Chapter 8
Developing San Women's Business, Governance and Management Skills in the Arts and Craft Project

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8.1 Introduction

The San Community in D'kar lacks entrepreneurial skills which are vital to building sustainable businesses in nay community. While Ba Isago University College and W.W. Kellogg Foundation had run a number of generic business management workshops, it was felt a special project was needed in which the San women were currently involved so that a direct impact was felt by the community. A needs assessment conducted revealed that there was a project that had been running for some time in which San women and some men were engaged in making art and crafts objects unique to the San people. Tourists visiting this area were buying paintings and crafts, providing the project members with some reasonable income but a number of deficiencies were noted. The success of the art project paved way for one of the artists to display her products in an art exhibition in England, where she won a price for producing an art design that was adopted by British Airways for its tail display. The artist was given an honorary award by the President of Botswana for the achievement. Apart from the art paintings, San women produce what are called tie-and-dye materials which are very popular with tourists.

Furthermore, the San Community in D'kar lacks project management skills which are vital to building sustainable businesses in nay community. While Ba Isago University College and W.W. Kellogg Foundation had run a number of generic business management workshops, it was felt a special project was needed in which the San women were currently involved so that a direct impact was felt by the community. A needs assessment conducted revealed that there was a project that had been running for some time in which San women and some men were engaged in making art and crafts objects unique to the San people. The concept of PCM can be successfully applied to the Kuru Art and Crafts Cooperative project so that it is run

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like a business project, subject to periodic review and all aspects of the project can be improved upon through the PCM Model of operation.

8.2 The Tie-and-Dye Project for San Women in D'kar Farm community

In D'kar Farm San community, most households are headed by women. Women look after families without material support from the men, most of whom do not have formal employment. Many do not live with the families in the village. There was an urgent need to equip women with skills to start their own businesses so they could support their children. They have traditionally relied on men for leadership in the home and in the community development projects. This is generally true for the San communities. But in this project it was felt they needed to develop their own leadership skills because they were the drivers of this project. The skills of leading, directing and supporting organizational goals were covered during the trainings. At the end of the trainings a number of changes were observed among the participants.

Ba Isago University College in partnership with the W. W. Kellogg Foundation decided to run a number of workshops for the San women who had struggled to build a business of making art and crafts for tourists visiting the area. Fifteen San women in D'kar Farm community run a cooperative making art, crafts and tie and dye products. This cooperative had been operating for ten years. The cooperative failed to take off because there was a lack of leadership and business management skills. They had a part time business manager. The members of the cooperative were not committed to the project. They came to work on the project when money was needed. They did not have anyone with managerial experiences. A number of donors from the Netherlands had injected some funds into the tie and dye project but because of lack of leadership and business management skills the project could not grow. The intervention of Ba Isago University, with the financial support of the Kellogg Foundation transformed the cooperative, giving it strong leadership and business management skills.

The women needed practical skills they could use to make quality products to sell and make money for their families. Kellogg Foundation and Ba Isago University College provided trainers, raw materials, and a training facility where women were given special training in making "tie-and-dye" goods, which many tourists like to buy and display in their homes. The training took place over two weeks. During that time they were busy making the goods. Tourists came and bought large quantities of materials. This was very encouraging for the women who were engaged in the project. Mrs. Brown, the trainer and project coordinator gave lectures and demonstrated how to make specific patterns and pictures with the objects used to block out the light. The method used for this training was based on learner involvement in all aspects. Learners were encouraged to solve problems themselves by assessing the facts e.g. hearing from an experienced craft distributer about the market values of their products and then to find solutions as to how to improve.

Looking at the realities of their situation and find a way forward. Participants were told to gather the objects they wanted to use and plan the design on a piece of paper. When this was done outside space was cleared for each person to put her cloth in the sun. They then proceeded to apply the dye and arrange their objects according to the planned design on the cloths.

