', with people 'feeling empowered' or having developed the "feeling of ownership". These are likely to end up as either intellectual exercises or mere entertainment.

Recent experiences, though, show that the introduction of money into the capacitation set-up brings social conflict into the workshop. When using the

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[11] Gesellschaft für Technische Zusammenarbeit (GTZ) – German Federal Government Technical Cooperation Agency

Development Fund, the Director, therefore, must be prepared to deal with issues of a conflictual nature.

During 1995 four OWs took place in Mozambique. In three cases, towards the end of the workshops, when it came to the calculation of the Development fund and decisions on the use of the money, violence broke up, creating difficult situations that were hard to handle. These experiences triggered a process of reflection, where we could realize our mistakes in the directing the workshops, which were a result of an incomplete understanding of the extent to which the OW is able to mirror the reality of the country. Over 16 years, Mozambican civil society had gone through massive population displacement causing loss of life and property, and disruption of social and economic life. Emergency aid had flooded into the country. UN and international NGOs had been paying unusually high salaries to relief workers and the grassroots grew accustomed to receiving emergency aid. In this context, the Development fund was perceived as yet another handout and it was difficult for the participants to understand its intended meaning. The social participation experience of people who had lived through the civil war, in particular that of the demobilized soldiers, was limited to vociferation and violent threats in demanding their demobilization benefits. Within the workshops, the participants did the same when it came to the calculation of the Development fund. This led to a serious consideration about dropping the Fund from the context of the method. A more in-depth reflection on the problems that society presents, not only in Africa, but in other parts of the world, compel the conclusion that the Mozambican youths who made up the majority of the participants of the workshops, were indeed *survivors* of the civil war. They had managed to survive by using their capacity to assimilate the prevailing violence and act upon reality in a self-affirmative fashion, surely not devoid of violence, as a condition of the preservation of their own lives. Therefore, the use of violence to defend the interests of the group of participants within the workshop needed to be recognized as a potentially positive strength.

The direction of the workshop should have been able to find in these very same youths the driving force that would have steered the group towards the achievement of its objectives. Subsequent workshops improved operational procedures of the Development fund, calling on the mobilization capacity of the youths, on their initiative and courage, and putting them to work to their own benefit and that of their communities.

In this way, the knowledge of the social context, and its reflection on the social composition of the group, allowed the facilitation of upcoming workshops to foresee potential problems, exclude repression as a response to the demands of the groups, and to establish co-operation relationships between participants and development workers.

This experience was particularly useful in 1997 in the poorest slums of Vitória, Espírito Santo, Brazil, affected by rampant unemployment, crime and drug trafficking. The youth in these neighborhoods, too, with a life expectancy of 27 years, were *survivors* of the prevailing violence of the social environment. Thanks to these reflections, the fourth of the Mozambique workshops, held in 1995 and the last workshops held in Brazil in 1997, did not present the same situations of violence. Organization Workshops (OW) held in the poorest neighborhoods of South Africa by the SERITI Institute between 2009 and 2011 not only included the Development Fund in their design and implementation, but used it as a very powerful tool to collectively manage funds coming from the SA Government Community Works Programme (CWP), and to turn a previous situation characterized by violence against immigrants into a model of co-operation and brotherhood in the implementation of Community Development activities.

Whatever the case may be, when using the Development fund, the Director must be prepared to face social conflict and handle the crisis within the organization of the participants. Conflicts emerge because of mutually contradictory economic interests. These conflicting interests are the main cause of internal divisions and the factional infighting that cause social organizations to collapse. Even though this is difficult to handle, it is exactly this exercise, within a real enterprise, which enables both individuals and enterprises to sort themselves out when they emerge in the course of the life span of the enterprises.

Contested as it may be, the introduction of money, either intentionally, as an element of the capacitation process, or as a result of the reality in which enterprises operate, is what puts to the test the survival capacity of the enterprise in the competitive environment that characterizes the market economy. People learn how to translate money into capital only after having gone through the experience of handling real money, deciding how to use it, and face the consequences that these decisions entail for their personal and the group's welfare.

In our experience, participants in the first workshops, held in any particular area, tended to distribute the entire Development fund among themselves. At the beginning of our experiments in Southern Africa, the participants used to close the workshops with a big party, and as a result took home very little or nothing at all. Thereafter, neighboring groups, reflecting on the experience of the others, rightly tended to decide that they should keep part of the fund for future use, and so developed their own concept of "capital". The same learning process takes place in society at large, where developmental money borrowed from banks goes to buying cars or building private houses until the market economy imposes its laws on the enterprises by throwing out of the market those that are not able to adjust.

In Brazil, participants in "Course" OW"[12] used to receive allowances on an individual basis. The possibility of using this very same money as "development fund" used not to be discussed. Participants in these courses, instead of seeking to create their own enterprises and jobs, developed a tendency to perceive the "Employment Creation and Income Generation Project" (PROGER) for all practical purposes as the employer of course graduates.

In the Honduran experience, most of the workshops took place in the capacitation centre "David Funez Villatoro", specially set up for this purpose. Participants used to receive property rights over 40 hectares of maize ready to harvest, a chicken run, cattle, pigs, an orchard, a vegetable garden, tractors with their drivers, one small pick-up truck, secretarial staff, offices, and the totality of the installations of the centre. They were expected to harvest, take the maize to the neighboring town San Pedro Sula, sell, and record the sales and the money. The direction of the centre would serve food 3 times a day for 3 days only, and from the fourth day onward participants were expected to buy and cook their own meals from the proceedings of their sales. From the very moment the participants adopted any form of organization, precarious as it might have been, they received the property rights and managed all productive, service, cultural and sporting activities that would take place during the workshop. The Participants' Enterprise used to be, therefore, a **real** enterprise. The quantity and the quality of the means of production in the hands of the participants, plus the need to generate their own means of survival, used to be enough to call for a proper management system to be put in place.

When the OW method came to Southern Africa, there were no such conditions in the training centre, which prompted the adjustment of the technique by creating in the villages the conditions for the functioning of a real enterprise. In this situation, the "Development fund" was instrumental in the concentration of the population around some productive activities chosen by them, and to prepare the set-up of a real enterprise.

As mentioned before, in the Honduran experience, when the workshop takes place in a capacitation centre, all the means of production are already in place, and some production processes are already under way. Participants, at the beginning of the workshop, receive the property rights of all the installations. When the infrastructure of the centre has been specially designed to suit the needs of the social scale organizational capacitation programs, the participants will be able to generate their own income from the performance of industrial, semi industrial or

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[12] The "Course" Organization Workshop is a special type of organizational capacitation, where the productive activities have been replaced by formal learning activities. In Brazil, throughout these three months long courses, the Income Generation and Job Creation Program graduates "Technicians in Enterprise Development" TDEs. These, in turn, deliver community-based courses that graduate "Investment Project Assistants" IPAs. This is with the aim of building-up a Social Participation System in the employment creation process known by the Spanish acronym SIPGER (Job and Income Generating Project Identification System)

agricultural activities. In this case, the development fund may be irrelevant, as the financial management generated by the production activities ensure the same result.

Since every enterprise handles money, entrepreneurial capacitation must of necessity use money as a learning aid that will give participants a real experience with collective decision making on spending and/or saving scarce financial resources. It will serve as an initiation exercise in collective decision-making and it should help the participants to see the need for record keeping. Once this has been established as a need, it usually leads to a request for proper bookkeeping, literacy and numeracy courses.

9. Food for Participants.

The Facilitators' Enterprise usually provides food during the first 4 days of the workshop. This is, at the same time, an incentive to participate, and a means to allow participants to concentrate on both their own evolving organizational process and the lectures on Theory of Organization. Communities can keep up collective cooking after these 4 days by using their own resources, because the OW by its very nature facilitates collective work. Providing food is not essential, though. Workshops held in high-density suburbs can be organized without cooking for the first days. This was the case in several OWs in Brazil, where participants engaged in pre-professional courses rather than productive activities. In this case, the participants continue to perform their daily activities as usual, attending the workshop only a few hours a day.

