

PILLARS Workshop
11th-15th November 2002, Yaoundé, Cameroun



**Summer Institute of Linguistics (SIL), National
Association of Cameroonian Language
Committees (NACALCO) and Tearfund**

Contents

Executive Summary	p3
Introduction	p4
Background to workshop	p4
Overview of activities and methodology	p6
Learning	p9
SIL comments on the PILLARS guides and process	p9
NACALCO comments on the PILLARS guides and process	p9
Recommendations	p9
Recommendations for specific country programmes	p10
Recommendations for PDT and more widely for Tearfund	p13
Appendix A: timetable of the workshop	p14
Appendix B: Participants' expectations of the workshop	p15
Appendix C: Participants' evaluations of the workshop	p16
Appendix D: An edited report from SIL	p19

Executive summary

From 11th to 15th November 2002, an introductory workshop to the PILLARS process was held at SIL's Cameroon Training Centre, Yaoundé. The workshop was jointly co-ordinated by the Summer Institute of Linguistics (SIL) Cameroon and the National Association of Cameroonian Language Committees (NACALCO, or ANACLAC in French) and jointly facilitated by SIL and Tearfund. A total of 26 participants attended, from each of these three agencies, and from various different countries: Cameroon, CAR, DRC, Congo Brazzaville, Chad, Rwanda, Canada, the USA and Swiss-Germany. Most participants had extensive experience in literacy work, either as co-ordinators or facilitators of literacy programmes, or in the area of resource production. All were keen to explore ways of linking literacy and development.

It was with this in mind that SIL and NACALCO had invited Tearfund to facilitate this PILLARS workshop. The aim of the workshop was to introduce participants to the origins and objectives of PILLARS. For those Tearfund partners invited by the WCA Team who had already used or translated PILLARS guides the workshop provided a forum for deepening their understanding of the translation and writing process.

The workshop was primarily facilitated by Tearfund's PILLARS Co-ordinator, with SIL Cameroon staff facilitating the sessions on design and translation. However, much of the workshop took the form of group activities and discussion, with a view to actively encouraging participation and dialogue, one of the main objectives of the PILLARS approach to learning and change.

Participants worked really well together and shared generously of their own experiences and knowledge. The PILLARS co-ordinator was also able to spend productive time with the Tearfund partners, and the opportunity to work with SIL and NACALCO, who have considerable expertise and experience in translation, literacy and resource production, was both inspiring and informative.

Introduction

From Monday 11th November to Friday 15th November a PILLARS workshop was held in Yaoundé, Cameroon, SIL's Regional Branch for Central Africa. This workshop took place at the request of SIL Cameroon (via Mary Annett) and NACALCO, the National Association of Cameroonian Language Committees (ANACLAC in French), with whom SIL Cameroon works in partnership. SIL agreed to invite eight Tearfund partners from the West and Central Africa region, along with their own expatriate staff working in Cameroon and local staff working for NACALCO. The Tearfund partners were chosen for their own experience in literacy work, and their interest in using, translating or writing PILLARS guides. The SIL and NACALCO staff were also invited on the basis of their experience in literacy and translation work into local/mother tongue languages. A total of 26 participants attended from Cameroon, Chad, CAR, Rwanda, DRC, Congo Brazzaville, Switzerland, Canada, and the USA. NACALCO was represented primarily by the Literacy Programme and Language Committees Manager, and the head of their Lit-Dev project. The workshop was primarily facilitated by Tearfund's PILLARS co-ordinator, with support from SIL staff.

Background to the workshop

Cameroon is often known as 'Africa in miniature', since it boasts a diversity of physical and climate features which can be found right across Africa. Along with this diversity of landscapes and climates, there is great linguistic diversity: although there are just two official languages, English and French, some 250 national/ mother tongue languages are spoken by the country's 15 million inhabitants.