Leading is the management function of influencing people to act or not act in a certain way. It is the process of getting members of the project to work together in a fashion consistent with the goals of the project. Major components of leading include motivating employees, managing group dynamics and leadership per se. All of which are closely related to major areas of organizational behavior. The San people are not good at "leading" because everything must be done by consensus. When families decide on any activity or function, they must agree as a family, otherwise nothing happens. The trainings gave the participants a new perspective on this aspect of their life. Initially, it was difficult to convince them of a need for someone to provide leadership in their business undertaking. The tie and dye business demands communication with other businesses by the leader on behalf of the other members of the cooperative. The San end to be suspicious of each other. They are wary being cheated or short changed in business dealings. So all decisions are referred to the group, which must agree or else the project is abandoned. After the trainings, this thinking changed. They chose a woman to be their leader and began to refer some decisions to their leader when they felt it was necessary to do so. The meetings were chaired by the leader and decisions from their meetings were carried out with the support of their leader. After the trainings, the leader was able to induce her colleagues to work project goals. Although initially the leader was not comfortable giving instructions to the other members of the project, she gradually accepted the responsibility for the achievement of the project objectives. Through the trainings, she began to play a major role in moving projects forward and in motivating other women by ensuring good communication between the cooperative members. We saw the leader giving direction when it came to matters of finances, when it involved sharing of profits at the end of the month when products had been sold and monies banked. Although the group decided how much each should get, the leader took the very important role in deciding on how to use the rest of the funds left in the project. We also witnessed the leader playing a large role in the implementation of the business plans including expansion of the business operations, purchasing of additional equipment and adoption of new marketing techniques.

Leadership training infused energy into the project, motivating its members to get things moving and keep them moving. Leadership was important in passing information to colleagues, explaining the mission, allocating tasks and giving instructions, consulting with staff and supervising their work; whatever was necessary to raise production, discipline staff or handle conflicts. The mystery of how information is gathered and used in the San community is interesting. Traditionally, the San people do not share much in terms of "information". They believe that power lies in how much you know and how much others depend on you. They operate by and large on a "need to know" basis. So the more you know, the less you want to share that information. In the trainings, the facilitator spent some time on the importance

of information w to all members of the cooperation and why it had to be shared. The trainings encouraged cooperative members to offer ideas on matters pertaining to their business operations. These included ideas on how to increase production, staff motivation, knowledge of their business and communication aimed at improving performance and increasing productivity.

Participants were also given an understanding of the fundamental differences between "manager" and "leader". Good managers lead their projects to greater heights of achievement, productivity, and ulti1mate profitability. Managers have the authority to enforce order and direct the activities of others. This includes issuing orders and being responsible for their execution. A leader has the authority, but gets results without using force. The women discussed several different types of leadership styles. Some are more prevalent than others in their community. The workshops also talked about autocratic style. Under the autocratic leadership style, all decision-making powers are centralized in the leader. They do not entertain any suggestions or initiatives from colleagues. The autocratic management has been successful as it permits quick decision-making. One person decides for the whole group and keeps each decision to himself until he feels it is needed to be shared. This is not true under the San community, where consensus is highly respected. During the workshops the participants were highly critical of this model of leadership and the discussions on this area of leadership, focused on why it should not be used in their project. The women wanted this type of leadership model in their homes when disciplining children but not in the cooperative. The young women who were also members of the cooperative were very critical of the views expressed by the older women. They felt that it was abusive and should not be practiced anywhere in Botswana. The participative or democratic style was discussed during the workshops. This favors decision-making by the group such a leader gives instruction after consulting the group. They can win the co-operation of their group and can motivate them effectively and positively. The decisions of the democratic leader are not unilateral as with the autocrat because they arise from consultation with the group members and participation by them. The cooperative members were very excited about this form of leadership because it is prevalent in the San community. What seems to be lacking in their view of this leadership was "accountability". All wanted to be consulted when decisions were being made but no one wanted to be "accountable" for the results of the decisions made. They wanted the leader to be accountable. Who should be leading the group and how much authority were they willing to give to the leader? Because in the San community women do not hold leadership positions, the participants, who were all women, were not prepared to lead the group. In the end, some incentives had to be introduced to encourage one woman to accept the leadership position. The leader was given a small monthly allowance and less work on the production line since she had to work with all customers, suppliers and shops that were selling the cooperative's products.

Another leadership style covered during trainings was laissez-faire or free rein. This style of leadership raised many questions during the workshops. This was the dominant leadership at the time Ba Isago University started its community engagement initiative. According to the trainer, a free-rein leader does not lead, but leaves

the group entirely to itself; such a leader allows maximum freedom to colleagues, i.e., they are given a free hand in deciding their own policies and methods. This style leadership fits into the leadership prevalent in the San community. The co-operative members felt this type of leadership was not going to give them the best business relationship and that they were going to fail if they allowed this form of leadership style. During the discussions no one wanted to accept the blame that the cooperative had run its business this way in the past and that is why they had failed to grow their business operations. Many donors had poured money into the cooperative in the past but very little came out of the investments because to laissez-faire leadership. The workshops also discussed what is called "toxic leadership" i.e. leadership abusing workers and leaving the organization in a worse condition. The participants seemed familiar with this type of leadership. They gave examples of leaders in their community who were not good leaders because of the way they made decisions affecting the whole community. The leaders met with donors and the Government of Botswana and decided on projects that had failed to take off because "toxic leadership". The examples given pointed to San men holding tradi-tional positions, making all decisions on behalf of the community as they worked with project funders or Government officials. The cooperative women raised their voices during this discussion and passionately expressed their disenchantment with this type of leadership but they were not prepared to declare their views in the pres-ence of the traditional leaders, not represented at these workshops. The facilitator of the workshop allowed women to vent their anger on this topic because it was evi-dent the participants did not want to have this type of leadership in their community and more so in their cooperative. They described in graphic details the reasons why they felt the traditional chief was a "toxic leader", using examples of decisions he had made without consulting the people. The discussion was helpful in understand-ing how the leader was going to motivate members to work cooperatively with her. During the project, there was no need to worry about such destructive leadership because it had been completely discussed in the trainings.