10. Running the Organization Workshop.

10.1 The Opening Ceremony.

The Opening Ceremony is an integral part of the capacitation program aiming at the formation of the personal qualities of the personality[13] of the participants. Clodomir Santos de Morais uses to refer to these ceremonies as "the solemnity of the opening", on par with the "solemnity of the closing", exactly to highlight its solemn character, in stark contrast with the party or carnival atmosphere that has at times prevailed. Dr de Morais insists on the presence of the national symbols, like the national flag and anthem, plus the flag of the institution sponsoring the workshop. In Brazil, where the large group organizational capacitation method was used by the

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[13] Personality: the sum total of the behavioral and mental characteristics thatare distinctive of an individual. Colman, op cit. In this book a distinction is made between "personal" qualities of the personality such as warmth or coldness, and "professional" qualities of the personality: tidiness or ability to meet deadlines.

Landless People's Movement, (MST) opening and closing ceremonies are a direct reflection of participants' personal commitment to the objectives of this movement.

By using this type of formalities, the OW indeed facilitates the formative process of people's personal qualities of the personality. This has proved very efficient in the creation of social cohesion, personal commitment towards collective aims and objectives, and a sort of mystique that unites practitioners of the method. In the history of the OW, this mystique usually would express itself as a type of militant commitment,] albeit prone to distortions like such as sectarianism or even dogmatism. This aspect of the workshop explains the fact that that the method at times has been referred to as "a method for wartime that has to be adapted to peacetime"[14].

Upon returning to Brazil after long years of exile, Clodomir Santos de Morais characterized the prevailing situation in the largest cities of the world, like Rio de Janeiro, Johannesburg, São Paulo, Los Angeles, New York, as the "hidden civil war of unemployment". In fact, the situation in these and any other large city in the world resembles that of a civil war. Press reports at the time claimed that in Rio de Janeiro or São Paulo the death toll resulting from urban violence was bigger than that of the Angola's civil war, and Mexico's prevailing violence in 2011 and previous years, compounded by drug-related crime, threatens the governability of the country.

Whoever devotes their effort to working in the poorest neighborhoods of large cities must be prepared to face a violent reality that calls for a good deal of personal commitment. That is why the formation of the Development Workers' personal qualities of the personality is so important, and why, for example, the solemnity of events like OW opening and closing ceremonies contribute towards this formative process.

That is why the Facilitators' Enterprise when conducting the opening ceremony will have three objective s in mind:

- To develop the personal commitment of the Development Worker towards poverty alleviation and employment creation.
- To involve local authorities and organizations concerned in view of creating a supportive atmosphere around the OW program.
- To demonstrate organizational details involved in a ceremony, to be used as model that the participants can follow when organizing the closing ceremony at the end of the workshop.

The Opening Ceremony takes place before the actual commencement of the workshop, and must be very formal, precisely to demonstrate a high level of organization. The facilitators should make sure that invited guests, who are to

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[14] Brazilian Social Psychologist Wanderley Codo, personal communication on the results of his evaluation of the OW method, Brazil, 1997

deliver speeches, hand over the text of the speech well in advance, to include them in the records or Memorandum of the workshop. After the opening ceremony, the facilitators should make sure that the invited guests retire, letting the participants and the Director of the workshop getting on with the job. No observers are allowed. The reason for this can be seen from the following example:

In one workshop in Mozambique, the Director wrongly delivered the opening speech in front of the invited guests. Once the participants had been left to organize themselves, one of the invited guests, feeling that the translation into the local language had not been good enough, came back to the participants' meeting place and instructed another participant to repeat the concepts of the opening speech. This person did not realize that this was an intervention in the participants' own business, by transferring to the appointed translator a special role over and above others. Such an intervention in the balance of forces when the organizational process of the participants was still at an early stage translates into giving a definite direction to the process. Therefore, people who are not prepared to share the whole process, personally experiencing the consequences of their intervention, should not be present at all, for even their silence may convey a message to the participants and distort completely the social experiment.

The actual start of the workshop is marked by the Director's speech.

10.2 The Director's Opening Speech.

The speech of the Director lays down the rules and conditions of the workshop. It is therefore important that it is clearly understood by the participants. It should be written out beforehand, so that it can be reproduced as part of the memorandum of the workshop and be made available to the participants soon after the opening. It must clearly address the said rules and conditions, and be as briefly as possible.

In a refugee camp in Mozambique, working with 850 participants, almost all of them illiterate, in a group speaking a total of 17 different languages, the word "enterprise" was meaningless for most of them. The same applied to the word "organization". The word "Co-operative" was strongly rejected by the majority of the population because of the failed co-operative experience in the immediate past. Therefore, a call for the participants to organize themselves into an enterprise would have failed to produce the desired result. In this particular circumstance, the Opening Speech of the workshop took the form of a proper lecture, using a variety of OHP transparencies to make clear the meaning of the words. When opening the workshop, the Director has to be creative in putting the message across to the participants, especially when communities do not have any formal education.

The Director's Opening Speech should make the following points:

- This is not a traditional course. It is a course for adults who can assume responsibility for their actions.
- The participants should organize themselves into an enterprise, for which they have full freedom of action within the law.
- Once organized, all the tools, machinery, materials and installations needed to ´perform the previously identified activities that form the core of the workshop will be handed over to the representatives of the newly created enterprise by means of a detailed inventory. The Participants Enterprise will pay for all losses and damages and have free access to support services like typist(s), driver(s), a day-care center (crèche) and others.
- Participants are expected to work a minimum of eight hours per day.[15]
- The Participants' Enterprise will have access to a "Development Fund" equal to the monetary value of the labor the host community is expected to contribute. This fund is to be paid to the Participants' Enterprise, not to individuals, according to contracts, records and corresponding invoices.
- The consumption of alcohol or any kind of intoxication is prohibited.
- No one can leave the site until the newly created organization has established the relevant rules.
- In cases where food provision has been included in the workshop design, the Facilitators' Enterprise will organize food during the first 4 days, to allow participants to organize themselves. After the 4th day the participants are expected to cater for themselves.[16]
- The Director will deliver lectures on "Theory of Organization" (about 15 hours in total)[17]. Skills, management, literacy, numeracy courses and coaching activities will be made available on request from the Participants Enterprise.
- Everything that occurs during the workshop needs to be recorded and compiled by the participants in a final document or memorandum, reproduced to give each one of the participants a copy at the end of the workshop.

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[15] This is not the case in the workshops held in the urban areas of Brazil, where instead of productive activities participants attend 2 or 3 hours a day to pre-professional courses. This activity, though, is often the same as those they have experienced before. Therefore, to the same extent that there is no change of activity, or the change of activity is not comprehensive enough, the actual change in participants´' psychological reflection may be also limited.

[16] As mentioned before, food is not an essential component of the workshop.

[17] The Director should set the lecture time. This is one of the tools for providing examples of organization. Through this practical example of the use of timetables, the register of attendance and other characteristics of the lecture's organizational framework, the Director is indirectly pushing the fledgling Participants Enterprise towards improving its organizational level.

- Participation is open to all community members on a voluntary basis. If somebody does not like the conditions of the workshop, they can leave immediately after the Opening Speech finishes, before the beginning of the participants' organizational process..

When included in the workshop's design, the most important part of the Opening Speech is the explanation on the Development Fund, and its mode of operation. As mentioned before, with, or without Development Fund, unemployment is such a strong reality that participants may be prone to imagine that the OW [TM] is just another source of direct employment. That is why beneficiaries tend to establish a employer-employee relationship with development or government agencies providing short term developmental services. At the beginning of the workshop, participants still lack the concept of self-employment and do not have any idea on how to go about the creation of their own enterprises. Therefore, the clearer the explanations of the Development Fund the better, thus avoiding confusion, sometimes intentional[18], between a mere employer and development agencies trying to assist community members in the process of the creation of their own sources of jobs and income.

The Director concludes the Opening Speech by making very clear that, from then onwards, the facilitators will not talk to individual participants anymore. The relationship between facilitators and participants needs to become a relationship between enterprises.