Unlike neighbouring Nigeria, where these languages are strongly valued by those who speak them as an integral part of their unique ethnic or cultural identity, in Cameroon there is still a strong preference for use of the official languages- even in churches where the Bible has been translated into the mother tongue of the particular church community. Many regard their mother tongue as inferior to English or French, the languages of education, administration and much of church life. It is often perceived as a dialect rather than a language- particularly where it has never been written down

and has been assimilated rather than consciously learnt- and consequently never given an objective, concrete value.

However, the government of Cameroon has passed legislation that seeks to actively promote the use of the mother tongue alongside official languages- ie to promote a bilingual education- as a crucial part of one's individual and collective development. It aims to achieve this by working through the state education system but also through organisations like SIL and NACALCO.

SIL has been working in Cameroon for over 30 years with the aim of developing Cameroonian languages through extensive linguistic research, translation and literacy work. SIL works in partnership with government educational institutions, with national NGOs such as NACALCO, CABTAL and Scripture Union and with the churches with a view to developing national (ie.mother tongue) languages.

Training is one of SIL Cameroon's main priorities: "SIL is moving in the direction of becoming primarily a training institution. The goal is to multiply SIL's efforts by enabling Cameroonians to do all aspects of the work", *Cameroon Annual Report 2002*. NACALCO, a national NGO and one of SIL's main partners, works through regional / local language committees. Several years ago, it established its Lit-Dev programme, which aims to bring together literacy and development work, through training translators and producing simple development literature in mother tongue languages- in a similar way to the PILLARS project.

It was in this context that Tearfund was invited to facilitate the PILLARS workshop, to share this new resource and approach to the production of development literature in mother tongue languages.

The aim of the workshop was to introduce the PILLARS materials, approach and process through a mixture of presentation and group activities. For the West and Central Africa team, the aim of sending their partners was to provide a deeper understanding and knowledge of PILLARS and to stimulate wider interest in using, translating and writing the PILLARS guides in the region. Many of the SIL and

NACALCO present hoped to learn new strategies to link literacy and development, and a new approach to the production of post-literacy reading materials.

Overview of activities and methodology

It was intended that the workshop should be as participatory and interactive as possible- partly to give participants space and opportunity to share their own experience (especially those who had already used or translated PILLARS guides or who had been involved in other projects linking literacy and development work) and partly to give them a flavour of the approach which PILLARS seeks to promote- that of group learning, discussion, participation and activity.

Throughout the week, much of the work was therefore carried out in small groups of varying sizes, according to the nature and focus of the activity in question. Following a presentation of any new material, groups worked together to discuss or produce materials, and then fed back in plenary. This was undoubtedly one of the most challenging aspects of the workshop for some- most groups did work well together, but in some instances took longer to gel.

Day 1

The first day sought to facilitate relationship building between the participants, to introduce the work of Tearfund, and to present and explore the main concepts behind PILLARS and the content and layout of the PILLARS guides. Several participants who had attended a workshop on participation the previous week gave an overview of what had been covered, which provided an excellent introduction to the PILLARS approach. Small group discussion of a double page of the PILLARS guide 'Building the capacity of local groups' gave participants an opportunity to study one guide in detail, and to comment on the text, illustrations, discussion points and Bible studies of which it is comprised.

Participants all said the first day was the hardest for them to engage with! Partly because of working in groups with new people, but also because of a lack of clarity around the similarities and differences between the approaches the three organisations represented take to literacy and development. More research into how SIL and

NACALCO work in Cameroon (through language committees) and the development materials they produce (Shell Books and NACALCO's Li-Dev materials) would have been really useful in terms of guiding the focus of the workshop, both for participants and facilitators!

Day 2

The second day aimed to introduce and debate the issue of producing development materials in local/ mother tongue languages. The debate (write out the topic! was both lively and enjoyable and all participants identified it as one of the highlights of the week. It was a particularly relevant question for all the regions represented, and provided strong arguments in support of the work of PILLARS, as well as the work of SIL and NACALCO.