During the trainings, women learned how to work as a team. The workshop came up with ways and strategies seeking to ensure that individuals, board members and management engage in good governance practices seeking to avoid bribes, kick-backs, etc. Cooperative members were taught about organizational social respon-sibility: Workshop participants were taught that good governance practice respects corporate social responsibility. This is based on an understanding of the expectations that our communities have regarding the 'social contract' that their organization has with its community may include public reporting, and openness to complaints about services or tips regarding illegal actions of employees. The women learned to that providing a vehicle for suggestions advances more social responsibility. In the world of governance, our better-educated citizens are constantly raising their levels of expectations for its leaders. Rules, principles, and social responsibility guidelines can help ensure that managers, board members and/or political leaders, raise expectations, and build back faith in leadership. This is important both for the sustainability of our communities and the sustainability of our Trusts.

In the San community product prices are not determined by supply and demands or any commercial factors. Product price depends on whether you know someone or not. The price is higher when you do not know someone. The workshops covered pricing factors on the products. Participants were divided into two groups. After that the workshops facilitator gave them price of materials used, the labor, other costs e.g. transport of either materials from the distributer or the product to the market and administrative support. They had to set prices based on this information. Participants now had a sound strategy to determine prices for products. Most of the participants were illiterate so calculations were mostly done by leaders in each group who could do it. It was important for all the participants to have a clear understanding of how the pricing works. After the training on pricing, the cooperative members began to charge higher prices for their products because they had acquired more information on how to price products. The cooperative began to make more money. At the end of the month, the profits were higher, allowing members to get a bigger share for their families. This was great news.

The concept of marketing was not known by the cooperative. Mrs. Brown, the workshop facilitator, asked the participants to iron all cloths and lay them out ready for sale. She had invited a distributer for crafts situated in Maun, to look at the cloths and see if she thinks they will sell. Mrs. Kohler told the participants that the market is overstocked with tie and dyed cloths from the rest of Africa and from Indonesia. If they wanted to sell the cloths they should do something to them to make them unique. For example, they had to sew on beads, draw animals unique to Botswana on them and make other articles from them. She was most impressed by the light-resistant tie and dye cloths and felt that there could be a future for it. She did not recommend making clothes from the cloths but rather to make them into cushion covers, bedspreads or table linen.

8.2.1   Final improvements

The participants reviewed their discussions from the previous day and made decisions informed by the lessons. They also learned that drawing animals in the light resist cloths did not finish well and sewing ostrich eggshell beads, a symbol of their culture, onto some of the tie and dye cloths was an attractive idea. This did improve and add extra interest to the cloths. Each participant finished six cloths over the three weeks. They selected two of their cloths to keep for themselves and sold the rest at the Kuru Art Centre. The women of D'kar Farm were fortunate to have undergone special training in tie-and-dye and game farming self-help commercial projects because of the keen interest and passion they expressed in the community capacity building workshops sponsored by the Kellogg Foundation in partnership with BA ISAGO University College. These women are now able to look after their families, send their children to school and improve their diet. The Kuru Development Trust benefited immensely from this training, particularly in good governance and effective leadership. The spirit of natural resource conservation has taken a firm

root in this community to the extent that once a month conservation meetings are held to discuss relevant issues in the field of natural resource conservation on the farm. The women in D'kar are now good leaders of their families and better managers of their financial resources.