After this, the facilitators retire and leave the group to their own devices. Questions must come from the enterprise, and for this reason the Director will not answer questions from individuals. Thereafter, the facilitators should get themselves organized, distributing responsibilities within their own enterprise, going through pending tasks, if any, completing the procurement process in the event of inventory shortfalls and so on. They should keep themselves informed about developments in the Participants' Enterprise, carefully abstaining from sending anybody to "spy" on the PE and from using "key informants" as may be the practice in other approaches.

So-called "Participatory Observation", understood as an exclusive task reserved to some participants or facilitators, is completely excluded. Participants should be just participants, and facilitators should be just facilitators. Nobody can refuse normal tasks by saying "I am here as observer only". Nothing prevents anybody, though, to use their spare time to make observations and notes during or after the workshop, without excluding themselves from full participation in the normal tasks just as anyone else.

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[18] This confusion is sometimes fostered by community members expecting a third party to organize and manage production and to have wage labor included. The OW, on the contrary, expects community members to organize and manage production themselves which, if properly done, will allow a monetary reward of the labor force.

Throughout the workshop, the facilitators should closely monitor (but not 'spy' on) the participants' organizational process, analyze it and decide when and how to intervene or not to intervene. They should also supervise skills and other courses and plan for the dismantling of the workshop and the follow-up period.

Between the Opening Speech and the moment the participants come up with their own organizational structure, the Director must not intervene at all. If participants on an individual basis come in with questions or comments, the only way to answer them must be to send them back to their own enterprise. This is explained later in this chapter, under the section "The Director's Role"

Participants can take one, two or even three days to put in place some kind of organization, and theoretically they can even fail to organize themselves at all. In the ideal situation, no matter what is taking place, the Director must not intervene. When the participants have not had enough exposure to division of labor or no exposure at all, this part of the process can take a long time. To avoid an early disintegration of the workshop, the Director should ensure the right social composition of the group, patterned on society at large, by including representatives of different types of activity: individual workers, jobless and a handful of production-line workers or people with a division of labor background. If, for some reason, the workshop includes individual workers only, and the possibility of total collapse is imminent, then a "Primary Structure" could be created: before the opening speech the Director selects three or four participants with a background in organization of labor, and gives them the following instruction: *"If you see that the group, after three or four days fails to organize itself at all, or if you see that the unity and discipline of the group is seriously threatened, so much so that the whole workshop might collapse, then you must get together, without attracting the attention of the participants. You should map out a strategy to get things moving and put that plan into action"*. This should suffice for the workshop to go on without the need for the director to further intervene. Out of 50 or 60 OWs run in Southern Africa, only once a "Primary Structure" was used. In the first workshop in Zimbabwe, year 1988, a combination between an incomplete knowledge about the role of the activity in the determination of the psychological reflection and lack of sufficient data about the daily activities of the would-be participants before the workshop, made it impossible to anticipate their total inability to organize themselves. After the first week, the Participants' Enterprise was not performing any activity at all, and the experiment threatened to totally disintegrate.   In this case, the creation of a "Primary Structure" was instrumental in the rescue of the workshop, as it allowed the group to organize and to reach its objectives without any further intervention of the Director.

10.3 The Beginning of the Learning Curve

On the participants' side, getting organized is the first item in the learning process, and in very rapid succession management learning begins with the transfer of the

inventory and the hand-over of the start-up grant, by means of which participants are confronted with the concept of enterprise, most of them for the first time. Representatives of the newly formed enterprise meet the facilitators and let them know what kind of organization they put in place. The facilitators request that the Participants' Enterprise follow basic procedures, such as communicating their decisions in writing, indicating the name of the enterprise, membership, leadership and organizational structure. Sometimes participants did not think about some of these points and got sent back to their constituency to fill in the gaps, and, in so doing, made a first attempt at democratic decision making. Nevertheless, as soon as some form of organization is in place, basic as it might be, the Facilitators Enterprise, must put pressure on the Participants' Enterprise to take over the inventory; check every single item, premises, or equipment, and sign the inventory list, which makes it clear to the Participants' Enterprise that their Enterprise will be held accountable for losses or damages after the closing of the workshop. As mentioned earlier the tidiness of the storerooms and the clarity and comprehensiveness of the inventory list are essential at this stage. The more people participate in the hand-over/take-over process, the better. The feeling of ownership and motivation will only grow as a consequence. At this moment in time, the start-up grant should be handed over as well, together with the inventory, in front of a general assembly meeting. The Facilitators' Enterprise ought not to delay the hand-over of the means of production with requirements that do not serve useful purposes, for example, asking for a printed letter even before computers or printers have been handed over. This is because it is precisely the fact of the means of production being in the hands of the participants which is going to accelerate the exercise in organization of the Participants' Enterprise, and which will thus allow it to gradually overcome its problems. Sometimes, when the workshop takes place in communities with high levels of delinquency, it is advisable to add individual liability to the collective undertaking made by the group. The Facilitators' Enterprise should also make those people who directly receive the means of production personally accountable for the goods received, by explaining to them that, if something should disappear, the Facilitators' Enterprise will refer the case to the authorities, which means that the leadership is being made directly responsible for inventory losses. Consequently, both individuals and the collective begin to develop the concept of "enterprise".

Immediately after this, the Participants' Enterprise with both the inventory and the start-up grant at its disposal, is in a position to start up its activities, i.e. to start earning income from the Development Fund and to set up the organizational and professional capacitation they need to achieve whatever developmental project the enterprise is involved in.

10.4 Lectures on Theory of Organization

The lectures on Theory of Organization should begin as soon as possible, preferably on the first day of the workshop. In our experience, workshop activities keep people

busy all day long. Because of this, it is advisable to open the workshop on a Monday, around 8 or 9 AM, in a week without public or other holidays, and to schedule the lecture time for the afternoon, at about 14.00 hours, depending on the type of the workshop activities. This will allow 5 or 6 days of continuous work at the beginning of the workshop, helping the group to promptly create much needed internal unity. The facilitators use the lectures to demonstrate what an organizational framework looks like: the Director will start exactly on the time agreed for the lectures. This will certainly surprise the participants, who are usually not used to keeping time at all. By then, most of them would have forgotten all about need to attend lectures in the first place.

When they realize that it is 'lecture time', they will begin preparing themselves in a hurry, usually resulting in coming to the lecture hall late. The Director, at the start of the first lecture, should ask for the attendance register, the name of the enterprise and put the spotlight on the latecomers. Requests to be put to the Participants' Enterprise by the director should include meeting the Education Committee, the Discipline Committee, or whoever is responsible to keep the attendance register, the roll-call, and time-keeping. The Participants' enterprise might as yet not have thought about a name for their enterprise, let alone about education, discipline or any other committee. These are some of the strategies used by the Director to put across to the participants some of the aspects of an organizational framework, making them to think about the need to set up these and other organizational structures.

In Southern Africa, lectures last for about one hour, allowing time for questions at the end. Sometimes the question period can last for 30 minutes or more, and depending on the interest the Director is able to get, the participants can still ask for extended lecture-time. OW lectures on Theory of Organization in the past have been facilitated by the use of more than 100 Overhead Projector transparencies which explain each one of the concepts. At the beginning of the experience in Southern Africa, participants, especially illiterate women, could be seen taking pains to copy drawings and concepts from the transparencies. For them, this was utterly impossible. The muscles of their hands did not have the ability to hold the pencil, and they moreover lacked any literacy or drawing skills. Transparency presentation time was always too short, and they got frustrated when the next transparency came on. This led to the development of a second set of teaching aids with the same content enlarged to wall-chart size, laminated so that they could be re-used. After the lectures, posters corresponding to the lecture content would be hung on the walls of the lecture hall, or even from trees, for people to rehearse content of the lectures with. It was touching to see small groups of participants copying from the posters after every lesson, whenever they had the time to do so. Later, teaching aids were of great importance in the Directors' formative process, since the script of each lecture is already in the transparency. Inexperienced lecturers could then resort to the transparency to recall the concepts, until they achieved the ability to elaborate on their own, adding real life examples to the content of the lectures. Acting as the Director's assistant, one of the members of the Facilitators' Enterprise, on a rotational

basis, used to initiate the lecture with a quick review of the contents of the previous one, which allowed them to gain lecture experience, until they developed the ability to lecture independently.