Arguments in favour of producing literature in mother tongue languages included:

- increased engagement on the part of those using them
- increased possibility of changes in attitude necessary for community transformation and development
- different languages, cultures, ethnic identities should be enjoyed and celebrated and can co-exist without conflict
- allows for true dialogue and humility on the part of the 'donor' agency

Arguments against the production of literature in the mother tongue included:

- increased alienation and exclusion of rural communities
- will hinder progress and integration into globalised world
- would encourage and deepen existing ethnic conflict

Day 3

The third day provided an opportunity to test materials in the field. Participants designed posters and discussion questions on an issue that they perceived to be relevant to the four local community groups they were to visit (two Christian women's groups, one women's micro-enterprise group and one bee keepers group). Participants spent the afternoon with these groups, asking questions around their access to information and their information needs, and then leading the discussion they had prepared, using the same approach promoted in the PILLARS guides. There was not sufficient time to really explore what the groups thought of the PILLARS materials, which was also an objective of the visits, and with hindsight it may have helped both the participants and the groups visited, had I given them a topic to debate or asked them to base their discussion on material in an existing PILLARS guide,

rather than designing their own. However, the field visits were nonetheless identified as one of the most useful exercises of the workshop. Some were surprised at what they learnt about the community groups, about PILLARS and about themselves through the visits, having been sceptical prior to the event! The challenge of working together as a group was perhaps the most significant - the allocation of roles and responsibilities, taking decisions about the procedure and content of the discussion, and so on.

Day 4

The fourth day aimed to encourage a deeper understanding of the whole PILLARS process, focusing more specifically on the three workshops which make up the 'PILLARS process'. Participants were given an overview of the content and aims of the workshops, which evaluations showed were considered to be very useful, particularly by the Tearfund partners. Many would have liked it on the first day to have completed the overall picture of the PILLARS work. Ron Thwing of SIL Cameroon then lead a practical session on translation, in which he drew out some key principles and obstacles to translation, through asking participants to translate a double page of a PILLARS guide and share their experiences. This provided some useful hints and points to consider, and gave a flavour of what constitutes much of the three workshops.

Day 5

The final day focused on issues of sustainability of the project- funding issues, marketing and selling the guides, printing the guides and setting up language committees to take responsibility for the PILLARS work. Time was given to discussing the way ahead, and for this participants were divided into their three groups- SIL, NACALCO and Tearfund. This was both constructive and important, given the different ways and contexts in which the three agencies represented work (see sections on **Learning** and **Recommendations** for details)

The week ended with a formal closing ceremony, lead jointly by SIL and the participants, at which participants were given certificates of attendance and space to share their impressions of the workshop.

Learning

SIL comments on the PILLARS guides and process

SIL staff said the main obstacle for them in promoting the PILLARS guides in their current format is the price involved in printing them. However one of the literacy coordinators would prefer to use the original poster size (far more expensive!) so that the guides can genuinely be used in the context of literacy or post-literacy classes. SIL also felt that it was crucial that those using the guides were trained in how to use them to encourage participation and action. The content of the guides are of real importance and value, but unless they are used well, the information may just remain in the hands of the facilitator / animator rather than being shared and discussed. SIL also thought that bilingual guides would be of use and would make printing more cost-effective in the long term.

NACALCO's comments on the PILLARS guides and process

NACALCO would like to translate the PILLARS guides into local languages, but not initially through the process of three PILLARS workshops. They plan first to use their existing language committees to carry out this work, and will consider publishing bilingual guides so that the readership is extended and so that readers have the option of accessing the information in the language in which they most feel comfortable, be it their mother tongue, or French/ English. However, they would be open to facilitating workshops if Tearfund were willing to finance these, and would also want to work in collaboration with other local NGOs.