8.2.2   *The Future of the Projects*

After intensive discussions at the end of the community engagement programme, a forum was created for the San cooperative women to map the way forward. They wanted to be involved in the projects on a larger scale as a cooperative. They decided to seek external funding for their project. Participants felt that a specialist fund raising manager was needed to lead the fundraising for their project. They wanted to hire a trained manager for the tie-and-dye project. There was urgent need to source materials on a large scale to cut costs. They wanted more working space, since they were now working in the art studios and some artists were a bit upset about their intrusion. They identified a market, strategically located to attract tourists and somebody to sell the products. They want to set up a bank account and work hard to satisfy their customers. They wanted to work towards a sustainable project and to diversify production to include curtains, table cloths, bags, dresses, quilts, cushion covers, and sofa covers. They will employ someone to sew articles from the cloths. For marketing, they tasked the art project manager to market their cloths to local hotels, Government departments, craft shops and places that attract tourists. Their marketing strategy includes a website to advertise their work on the internet. Some participants felt they want to portray their culture in the cloths much as the Kuru artists are doing in their paintings.

For BA ISAGO University, Kellogg Foundation and the D'kar San Tribe, the Community Engagement was a major success. The San women were empowered to change their own lives. The women became leaders in their own community. They learned to express their own views and contribute to the welfare of their families and the community at large. However, Ba Isago University became more aware after this experience that community development and community engagement must be viewed as a multi-sectoral approach for long term sustainability. Government of Botswana is cognizant of this fact and is involving all key community development departments, which including civil society organizations and educational institutions like Ba Isago University. By the same token, the process calls for a multi-faceted approach to learning, the formal classroom being one of them. The fact that the most of the key participants in the rural areas have had no exposure to tertiary education, and many may have dropped out of elementary school, means that other forms of engagement must be employed. This may include translation of community engagement learning materials or the use of pictures to express ideas. The challenges faced by Ba Isago university staff were many. Working with a community situated seven hundred kilometers from Gaborone, where Ba Isago is based was a challenge in terms of effective communication with field staff, providing logistical

support, transporting materials and consultants for the project, effecting timely payments to vendors, and making important decisions on the project operations. With funds being released by Kellogg Foundation annually, sometimes the project experienced operational difficulties due to gaps in the disbursement of funds. However, in the end, this was a great, learning experience for Ba Isago University and the San people of D'kar, whose lives were transformed for the better. The project owes its success in part to the funding from the Kellogg Foundation, USA.

Ba Isago's community engagement gave the San women in D'kar the power of self-recognition that energizes communities to seek to transform their reality to a better quality of life, to plan for it and to strategize for access to opportunities that would allow the achievement of an improved quality of life. What was needed at the local level was an *"I can do"* disposition. The women were able to develop their ability to collectively elaborate a vision for their future; and engage in dialogues and conversations with other stakeholders to find feasible and compatible answers to common challenges. The women in D'kar needed innovative programmes and activities, promoting new ways of doing business and empowering the poor so that they could take charge of their own affairs.

8.2.3   Project Cycle Management (P.C.M.)

From experience, it is clear that many problems relating to the implementation of projects are due to improper planning. Often considerable amounts of resources are wasted before projects are adjusted to become more effective.

Some of the main problems relating to planning are:

- The stakeholders and beneficiaries are seldom or only marginally involved in the formulation of the project;
- The context in which the intervention will take place is not sufficiently understood by those who make strategy decisions;
- The project formulation remains vague and can be interpreted in different ways;
- Because of this monitoring and review to increase the projects effectiveness and efficiency becomes almost impossible;
- Often the link between the activities of a project and its desired results are not very clear.

8.2.3.1   Training workshop structure

The first day started with a group of 17 participants to the training workshop. The majority of participants were women who were 10 against 7 men. More participants joined the training later on bringing the total number to 24 participants.

The first day covered the following topics:

- Introduction to Project Cycle Management;
- Characteristics of a project;
- Steps of the Project Cycle Management and Advantages of Project Management.

The course started with some introductions. Each participant gave their names and their roles and responsibilities in the community. This was followed by the facilitator asking the participants to give their expectations for the workshop before the group agreed on some ground rules for the workshop. The facilitator then outlined the workshop objectives and outcomes. Some of the expectations matched with the workshop objectives.

The presentation that followed made emphasis on defining what a project is and the stages involved in the life cycle of a project with more emphasis on Programming (planning), identification, appraisal, financing, implementation and evaluation and how these stages are interrelated. Participants were then divided into two (2) groups. One group was tasked with working on how their horticultural project started, what prompted them to embark on a horticultural project, project viability and what they want to achieve. The second group worked on outlining activities carried out to come up with a horticultural project, how they monitor project implementation and what they would like to see happening in D'kar in the next five (5) years in terms of poverty reduction and employment creation based on the horticultural project they are undertaking. Group presentations followed with some very useful contributions from the participants. From the plenary presentations, it was clear that the participants had understood the concepts introduced earlier in the day.