10.5 First organizational level reached by the Participants' Enterprise (PE): The Installation phase of the OW

The workshop will pass through different organizational phases, marked by improved organizational development levels of the Participants' Enterprise. The installation phase of the workshop lasts for about two weeks, during which the facilitators deliver the lectures on Theory of Organization.

During this phase, participants typically resort to the organizational framework that is best known to them: the vertical, top down style of leadership. The group elects a vertical board of leaders who thereafter monopolize decision making and the more appealing tasks, such as treasurer, opportunities for trips to attend meetings or seminars, or for making purchases which allows the use of the enterprise's vehicle of, or any task that gives them an opportunity to do their own personal thing.

If the workshop is held in a pre-existing co-operative, shortly before the commencement of the workshop, the leadership in place has to cease to operate, to ensure that all participants enter the workshop under conditions of equality and full freedom of organization within the law. This notwithstanding, the tendency of the temporary enterprise established for the workshop's purposes tends to be to carry on, regardless, with the very same, existing co-operative leadership and work teams in place as before. These work teams usually will not constitute a "committee", in the sense of a management structure as integral part of the decision making process. They will merely be groups of workers in charge of the physical execution of some job, in as far as, when asked about details or given suggestions to improve their work, they will refer the questioner to the leadership. Later, with the workshop in progress, these groups of workers progressively tend to morph into both a management body and a proper work team, particularly after having introduced work plans, reports and critical analysis.

In rural communities, this vertical leadership style equally is a characteristic of most organizational frameworks, albeit strongly colored by cultural aspects. In our experience in Zimbabwe, Namibia, Botswana, Angola and Mozambique, elected leaders were inclined to consult elders, and would not oppose democratic participation in the decision making process. In these cases, what immobilizes communities or slows down the pace of the workshop, is the genuine lack of experience and knowledge about participatory procedures. This differentiates the

African from the Latin American experience where an "anomie[19] period" was more likely to occur at the start of the OWs conducted on that Continent[20].

During this period, the idea of "enterprise" is still very far removed from the minds of the participants. Most of them, when given a task, can work very hard, while, at the same time, remaining marginalized from decision-making and management. This lack of participation undermines commitment and creates disappointment, lack of discipline, and all of this brings down productivity. Frequently, too, because of the inability of the vertical leadership to engage the whole group in production, large groups of participants are not given any task, and remain idle, giving them the opportunity to see how the leadership spends the whole day in meetings, get the best share of food without doing any physical work, or any work at all. It soon becomes clear, at this stage, that this kind of leadership fails to manage the enterprise in the common interest. Discontent builds up, conflict situations ensue, which, sooner or later will have to be tackled by the group.

For as long as food is still being provided, disappointment is usually not sufficient to provoke any outburst or crisis. Although it will have been made known to them that, from the fifth day onwards, the participants have to organize their own food, most of them will fail to realize the implications. Neither will they be likely to realize the lapse of time, until one morning, after the fourth day, they find themselves without breakfast. By then, and even during the second week, the Participants' Enterprise is still not able to keep a proper record of the work done by each individual, which means that it is not yet able, either, to invoice the Facilitators and access the Development Fund, as the vertical leadership will continue to rely on advance payments for survival. The Director, at this juncture, can either bring forward or delay a crisis, by either granting or denying an advance payment. Such a decision should be resolved according to the level of maturity of the internal contradictions within the group. If the Director feels that there are enough people prepared to challenge the leadership and handle a crisis without jeopardizing the workshop, then the course of events leading to a crisis point should be allowed, and a crisis could even be provoked for the sake of the democratic expression of those who, until then, had remained marginalized participants.

When the Director does decide to make an advance payment, this must be done in the open, at a General Assembly meeting. The procedure used must make clear that the Participants' Enterprise is entitled to receive payment for the work done so far, provided their request is supported by the proper records, and that, as the case

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[19] From French *anomie*, from Greek *anomia* lawlessness or normlessness, from *a-* without + *nomos* a law + *ia* indicating a condition or quality. Colman, Oxford Dictionary of Psychology, Oxford University Press 2001

[20] In the Latin American experience, particularly in the early beginnings of the method, de Morais and followers called "anomie" the period in which participants begin the process of organising themselves, characterised by confusion and mess, where participants may take advantage to disappear with the car of the enterprise, get drunk and so on. This behavior is not observed in the Southern Africa experience, and the term "anomie", therefore, does not wholly represent the link between confusion and the inability of vertical leadership style to cope with the situation.

happens to be, invoices for work done were not presented to the facilitators. If only they were properly organized, there would not have been any need to continue to rely on advances. This explanation, which exposes the inefficiency of the leadership, might, itself, trigger another crisis.

As already pointed out, the workshop was designed in such a way that division of labor is essential if participants are to accomplish all intended activities. Therefore, there is no way a group of leaders in a vertical set-up, efficient as they otherwise might be, can cope with all the tasks. The participants soon realize that a vertical leadership is unable to mobilize all participants. Later, by using theoretical and practical experience provided by the workshop, they will progressively adjust their organization until they reach both a structure and self-management procedures which lead their enterprise to its first organized achievements.

The group may have to go through two, three or more different management committees until a successful one is found. However, no matter what the solution to the problem of the main committee may be, as a rule, the enterprise sets up various working committees to carry out the different tasks. When this happens, and provided all the members are part of a working committee, the facilitators approach each one of the committees and teach them how to produce work plans and critical analysis. Another way to do this is to pass on these techniques to the Education Committee, for it to teach the others. This is the practical side of the lectures on Theory of Organization, which can take place either before or after the corresponding subjects are reviewed in the lectures. When the group has had some previous experience with social division of labor, practical exercises on work plans and critical analysis can happen earlier than the corresponding lectures. The decision as to whether to teach work planning and critical balances before the scheduled lectures on this subject is left to the Director, who has to make sure that, whatever the choice, the contents are going to be properly understood.

The work plans of the relevant committees usually include activities such as harvesting, transport, marketing, purchasing, preparation and distribution of meals, cleaning the buildings, running and maintaining machinery and tools, keeping up discipline, health, pre-school, literacy courses and vocational training on skills cor-responding to the different activities. All these activities, taken separately, are simple enough to be performed by unskilled or illiterate people, while the totality of the tasks of the enterprise is very complex indeed. It is clear at this point, how the idea of the division of labor appears in the mind of the participants as a psychological reflection of practice. This reflection, in turn, allows the development of the analytic-synthetic capacity of thought and constitutes the necessary foundation which enables all participants, irrespective of literacy levels, to understand management, literacy or any other skills courses. The simplicity of some tasks allows the integration of all participants in performing them, and, at the same time, the complexity of the whole allows their psychological development. So, the self-sufficient, individual worker

disappears in that capacity, and becomes integrated in collective work, which then makes the efficient functioning of the enterprise possible.

10.6 Second organizational level: the "take-off" stage of the Participants' Enterprise.

Experience shows that the Participants' Enterprise reaches this point at the end of the second week. The Facilitators at this point teach participants how to combine work plans which are handed in by the working committees into a global one, and how to prepare a General Assembly Meeting, conducted by the Facilitators as a model to be followed, from the second general assembly meeting onwards. Once this is done, and only once this has been properly done, the Director can and should leave the Participants' Enterprise working on its own. Normally work will proceed smoothly. Different courses in basic education, vocational skills, management, or any other deemed necessary will be offered as well. The absence of the Director is not felt, and the organizational level of the Participants' Enterprise grows remarkably. In co-operatives or groups with a higher experience with social division of labor it is advisable, once the lectures on Theory of Organization are over, to include management contents dealing with the transition from work plan to cash flow, and how to draw up the production plan of the enterprise by way of introduction to what will be the follow-up of the workshop. This is a program on its own, aimed at developing the entrepreneurial skills of the participants.