Recommendations

- Learn from the extensive experience of SIL and NACALCO in literacy, language and resource production.
- Work in collaboration with existing language, literacy and translation committees especially in contexts where partners lack the capacity or resources to implement PILLARS workshops

Experience and Recommendations for specific country programmes

1. Rwandan partners

Experience of using PILLARS guides to date:

- Wanted to produce literature in local languages which could be used in their existing work on environmental management, child development and food security, in the context of building the capacity of church leaders to carry out this work
- Started translating Footsteps articles into Kinyarwanda eg. an article on conflict
- Met with Isabel Carter at Tearfund's head office, and first heard about PILLARS
- Translated the Capacity Building guide in to Kinyarwanda, and published it in an almost identical format, without the aid of the CD ROM. This took around 6 months!
- Now using the translated guide with a group of church leaders, as part of an existing training programme
- Translated the PILLARS guide on Agroforestry, and have used it and apparently seen changes in behaviour/ practices in communities. This translated guide has still to be printed.

Problems encountered:

- Time consuming- no CD ROM to help with pictures, lay out of text
- Words in Kinyarwanda are long! – lack of space for them once pictures inserted
- Embarked on this translation work without having specifically planned or budgeted for it- unsure therefore about the sustainability of this work, although very keen that it should continue

Hopes for the future

- Planning to link up with other organisations in Rwanda to speed up the work, and make it more cost-effective. Kinyarwanda is widely spoken, so the translated guides can be used by a fairly large readership

- Keen to write their own PILLARS guide on HIV/AIDS, and to integrate this into their “Clubs en SIDA” project
 - Would also like to write/ see Tearfund write guides on Leadership Skills, Strategic Planning for churches, Management of small businesses, Resource mobilisation and financial management, Conflict resolution
 - Would very much like Tearfund to finance and facilitate the three PILLARS workshops as soon as possible
- “(the partner) has already been involved in translating PILLARS guides and plans to continue this work, and would like Tearfund to fund the three PILLARS workshops and ongoing production of guides in Rwanda” – a Rwandan partner
- “I enjoyed and benefited from the workshop but Tearfund needs to think about following it up as it is such an interesting project” – a Rwandan partner

Recommendations:

- Tearfund (WCA/PDT) to consider providing financial and human resources towards facilitating PILLARS workshops to assist with their work
- Consider whether the work in Rwanda would benefit from one workshop training people how to use the existing translated guides (backed up by the planned training as an Oasis centre) or whether they would benefit more from running the series of three workshops to teach a group of participants skills in translation and writing.

2. Chad

Partners have been producing leaflets on medicinal plants- a subject which is of great interest in their region. He asked if the Resources Development Group could send relevant materials to help with his research. He also mentioned that his work would benefit from a laptop computer! It seems that AAILE do not have a computer of their interest in their region. They would like to see different organisations in Chad working on PILLARS through / in association with SIL.

Hopes for the future:

The four participants from Chad intended firstly to work through the capacity building guide in French with an existing language committee to build their capacity and then possibly to set up workshops to train this same group to translate the guides. They may also want to set up the three workshops on a regional level, bringing together the different organisations that Tearfund supports via its partnership with SIL, if resources and capacity allow, and to replicate the training within each organisation.

“I recommend that Tearfund supports the organisation I belong to, as far as it is possible, so that it can set up the 3 workshops in 4 languages and print the guides in these languages (Igues; Ngambai, Marba, Gulei and Lua)” – a partner

Recommendations:

- Follow up the desired outcomes of the workshop with participants, and with SIL Chad.

3. CAR

Experience of using PILLARS guides to date:

- The partners rewrote the French version of the PILLARS Capacity Building guide in the format of an A5 sized booklet, with just the text, followed immediately by the relevant Bible study (ie the illustrations were cut out).
- Organised a training session which aimed to set up and build the capacity of existing village groups by taking them through the entire PILLARS guide
- The lessons on the role of the leader, different types of leadership and planning using the five finger approach were incredibly well received. This planning method has been instrumental in the development of their community and health programme- the design and construction of two village maternity centres

Hopes for the future

They have translated other literature into Sango, the main local language, and would like to do this for the PILLARS guides- via the three PILLARS workshops

“I am already working as a trainer for the literacy supervisors in my literacy programme, and in this context could probably help facilitate the PILLARS workshops... I am very keen and enthusiastic to set up these up and to make the development materials available to local communities in CAR” – a partner

Recommendations:

The partners are very self-motivated and full of ideas as to how PILLARS workshops could be set up. They would not necessarily need much support on the facilitation side if they were to set up workshops. The major obstacle to their work at the moment however is instability in the region.