A presentation on Introduction to Project Cycle Management (PCM) was followed by the session on the steps of the Logical Framework Approach (LFA). The day ended with the facilitator explaining what would be covered in Day Two and emphasising that it will begin with more details and deliberations on the steps so introduced. Participants were given a Take Home Exercise to research on the needs and interests of stakeholders using the explanations of the morning.

8.2.3.2   Day Two Course Coverage

The day covered characteristics of PCM; stakeholder and problem analysis; Objective and strategy analysis; and project monitoring and evaluation. The day began with a recap of Day One, with participants relating what they have learnt in the previous session. The facilitator then made some presentations on the characteristics of PCM with questions from participants. Discussions followed on stakeholder and problem analysis. The participants were then divided into two groups.

Group One was asked to identify key stakeholder needs and interests based on stakeholder socio-economic and political characteristics, interests and expectations, potentials and deficiencies and how best to involve the stakeholders in the project.

Group Two, on the other hand did an exercise on problem analysis, identifying major problems, selecting a starter problem and establishing a hierarchy of cause and effects in a problem tree. Group presentations followed.

Objective and strategy analysis were introduced followed with some demonstrations on working out an objective tree on the basis of the problem tree. The last topic for the day was on Project monitoring and evaluation based on the importance of monitoring project implementation and the need for evaluation; what do we evaluate and why we evaluate, based on project relevance, efficiency, effectiveness and impact as well as measuring impact on the basis of Knowledge, Attitudes, Practices and Skills (KAPS). The day ended with a short introduction on topics for Day Three. Attendance was higher with a total of 26 participants.

8.2.3.3 Day Three Course Coverage

The third day covered the Vertical and Horizontal logic in Project Planning Matrix (PPM), Project indicators and means of verification and Budgeting and the Budgeting process. The facilitator took participants through what they have learnt in the previous sessions during a recap. A short presentation on project monitoring and evaluation followed. Participants were taken through an introduction to the Logical Framework Matrix with some demonstrations on the construction of the vertical logic of a project (project indicators, means of verification and risks and assumptions). Group exercises on the vertical and horizontal logic were carried out with some group presentations.

The next topic was on project budgeting highlighting the stages involved in drawing up a project budget and the importance of budgeting. The last topic was on the stages of organisational growth. The ended with workshop evaluations based on timing of the workshop, venue, food, learning from others, training materials, the trainer and exercises carried out.

8.2.4   Details of the training module

PCM (Project Cycle Management) is a planning methodology. PCM starts from the principle that 'projects' are short-term interventions designed to assist communities, organisations and groups to tackle and overcome specific problems. The method is therefore essentially geared to make optimal use the knowledge and insights of the future beneficiaries[1], of those who have a direct or indirect interest and of individuals who have particular knowledge of the issues at stake.

Projects differ in size, scope cost and time, but all have the following characteristics:

- A *start* and a ***finish***
- A *life cycle* involving a series of phases in between the beginning and end
- A ***budget***

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[1] The word 'beneficiaries' in the text denote individuals, groups, communities and organisations for and with whom the 'project' or programme has been designed.

- A set of ***activities*** which are sequential, unique and non-repetitive
- Use of ***resources*** which may require coordinating
- Centralised ***responsibilities*** for management and implementation
- Defined ***roles*** and ***relationships*** for participants in the project

8.2.5   Workshop on Project Management

A workshop was organised for the San women who were members of the Art and Crafts Cooperative only Participants were given a handout as a supplement to the comprehensive Training Tool Kit for the training on Project Management.

Project management is the way in which projects are planned and carried out following a sequence of agreed strategy which leads to an idea for a specific action that is formulated, implemented, monitored and implemented with a view to reviewing the strategy and further action. This approach has the following advantages when applied well:-

- It assists those implementing a project to be *clear and realistic when coming up with objectives* for their project since they are able to draw clear distinction between the objectives and the means of achieving them. This ensures that the sustainability of the project is already thought through from the beginning.
- It ensures that the *quality of the project is enhanced* in all the various components of the project cycle and that the proposed initiatives are responding to the really felt needs and identified problems and that there is ownership of the project by the beneficiaries and the stakeholders.
- It helps to *choose appropriate technologies* for use in the proposed initiative especially locally renewable resources; indigenous knowledge and respecting the socio-cultural values of the people involved.
- It provides for *a consistent approach to planning and discipline* when considering what is required in implementing a project and serves as an important reminder of what needs to be checked during implementation to ensure that the aim of the project is not forgotten during implementation.

A series of workshops were held in October and November of 2010 for all the three levels 1 to 3: on Monitoring and Evaluation, Principles of small Business Management, Project Cycle management, and Customer Care. The workshop on Monitoring and Evaluation was held at held at D'kar Village, Gantsi, and 27th–28th October, 2010. (Ba Isago Training Report, October 2010.)