Towards the end of the workshop, the group understands very well that the final payments will be made only if the labor records are properly prepared, and the charges for labor are calculated along local market prices for similar tasks. The participants should have been already keeping daily records in each one of the working committees, including names, responsibilities, performance, start and knock off times and value of the work done. At the beginning of the workshop, economic expectations may be very high indeed. Communities and co-operatives have either received themselves, or know of other communities that have received donations from international NGOs, without having to work for them, without properly prepared project proposals or anything of the sort.[21] Even so, the understanding of the relationship between payment and effort should be in place towards the end of the workshop.

11. The Role of the OW Director.

The role of the OW Director is as complex and comprehensive as the workshop itself. It combines different tasks that will be treated separately in this chapter.

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[21] The "free distribution" of easy money is a strong developmental hazard. People in touch with foreign donors are sometimes rushed into registering a local NGO, so that they can receive quick donations. This happened in countries like Zimbabwe, immediately after independence, in Chile, after the military government, and in Nicaragua, at the beginning of the Sandinista government. This attitude creates groups of "beneficiaries", who feel they are entitled to donations without contributing labor or anything towards a development project. They perceive projects as the property of the agencies rather than their own.

11.1 Definition.

The OW Director is a specialized instructor, with a sound knowledge and experience of the division of labor, which has grown into the capacity to directly implement division of labor in the case of known productive activities or, if they were never encountered before, figure out the division of labor needed here too, to perform those activities. The OW Director is skilled in applying and transferring to others the ability to divide and allocate tasks, to co-ordinate working committees, and to facilitate collective, democratic decision making.

The main roles of the OW Director are those of **organizer**, **instructor in organizational skills and lecturer.** In this section, we will analyze the roles of organizer and organizational instructor. The role of lecturer has been covered elsewhere.

11.2 The OW Director as Organizer.

During the Design and preparation phases of the OW, the Director performs the role of **organizer.** This role comprises: organization and direction of the team in charge of the workshop, allocation of tasks, control and supervision of its execution. This team should assist communities in the selection of the activities around which the OW is to take place, and prepare the technical plan for each one of them. In so doing, the team should foresee the division of labor that is yet to be discovered by the participants as their own organizational practice evolves.

The Technical Plan of the OW is the result of the analysis of each one of the activities to be performed during the workshop and should provide all the necessary information as to the inputs, equipment, foodstuff, bedding, development fund and start-up grant. The Director, with the assistance of the team, should convert this technical plan into a budget and a logistic and transport operation geared to having all participants and means of production gather at the site at least one day before the opening of the workshop.

On the participants' side, the Director, with the help of the team, should meet the intended target group, discuss their needs, and put across the idea of the OW. On the basis of the activities proposed by the community, the team should then decide which ones are to be carried out, starting with the date, the number of participants, outside participants if there are to be any, and the facilities available at the site suitable to accommodate outside participants, facilitators, instructors, goods, cooking utensils, lecture events, toilets/latrines and the like.

During this phase all would-be participants fill out registration forms, all data are properly processed and the Director keeps in mind the information to be gained from it.

11.3 The Director as Organizational Instructor.

The facilitation of the development of organizational skills by the participants is the most difficult part of the role of the Director, which begins with the preparation and delivery of the opening speech.

The opening speech.

The knowledge of the level of participation, commitment, mobilization, and organization reached by the community before the workshop is the main ingredient for the Director in the preparation of the opening speech. This knowledge can be obtained from facts like the amount of registration forms filled in, the quality of the facilities and other resources that the community made available for the workshop, the presence-absence of conflicts between community members over the intended activities of the workshop, prevalence of gossip, grumbling, malcontents and similar issues.

The Opening Speech has two parts: one, which is common to each and every OW, and which lays down the basic conditions, and another, which is specific to each particular one. All information collected beforehand will provide the basis for this second part, which contains the **mobilization aims** of the opening speech. This means skillfully and tactfully addressing the problems observed during the preparatory steps, giving clues of issues around which the group can unite and overcome these problems. This has to be done indirectly, giving the impression that the Director is talking in general, without mentioning or referring to particular facts observed in the community. At the same time, the Director uses the opening speech to put across long-term developmental aims, which go beyond those of this particular OW.

The actual delivery of the opening speech has to happen after invited guests have withdrawn and only the Director and members of the FE remain in front of the group of participants.

The role of the Director during the first organizational exercise of the participants.

Immediately after the opening speech, the Director and the FE vacates the place, leaving the participants to their own devices. This withdrawal must be made in an unambiguous, clear way. They must leave together, without answering questions. Any attempt to stop the Director or any one of the facilitators should receive the following reply: "*From now onwards, we will only answer to official requests coming*

from your enterprise. We will not talk to individuals addressing us on their own, anymore. Go back to your enterprise and organize yourselves."

The Director, then, for a short while will take on two roles simultaneously: The role of **organizational instructor** towards the enterprise of the participants, and the role of **organizer** for the Facilitators' Enterprise. While the participants are busy organizing themselves, the Director should get the FE properly constituted, by appointing specific persons to specific committees or tasks, setting the work plan, deadlines and other issues. After this, the FE should meet on a daily basis, go through the critical analysis of the performance of previous tasks and allocate new tasks for the coming period. The FE should keep, type and reproduce the minutes of its meetings, and compile them into the memorandum of the workshop.

Once the FE properly constituted and proper meeting procedures having been followed, the Director should revert to the role of organizational instructor again, and hand over the co-ordination of the FE to the other colleagues, on a rotational basis. In this way, each facilitator is able to perform as FE Coordinator during three or four periods, which gives them the opportunity to perform this aspect of the Director's role. At the same time, the facilitators should try to gather information on the organizational processes taking place in the Participants' Enterprise, which is usually holding their first meetings at this stage. The Director must be aware of the issues being discussed, the level of participation of the membership, the participation of women, the kind of leadership emerging from meetings, hot issues, if any, sub-groups or tendencies, power struggles. Information-gathering has to be done tactfully, without any intervention in the process and without "key informants".

While all this is going on, inexperienced Directors are usually very nervous about the apparent slowness of the process. Their anxiety to get things done might lead them to actively intervene in the process, abandoning the role of **organizational instructor,** and adopting the role of **organizer** instead**.** This attitude jeopardizes the whole workshop, since organizers, contrary to organizational instructors, keep organizational skills for themselves, failing to transfer them.

When the Director acts as organizer towards participants, the role of organizational instructor is de facto being abandoned and turned into the "chief commander" of the participants, sending them to do this and that, and controlling their performance. In this case, the workshop is likely to achieve a good level of progress as far as the performance of physical works is concerned, but no organizational skills are being transferred to the group and everything is likely to stop after the workshop. The Director, in this case, might have succeeded as **organizer**, but failed completely as **organizational instructor.**

Therefore, the golden rule of this period is **not to intervene at all.** [22]

The Director must know that if the group fails to organize itself, this is the failure of the group, and by no means the failure of the Director. Under no circumstances should the Director forget the organizational **instructor** role, particularly at this particular phase of the workshop.

There is, however, a need to be precise about this. In the experience of the OW method elsewhere, the "*no intervention*" rule has been understood, and still runs the risk of being interpreted as a "*laissez faire*" type of leadership. OW practitioners who are knowledgeable of the experiences of Lippit & White[23] dealing with authoritarian, democratic and laissez faire types of leadership, might be tempted to understand the OW as one big "*laissez faire*" set-up. This big mistake can disturb the final aims of the whole workshop. While it is true that the Director should not intervene, and leave all decisions to the group, this, **on no account, means that the Director is *neutral* towards social situations taking place within the workshop.** Different social strata within the workshop seek how best to further their own interests, sometimes against the interests of the majority of the members. In this case, **the Director actively takes sides with the voiceless and the powerless, as the ultimate aim of the workshop is the *empowerment* of these particular groups.**

In a workshop held in Munguine, Maputo Province, Mozambique, the facilitators were aware that the participants' leadership was misusing the money of the group. They were the only ones who remained idle in the offices, having their breakfast, mid-morning teas and lunches. The workers coming back from heavy work at lunchtime would find nothing to eat. The Director, then, faced the crowd and asked the participants what was going on. Upon receiving the information, the director stormed into the makeshift offices, forcing the leadership to come out and face the group. Some of them could not even speak, for they were busy munching and swallowing their lunch. The Director then denounced them in front of the group, impersonating one of them and mimicking his mouth full of unearned food. This was very important in the empowerment of the exploited poor illiterate women. By the end of the workshop some of the poorest women had made it to leadership positions.