One of the workshops was run from 2nd to 4th November, 2010. The workshop was facilitated by a Project Management expert, who was also a national expert familiar with the local context on community mobilisation, community based income generation and project planning, design and implementation.

The course material used during the training was derived from ***a Project Design-The Project Cycle Management Approach Toolkit*** designed and developed by Community Development Resource Services (CDRS), South Research, Ba Isago

University College—Botswana. This is a very useful toolkit structured as a basic guide to designing projects according to the European Commission- EuropeAid Project Cycle Management Handbook. The facilitator localised the context to suit the context in terms of examples relating to the horticultural project currently running at D'kar. A supplementary handout prepared by the facilitator covered *Advantages of Project Management and Monitoring and Evaluation.*

The workshop was delivered using participatory methodologies linking the content to the practical work of the trainees. Lectures were linked to practical examples of the ongoing horticultural project taking place in the community. Structured learning exercises based on participants practical knowledge was chosen as a primary approach in view of the adult learning principles in view of the level of trainees participating. Additionally, demonstrations and group work were employed to involve the participants in addition to the brainstorming and buzz group and presentations that followed.

8.2.5.1   Objectives of Capacity Building

The Project Cycle Management course is designed to help participants acquire knowledge and skills on Project Cycle Management and the Logical Framework as planning and implementation tools. This training was to assist the community members appreciate the various areas involved in the development processes of initiatives being undertaken in their community.

The training started with defining what a project is, and the distinction and relationship between a project and a programme. This was applied to the existing projects know to the participants. Then a short presentation on Project characteristics was made to show that a project contains the following: a start and finish time, a life cycle, a budget, a set of activities that are interrelated, use of the resources mobilised, clear responsibilities and defined roles and relationships; the life cycle of a project highlighting the beginning to an end and all the steps that a project goes through for it to be viable and sustainable.

Participants were introduced to the various steps of the Logical Framework Approach covering the following steps:-

- Stakeholder Analysis
- Problem Analysis
- Objective Analysis
- Strategy Analysis
- Project Plan Matrix
- Activity Planning
- Budgeting
- Monitoring and Evaluation.

The course also helped participants to identify how to choose the most appropriate strategy; acquainting themselves with the Project Planning Matrix; reviewing the

role of indicators and means of verifications and how to prepare an Activity plan and a Budget.

The PPM contains four key elements of the Project:

a. The Objectives of the Project
b. The project Activities, Means and Costs
c. The Assumptions made for the project
d. The Indicators required to monitor the Project

8.3   Project Indicators and Means of Verification

Indicators are an important outcome characteristic of a project being planned or implemented.

Indicators are important monitoring mechanisms for assessing the progress of a plan. They allow for ongoing measurement with the Project Cycle. They are how the performance standard to be reached will be measured.

Indicators can be outputs (the tangible products produced from our activities) or impact indicators (measurements of change in situations or groups). Indicators do need to be **SMART**:

- *Specific*: they measure only the objective, purpose or result to which they are linked
- *Measurable*: they are based on factual measurement we can verify whether they have been achieved
- *Agreed upon* with beneficiaries and stakeholders involved in the project
- *Realistic & sensitive* it must be believable that they are measuring the change attributed to the project
- *Time bound & cost effective* indicating during which period a certain amount of outputs will be achieved and whether this can be verified (checked) at a reasonable cost by those who will manage the project.

Much of the emphasis placed in plans is on quantitative units of measure—the number of participants, the number of workshops etc. For development projects impact indicators are as important—changes in attitude and behaviour, changes in quality of life etc. Impact indicators are often difficult to describe.

8.3.1   The Tie-and-Dye Project for San Women in D'kar Farm community

In D'kar Farm San community, most households are headed by women. Women look after families with limited material support from the men, most of whom do not have formal employment. Many do not live with the families in the village. There was an urgent need to equip women with skills to start their own businesses

so they could support their children. They have traditionally relied on men for leadership in the home and in the community development projects. This is generally true for the San communities. But in this project it was felt they needed to develop their own leadership skills because they were the drivers of this project. The skills of leading, directing and supporting organizational goals were covered during the trainings. At the end of the trainings a number of changes were observed among the participants.

Ba Isago University College in partnership with the W. W. Kellogg Foundation decided to run a number of workshops for the San Art and Crafts Cooperative women who are struggling to build a business of making art and crafts for tourists visiting the area. Fifteen San women in D'kar Farm community run a cooperative making art, crafts and tie and dye products. This cooperative had been operating for ten years. The cooperative failed to take off because there was a lack of leadership and business management skills. They had a part time business manager. The members of the cooperative were not committed to the project. They came to work on the project when money was needed. They did not have anyone with managerial experiences. A number of donors from the Netherlands had injected some funds into the tie and dye project but because of lack of leadership and business management skills the project could not grow. The intervention of Ba Isago University, with the financial support of the Kellogg Foundation transformed the cooperative, giving it strong leadership and business management skills.

The women needed practical skills they could use to make quality products to sell and make money for their families. Kellogg Foundation and Ba Isago University College provided trainers, raw materials, and a training facility where women were given special training in making "tie-and-dye" goods, which many tourists like to buy and display in their homes. The training took place over two weeks. During that time they were busy making the goods. Tourists came and bought large quantities of materials. This was very encouraging for the women who were engaged in the project. Mrs. Brown, the trainer and project coordinator gave lectures and demonstrated how to make specific patterns and pictures with the objects used to block out the light. The method used for this training was based on learner involvement in all aspects. Learners were encouraged to solve problems themselves by assessing the facts e.g. hearing from an experienced craft distributer about the market values of their products and then to find solutions as to how to improve. Looking at the realities of their situation and find a way forward. Participants were told to gather the objects they wanted to use and plan the design on a piece of paper. When this was done outside space was cleared for each person to put her cloth in the sun. They then proceeded to apply the dye and arrange their objects according to the planned design on the cloths.

8.3.2   Workshop on Business leadership

The San Cooperative women needed to understand the meaning of business leadership so that they could change their approach to their cooperative and build a sustainable business. Business leadership is the management function of influencing people to act or not act in a certain way. It is the process of getting members of the project to work together in a fashion consistent with the goals of the project. Major components of leading include motivating employees, managing group dynamics and leadership per se. All of which are closely related to major areas of organizational behavior. The San people are not good at "leading" because everything must be done by consensus. When families decide on any activity or function, they must agree as a family, otherwise nothing happens. The trainings gave the participants a new perspective on this aspect of their life. Initially, it was difficult to convince them of a need for someone to provide leadership in their business undertaking. The tie-and-dye business demands communication with other businesses by the leader/s on behalf of the other members of the cooperative. The San people tend to be suspicious of each other and do not like business transacted on their behalf, even when it is to their benefit. They are wary being cheated or short changed in business dealings. So all decisions are referred to the group, which must agree or else the project is abandoned. After the trainings, this thinking changed. They chose a woman to be their leader and began to refer some decisions to their leader when they felt it was necessary to do so. The meetings were chaired by the leader and decisions from their meetings were carried out with the support of their leader. After the trainings, the leader was able to induce her colleagues to work project goals. Although initially the leader was not comfortable giving instructions to the other members of the project, she gradually accepted the responsibility for the achievement of the project objectives. Through the trainings, she began to play a major role in moving projects forward and in motivating other women by ensuring good communication between the cooperative members. We saw the leader giving direction when it came to matters of finances, when it involved sharing of profits at the end of the month when products had been sold and monies banked. Although the group decided how much each should get, the leader took the very important role in deciding on how to use the rest of the funds left in the project. We also witnessed the leader playing a large role in the implementation of the business plans including expansion of the business operations, purchasing of additional equipment and adoption of new marketing techniques.

8.3.3   Changing the Mindset of San People

Leadership trainings infused energy into the project, motivating its members to get things moving and keep them moving. Leadership was important in passing information to colleagues, explaining the mission, allocating tasks and giving instructions, consulting with staff and supervising their work; whatever was necessary to

raise production, discipline staff or handle conflicts. The mystery of how information is gathered and used in the San community is interesting. Traditionally, the San people do not share much in terms of "information". They believe that power lies in how much you know and how much others depend on you. They operate by and large on a "need to know" basis So the more you know, the less you want to share that information. In the trainings, the facilitator spent some time on the importance of information w to all members of the cooperation and why it had to be shared. The trainings encouraged cooperative members to offer ideas on matters pertaining to their business operations. These included ideas on how to increase production, staff motivation, knowledge of their business and communication aimed at improving performance and increasing productivity.

8.3.4   Lessens for the Workshop

During the trainings, women learned how to work as a team. The workshop came up with ways and strategies seeking to ensure that individuals, board members and management engage in good governance practices seeking to avoid bribes, kickbacks, etc. Cooperative members were taught about organizational social responsibility: Workshop participants were taught that good governance practice respects corporate social responsibility. This is based on an understanding of the expectations that our communities have regarding the 'social contract' that their organization has with its community may include public reporting, and openness to complaints about services or tips regarding illegal actions of employees. The women learned to that providing a vehicle for suggestions advances more social responsibility. In the world of governance, our better-educated citizens are constantly raising their levels of expectations for its leaders. Rules, principles, and social responsibility guidelines can help ensure that managers, board members and/or political leaders, raise expectations, and build back faith in leadership. This is important both for the sustainability of our communities and the sustainability of our Trusts.