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[22] The same applies to skills instructors. In an Organization Workshop that took place in Otse, Botswana, 1988, among the several activities considered, the Facilitators' Enterprise had made all necessary arrangements for the production of bricks and a lid for a water tank, including filling in the tank with scarce water well in advance. The building instructor, concerned only with the construction of the lid, did not understand that the external intervention during the first stage of organization of the participants frustrates organizational capacitation. He could not bear the initial disorganization stage that is part of the process, and began organizing the participants himself, in order to achieve his particular part of the process as soon as possible. He ordered the participants to spill the water and in so doing frustrated not only the organizational capacitation, but also the brick-making activity.

[23] Interested readers can find the experiments of Lippit & White in any manual of social psychology.

However, any question coming from either individuals or the enterprise is referred back to the group, and the weaknesses in the organization of the participants is pointed out. Exception is made of things that clearly fall under the responsibility of the instructors. The group will always try, as much as it can, to get the Director to sort things out on their behalf. The following dialogue between a participant and the director can be taken as a model:

Participant: *"There is a sick person in our group. Can you take her to the hospital in Karoi[24]"?*

Director: *"Are you from the health committee of your enterprise?"[25]*

Participant: *"No, we do not have a health committee ourselves"*

Director: *"In that case, take the problem to your Chairperson. I do not belong to your enterprise ".*

In this way, without specifically issuing commands and without saying *"Your enterprise must have a health committee, go and set it up",* the Director is making it clear that the enterprise of the participants has a weakness and thereby sends them a clear signal as to how to sort it out. Whether the participants take it or leave it, is their own problem.

This should become the typical answer to any given question coming from the participants, be it from the enterprise or from individuals, and should be given whenever possible. Of course, the Director, in situations that might seriously endanger the health of participants or facilitators, must act promptly and organize whatever is needed. This is the case when a fire breaks out or a workshop faces a cholera outbreak, for example.

The Director should use the lectures to raise issues in an indirect way, without referring directly to the present situation, but should rather give examples from elsewhere. In this kind of intervention, the Director is always encouraging the group to take up division of labor, criticism, critical balances, work plans, unity, discipline, identifying the lumpen and any other negative traits coming from the artisan form of labor.

All of this notwithstanding, the Director must use every opportunity to teach something, for which a clear difference is made between questions that refer to situations that must be treated and sorted out by the participants themselves and those that seek more knowledge on a particular issue. In the first case, the Director sends the problem back to the group. In the second case, the Director

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[24] Karoi is the capital of the Mashonaland Province, Zimbabwe

[25] This answer is similar to those used by Karl Rogers' non-directive psychotherapy. The following answer, though, clearly directs the participants towards their own enterprise in search for answers to their problems.

should always either answer the question directly or research on this particular point to give an answer later. This can be illustrated by the following example:

Participant: *"If you have in your group a person who behaves like a **personalist,** what would you do.?*

Director: *"In that case, in a meeting, the member of the group who is aware of the personalist behavior of another comrade, should make the criticism, saying openly that this comrade is being a personalist, a behavior that is jeopardizing the project."*

Participant: "*What if the personalist is the Chairperson himself?"*

Director: "*It works all the same. Whoever is aware of somebody showing a personalist-type of behavior shall make the criticism within a meeting. If the person in question does not make the criticism, then it means that such a person is behaving like a passivist or as an accomodator, helping the personalist to get away with it."*

This is an example of a question which is searching for more precise knowledge of the instruments to combat the negative traits coming from the artisan form of labor, and consequently, must receive a straight answer, but still without commanding the participant to go and do something. When facing these kinds of situations, the participants often try to get the Director to take sides in internal conflicts of the groups. In this case, the answer of the Director is totally different:

Participant: *The Chairman of the enterprise is a personalist. Do you believe that we should stage a coup against him and elect a new Chairman?*

Director: *"This is a problem of your enterprise, and I am not a member of your enterprise. Therefore, there is no reason for me to give opinions on internal questions affecting your enterprise. Go and state the problem in your enterprise."*

12 The role of the Director during the second organizational level reached by the participants.

This phase of the workshop usually takes place towards the end of the second week, when the participants have already discovered need for division of labor, set up committees and are now working well. By this time, the lectures on the Theory of Organization have ended, giving participants more time to devote to work and learning activities. The role of the Director now changes again to that of **organizer**, to assist each committee in implementing division of labor strategies by participating in a meeting of each and every committee. The Director will have asked the leadership of the Participants' enterprise to set up a meetings schedule.

It is then up to the Director to teach and demonstrate how to assess the work of the committee, which takes the form of a written Report and Critical Analysis[26] of the previous period. The Director then shows by example how to make a criticism, a most difficult skill, indeed, in groups without a worker-type of background. On the basis of the observed strengths and weaknesses of the work process, the Director makes a practical demonstration of how to convert a critical analysis into a work plan which will take on board all the points mentioned in the report.

Once all committees have met and have set up work plans and critical analyses, the Director then request for a meeting of the Co-ordinating Committee to be held, again, how to put together the critical analysis and work plan for the whole enterprise in one single document is taught and demonstrated by the Director. Later, the Director will chair a General Assembly meeting of the Participants' Enterprise, to show by example how this should be done. This is the practical side of the lectures on the Theory of Organization. The Director takes care that the cycle composed by the meetings at committee level, the meeting at Co-ordination Committee level and at General Assembly level takes place at least three times during the workshop. The first cycle is led by the Director, the second cycle by the enterprise's leadership under supervision and the third cycle by the leadership on its own. This way, once the workshop is over, the group is left with a reasonable level of experience in collective decision-making, which is the very tool that the group is going to use after the workshop is over, to maintain the collective work practice.

When leaving, the Director should make sure that the group is left well equipped with the means to reproduce documents, as dissemination of information is essential for the sake of transparency in the performance of the business of the enterprise. These means can range from the computer and printer, in places where membership enterprises can have access to them, to hand-written stencils reproduced on alcohol mimeographs, or on wood-frame silk printers, where enterprises cannot afford the more sophisticated tools. The access to written critical analysis and work plans forms the very basis for the self-management of the enterprise, in the long run, and at the same time, provides an invaluable incentive for improving literacy and numeracy skills.

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[26] **Critical Analysis** (C.A.)**,** also known as Critical Balance (C.B.) or Critical Reflection (C.R.) an organizational management tool allowing reflection on Plan Implementation as well as one of the principal tools in the combat against Artisan 'Bad Habits'. The C.A. is not just a report, even though it may be referred to as a report. Its main purpose is to enrich the planning process for the next period (eg, next week) in the life of the enterprise. Acc to Andersson (2004:161) the levels at which C.A. operates are: 1. Reflection: a. on the experiences of the previous period b. On the parts that could be improved c. What needs to be done to overcome the difficulties encountered 2. (Re) Orientation eg of values and assumptions in the light of experiences gained 3. Proper forum for criticism Periodic critical reflection during the OW is intended to provide clarity to about necessary adjustments. C.A. and the F.E. Facilitators' Enterprise (F.E.) : C.A. always forms an integral part of the F.E. Meeting (see Meeting) The Coordinator asks each team member for a brief report about how they fulfilled their tasks.

It is the task of the Participants' Enterprise to organize the Closing Ceremony. The Facilitators can offer some assistance such as contacting local authorities, hand out invitations or other minor tasks with the focus remaining on the printing and signing of Diplomas of Attendance.