8.3.5   Final Improvements

The participants reviewed their discussions from the previous day and made decisions informed by the lessons. They also learned from one of the trainers, Mrs. Kohler a specialist in tie-and-dye that to improve the quality of their products, they should not draw animals in the light cloths because they did not finish well and that sewing ostrich eggshell beads, a symbol of their culture, onto some of the tie-and-dye cloths was an attractive idea. This improved their products and added extra interest in their cloth products they sell. Each participant finished six cloths over the three weeks. They selected two of their cloths to keep for themselves and sold the rest at the Kuru Art Centre. The women of D'kar Farm were fortunate to have undergone special training in tie-and-dye and game farming self-help commercial

projects because of the keen interest and passion they expressed in the community capacity building workshops sponsored by the Kellogg Foundation in partnership with BA ISAGO University College. These women are now able to look after their families, send their children to school and improve their diet. The Kuru Development Trust benefited immensely from this training, particularly in good governance and effective leadership. The spirit of natural resource conservation has taken a firm root in this community to the extent that once a month conservation meetings are held to discuss relevant issues in the field of natural resource conservation on the farm. The women in D'kar are now good leaders of their families and better managers of their financial resources.

8.3.6   Development of Self Recognition

Ba Isago University community engagement gave the San women in D'kar the power of self-recognition that energizes communities to seek to transform their reality to a better quality of life, to plan for it and to strategize for access to opportunities that would allow the achievement of an improved quality of life. What was needed at the local level was an *"I can do"* disposition. The women were able to develop their ability to collectively elaborate a vision for their future; and engage in dialogues and conversations with other stakeholders to find feasible and compatible answers to common challenges. The women in D'kar needed innovative programmes and activities, promoting new ways of doing business and empowering the poor so that they could take charge of their own affairs.

8.3.7   The Future of the Art and Crafts Project

After intensive discussions at the end of the community engagement programme, a forum was created for the San cooperative women to map the way forward. They wanted to be involved in the projects on a larger scale as a cooperative. They decided to seek external funding for their project. Participants felt that a specialist fund raising manager was needed to lead the fundraising for their project. They wanted to hire a trained manager for the tie-and-dye project. There was urgent need to source materials on a large scale to cut costs. They wanted more working space, since they were now working in the art studios and some artists were a bit upset about their intrusion. They identified a market, strategically located to attract tourists and somebody to sell the products. They want to set up a bank account and work hard to satisfy their customers. They wanted to work towards a sustainable project and to diversify production to include curtains, table cloths, bags, dresses, quilts, cushion covers, and sofa covers. They will employ someone to sew articles from the cloths. For marketing, they tasked the art project manager to market their cloths to local hotels, Government departments, craft shops and places that attract tourists. Their marketing strategy includes a website to advertise their work on the internet. Some

participants felt they want to portray their culture in the cloths much as the Kuru artists are doing in their paintings.

For BA ISAGO University, Kellogg Foundation and the D'kar San Tribe, the Community Engagement was a major success. The San women were empowered to change their own lives. The women became leaders in their own community. They learned to express their own views and contribute to the welfare of their families and the community at large. However, Ba Isago University became more aware after this experience that community development and community engagement must be viewed as a multi-sectoral approach for long term sustainability. Government of Botswana is cognizant of this fact and is involving all key community development departments, which including civil society organizations and educational institutions like Ba Isago University. By the same token, the process calls for a multi-faceted approach to learning, the formal classroom being one of them. The fact that the most of the key participants in the rural areas have had no exposure to higher education, and many dropped out of elementary school, meaning that they need other forms of communication in order to teach them effectively. This included translation of community engagement learning materials or the use of pictures to express ideas. The challenges faced by Ba Isago university staff were many. Working with a community situated seven hundred kilometers from Gaborone, where Ba Isago is based was a challenge in terms of effective communication with field staff, providing logistical support, transporting materials and consultants for the project, effecting timely payments to vendors, and making important decisions on the project operations. With funds being released by Kellogg Foundation annually, sometimes the project experienced operational difficulties due to gaps in the disbursement of funds. However, in the end, this was a great, learning experience for Ba Isago University and the San people of D'kar, whose lives were transformed for the better. The project owes its success in part to the funding from the Kellogg Foundation, USA (Ba-Isago Univeristy/Kellogg Foundation, 2008).

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