The closing ceremony should take place after the Facilitators have acknowledged receipt of all the items in the Inventory and reached an agreement with the enterprise of the participants on the payment of the Development Fund after deductions corresponding to inventory losses and/or damages. Local communities highly appreciate the Attendance Certificate (OW 'Diploma'), as, for many, this may be the first time in their lives they ever have received an official qualification 'parchment'. This indeed stands as a symbol of the individual belonging to the wider society, which has usually never has cared about the poor. The Facilitators provide a modest contribution towards a closing party where participants usually put up a cultural show using songs, poetry and drama, which often are a reflection of most of the problems they have experienced in the recent past and the salient parts of the workshop experience. In the Southern Africa experience the scarcity of resources and priority given to the transfer of the technicalities of the method did not allow for the documentation of the cultural presentations at a Closing Ceremony. This is the main reason why groups have not been able to exchange experiences with each other.

The Facilitators should make sure that by the time of the Closing Ceremony the Memorandum is properly printed and duplicated to distribute one copy to each participant. Usually some of the authorities invited to the closing ceremony also want a copy of the memorandum.

13.   Guidelines for the preparation of the Memorandum

13.1 Definition and objectives.

The Memorandum of the OW is a document prepared and produced by the participants with the assistance of the FE. It contains a sample of the Reports and Critical Analysis, Journals, Minutes of the meetings, Letters sent and received, Constitution, and other administrative products of the Participants' Enterprise. The Memorandum must be compiled and reproduced in a sufficient number of copies for each participant, and also for the FE files, invited guests and sponsoring institutions.

The main objective of the Memorandum is to furnish each participant with samples of documents that can be used as models for future needs such as how to write a letter, a report, take minutes or write a constitution.

The memorandum also provides a reminder of the most relevant happenings and learning experiences that took place during the OW.

13.2 Model of Index of Contents.

Introduction.

In the Introduction, the Participants' Enterprise summarizes its main objectives, as well as the specific objectives of the OW. It also provides general information such as the location where it took place, start and closing dates, the main characteristics of the participants, and any other information that can provide a good idea about the context in which the OW took place. Usually, the Memorandum Committee requests the elected leadership to write out the introduction.

1. Records of the OW proceedings.

- Opening Ceremony: Program, authorities, speeches.
- Director's Opening Speech.
- Minutes of the Constitution of the Participants' Enterprise
- Leadership.
- Rules and Regulations.
- Sample of Work Plans.
- Sample of Report and Critical Analysis.
- Literacy, numeracy and other capacitation courses. Register of attendance and programs.
- Reports on the production achieved.
- Financial Reports
- Budgets and Cash Flows.
- Documents presented to General Assembly Meetings.
- Cultural, sports and other events.
- Newspapers published.
- Sample of Certificates
- Closing Ceremony: Program, authorities, speeches.
- Director's Closing Speech.

Annexes.

- List of Participants and addresses
- Handouts.
- Technical formats for the activities.
- Inventories.

The Memorandum Committee.

The FE requests from the Participants' Enterprise that they appoint a Memorandum Committee at the earliest possible date. Thus the gathering of documents will take place while events are still happening on the ground. For this task to be done satisfactorily the FE delivers capacitation courses and advice needed to while taking care not to be doing the job on behalf of the participants.

The technology used to reproduce the memorandum depends on availability, affordability and printing quality desired. In rural areas the wooden silkscreen printer has been used with limited success. This would imply teaching participants how to manufacture the ink, which is expensive to buy in the trade, or often not available, by using soot mixed with paraffin.[27]

Other workshops have used manual or electric duplicating machines (mimeograph), photocopiers and also electronic scanners and computers. The idea is to leave with the participants a technology that is accessible and affordable, which can be used later.

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[27] The silkscreen printer itself can easily be assembled by a local carpenter, with some lengths of wood, hinges, screws and an old nylon stocking stuck on with duct tape. The ink can also be made using lamp black, a type of carbon black obtained from the soot of burned fat, oil, tar, or resin. In the Southern Africa experience in places with very high temperature, like Tete Province, Mozambique, locally produced ink tended to block the stencil.
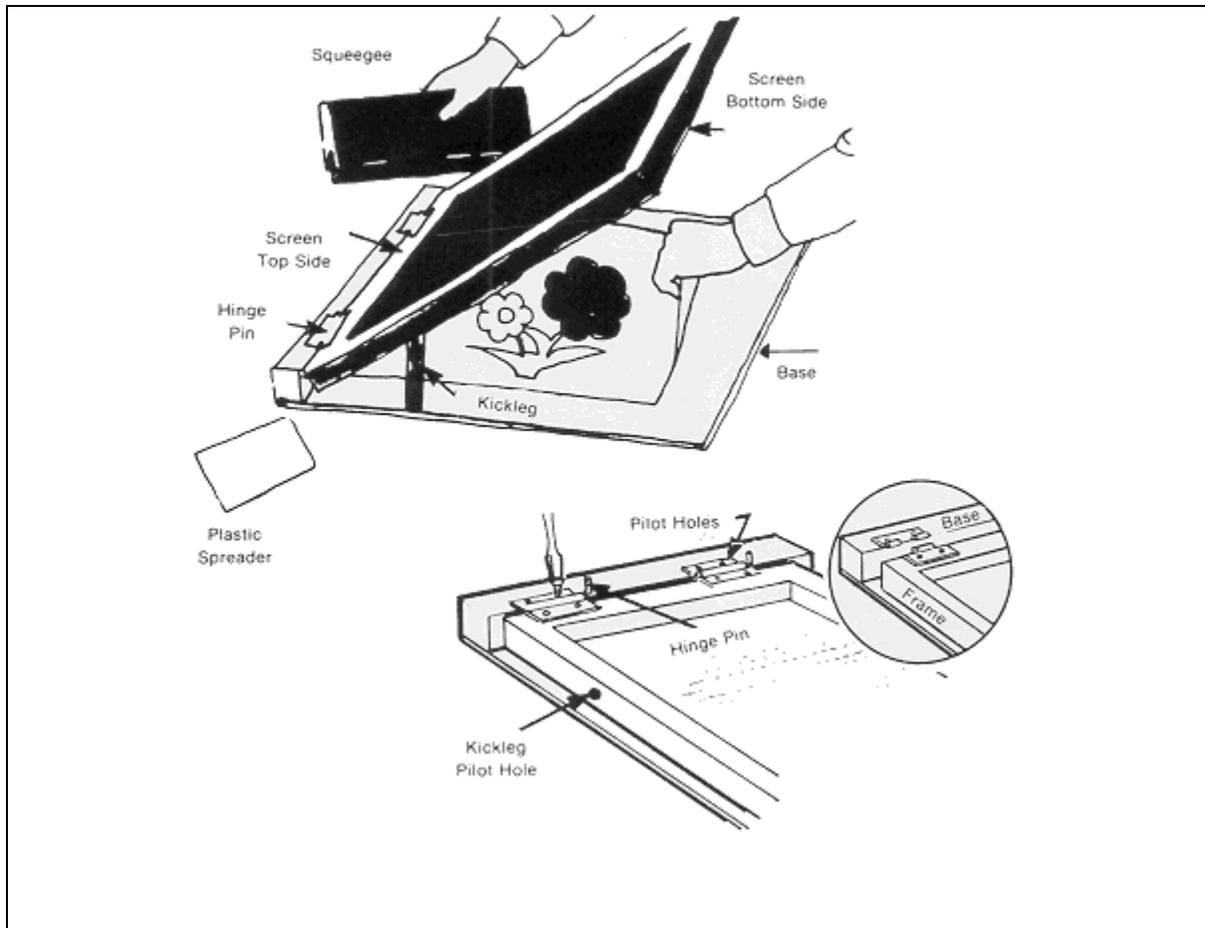
14.   The Evaluation of the Organization Workshop

Several evaluation seminars on the OW method have taken place over the years. Two of them in Costa Rica, organized by the Inter-American Institute for Co-operation with Agriculture IICA in 1978 and 1982, and another one organized by FAO in Honduras, in 1992.

Practitioners produced documents in The Hague in 1982[28], Colombia, and the Caribbean in 1986 and Southern Africa in 1988 and thereafter. Nevertheless, a proper evaluation framework has been developed only recently.

The first evaluation guidelines were produced in Zimbabwe, Africa, in 1988, after five workshops had taken place in Zimbabwe and Botswana. Dr. Gavin Andersson used it for the evaluation of the workshops held in Botswana, South Africa, and the

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[28] Cees van Dam 1982 "Het Experimenteel Laboratorium: de Methodologie van Clodomir Santos de Morais" CESP den Haag, Netherlands.

Caribbean, and some of his results were discussed at a meeting convened by Hivos in the same year.

Agencies have used their usual short questionnaires at the end of the workshops to ask participants how they felt about some of the aspects of the workshop: Facilities, Board and Lodging conditions, Food, Courses delivered. These do not take into account the complexity of the subject matter, levels and kinds of evaluation.

It is advisable to distinguish between "Doctrine" evaluation, where the subject matter is made up of the principles and theoretical underpinnings of the approach, "Performance Evaluation", a comparison between programmed targets and accomplished ones, and the "Impact" Evaluation, a comparison between the present position of the beneficiaries with the position they had before OW implementation.

Doctrine Evaluation.

Although unsystematic, Doctrine Evaluation has been frequent among intellectuals who have been exposed to the method. In Nicaragua, 1980, for example, officers in the Agrarian Reform Ministry objected to the fact that the Theory of Organization does not consider the concept of "class struggle". The same critique appeared in Zimbabwe, year 1989.

Other objections refer to the concept of "vices" (i.e., of the artisan form of labor), a frame of reference which was judged heavy-handed and dismissive towards artisans[29]. In Southern Africa, and even in Brazil, practitioners have pointed out that the Theory of Organization drew most of its historical background from the Central American context of the late 70s, and most of its examples from the struggles of the Central American peasantry of the day. Presently, when bringing the OW to places like the Northern Province[30], South Africa, for example, it is equally clear that the "artisan", as described in the Theory of Organization, is not actually present in the context of the level of development of the productive forces of the area. Most of the above critiques though, are not the product of systematic research, and, for that reason, little or anything came out of it in the way of enriching the theory or providing the basis for carrying the theory forward.

Performance Evaluation.

The Performance Evaluation is a comparison between the stated targets and activities of a development program with the activities effectively carried out and

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[29] Current work dealing with the Psychological Traits Created by the different forms of Activity, took this critique on board and intends to overcome it.

[30] Now Limpopo Province, S.A.

the targets effectively reached. This is the most widely used type of evaluation, since it is relatively straightforward. The procedure is to go through the project document, and going through the activities, one by one, to determine whether it was done or not done, or to what extent, and going through the stated targets, to compare these with those actually reached. This evaluation, though, presumes the existence of a project document that guides the presence of an agency in a particular situation. If this document is structured along 'Logical Framework' lines, or at least, makes clear the logical chain between the stated problem, the expected situation at the end of the project, aims and objectives, quantifiable targets and activities and means to achieve them. This is not always the case, and sometimes people expect results that have not been stated as targets, and therefore corresponding activities have not been foreseen, and budgets did not consider resources to achieve them.

In Brazil, for example, the project originally called "Job Creation and Income Generation Project" (PROGER), and formed part of the Special Secretary for Regional Policies in the Ministry of Planning and Budget, expected the OW to have created market-oriented enterprises and jobs, and yet, in the FAO project document prior to 1997 there were no targets, activities or resources aimed at this specific result. That is why the performance evaluation of the OW must distinguish very clearly the objectives and outputs of the development program where the OW is being used as one of the instruments, and the objectives of the OW itself.

According to Clodomir Morais, the aims and objectives of the OW are:

- The acceleration of the evolution of the Organizational Consciousness that the group will need to embark on any kind of organized action.
- The formation of cadres with the capacity to organize enterprises, and
- The formation of cadres with the capacity to reproduce the OW

The word "enterprise", in the context of the Theory of Organization, means *organized action,* a meaning more often than and not necessarily restricted to "an economically viable venture". If a program or project aims to create enterprises in the sense of market-oriented, sustainable ventures, then the project must include, on top of those that are specifically OW-related, activities that begin when the capacitation phase ends, that is, during the follow-up period.

The OW operates on the basis of the creation of a real, but *temporary* enterprise that is dismantled as part of the learning exercise. The process of creating a *permanent*, market-oriented enterprise, on the basis of the newly acquired organizational awareness and skills of the participants, is a different process altogether, since it cannot ignore the prevailing macro-economic environment. The permanent enterprise, therefore, faces the economic environment directly, not mediated by facilitators.

Impact Evaluation.

Another type of evaluation is the "Impact Evaluation". This must of necessity take place several months or even years after externally facilitated activities have been phased out, to determine whether the "expected situation at the end of the project" did or did not materialize.

Usually a method becomes widely used because it either seems to be valid, or it is merely attractive, not exactly because of its proven ability to instill the desired results in the beneficiaries. Impact Evaluation is seldom carried out. Perhaps this is the least developed aspect of technical co-operation and development work.

The lack of Impact Evaluation does not allow development agencies to find out the reasons for the ineffectiveness of mainstream programs. Mistakes are repeated and unsolved problems persist amid enormous amounts of wasted technical co-operation efforts and financial resources.

Impact Evaluation also relates to the insufficient development of the Social Sciences, particularly social and educational psychology, which have failed to come up with a substantive theory and techniques to achieve "Development". Consequently, it is hard to define expected achievements of a development program.

Furthermore, in countries of the South, local capacity to prepare project proposals is usually not there. Frequently, funding or technical co-operation Agencies prepare project proposals, and hand them over to the governments or beneficiaries for endorsement and formal presentation to the very donor or technical co-operation Agency which prepared them.

Employment opportunities for experts and consultants are part and parcel of the system, and, as a consequence, donor or technical co-operation Agencies are not prepared, nor do they seem to be able to look beyond personal or Agencies' interests, to find out shortcomings or possible mistakes in their programs. Thus the technical cooperation process becomes a kind of self-generating system, detached from, and even alien to communities.

Programs that could not achieve their objectives blame low levels of literacy, lack of commitment or lack of participation by beneficiaries. A progress or final report stating that the agency has failed to understand a situation, to define a problem, find the right methodology is rare or non-existent.

The OW approach is said to have provoked meaningful changes in the organizational framework of host communities. Honduras, Central America, boasts membership enterprises that have succeeded in the banana and palm oil export

market. Co-operatives, villages and refugee camps that went through the experience, have displayed meaningful economic and social achievements immediately after the workshops. In Zimbabwe, village enterprises have developed water resources through processes triggered by organizational capacitation. These changes, though, have not been systematically documented so far.

Late 1998, Norwegian People's Aid (NPA) in Zimbabwe commissioned an impact evaluation of four co-operatives of their phased-out program.

NPA's presence began around 1983 and lasted for about 10 years or less, and the co-operatives had survived without external assistance for the last 5 or 6 years. The program included grants for capital equipment, production inputs, infrastructure development, members' allowances and a strong training component that included the OW. The Impact-Evaluation was not restricted to or focused on this particular part of the program component, but considered it as a whole. In all 4 co-operatives the OW featured very high in the appreciation of the co-operators. In one of them, Zuwa women's weaving co-operative, Nyanga, Zimbabwe, before the OW, the members were shy, each one of them used to perform all the productive process on their own, and the management was largely or even exclusively in the hands of expatriate volunteers. Today, all management is in the hands of the co-operators, the enterprise breaks even, working on a cash basis and does not have liabilities. Many members built their own houses and achieved higher levels of formal education.

Income is sufficient to take care of running expenses, maintenance, members' allowances and social benefits. Members were able to identify division of labor and democratic decision making as the main contributions of the OW. They described the bottom-up planning process, beginning at working committee level, going through the co-ordinating Committee and approved at General Assembly meetings. Over the years the membership did not decline, and new employment opportunities for casual laborers that do the washing, splitting wool and other non-skilled jobs were opened up. Each member specializes in particular products according to skills. Affordable credit and further capacitation could usher the co-operative into the export market, moving it from a break-even position to expansion and economic success.