Recommendations for the Programme Development Team and more widely for Tearfund as it considers the development of the PILLARS project

- continue to support all those who are involved with PILLARS through setting up a PILLARS newsletter and sending out resources on request
- follow up new contacts made through the Cameroon workshop
- meet with partners and Regional Advisers on visits to Teddington to gain a deeper understanding of what related work is already being carried out in their region, and what the real information needs are
- learn from SIL, NACALCO and other national translation bodies who are committed to linking literacy and development; consider working more closely with such organisations and possibly identifying SIL staff to help as consultants
- consider providing alternatives to the series of three PILLARS workshops in contexts where there may already be expertise in translation and writing
- encourage partners to identify existing language committees, printing agencies, etc so that they are not reinventing the wheel and have access to the maximum amount of local support, to encourage sustainability
- as part of the baseline and evaluation, research other similar literature when considering the specific impact made by the PILLARS materials

Appendix A- Timetable

	0800-0830 Devotion	0830-1000 1st session	1030-1200 2 nd session	1400-1530 3rd session	1545-1700 4th session
Mon	Theme for the week : Participation, team work and partnership	Welcome and introduction ; Workshop objectives, expectations, hopes and fears, administrative information	Participation : overview of the previous week's workshop (CADRE approach)	The PILLARS approach : an introduction Group discussion of a PILLARS guide	The PILLARS guides : content and format Facilitation
Tues		Why translate and write documents in local languages ? The PILLARS debate	The PILLARS debate	The target readers Illustrations Principles of design and layout	Designing posters and discussion questions in teams
Wed		Prepare for field visits- questions to ask, leading a discussion	Finishing work to present during the field visits	Field visits to local community groups	Field visits
Thur		Feedback on field visits	How to set up PILLARS workshops Overview of the first workshop Experiences of Tearfund partners	Overview of the second workshop Principles of translation	Translation exercise in small groups ; feedback in plenary
Fri		Overview of the third workshop	Planning for the future : sustainability, role of language committees	Discussion in groups : SIL Cameroon, ANACLAC, Tearfund	Closing ceremony

Appendix B- Participants' expectations of the workshop

Background of participants

- Literacy work- co-ordinating literacy projects, training literacy supervisors and teachers
- Producing literature in the local language- children's books, literacy primers, syllabus for literacy programmes, post-literacy reading materials, leaflets on development related issues
- Bible translation
- Community development work eg. health care

Number of participants who had had experience of using or translating the PILLARS guides prior to the workshop:

Yes: 4/26 (all of these were Tearfund partners)

No: 22/26

Expectations of the workshop:

- To learn more about Tearfund, and how it could support the future implementation of PILLARS workshops
- Learn new strategies linking literacy and development
- Learn about the application of PILLARS to work in the field
- Learn from the experiences of others
- Compare the PILLARS approach with that of NACALCO and try to adapt and assimilate new ideas into NACALCO's existing Literacy and Development project
- Learn new techniques for teaching literacy
- Learn how PILLARS can help encourage communities to take charge of their own future
- Learn how to set up the PILLARS workshops
- Become more familiar with the PILLARS materials
- Acquire ideas for production of post-literacy material, especially material relating to development, to encourage literacy groups to continue to learn and work together in ways which will help them in their daily life

Appendix C

Evaluation of the workshop

The PILLARS Co-ordinator...

On the whole, I found the workshop to be very inspiring, challenging and beneficial for Tearfund- both for PDT and I hope too for the WCAT partners who attended.

There were, however, a few things I could have done differently, for example:

- more research into SIL Cameroon and NACALCO before the workshop
- given a general overview of the whole PILLARS process at the outset
- repeated key points presented, checked people's understanding throughout
- unpacked all the terminology used- development, capacity building, sustainability, PILLARS process, method, approach, regional language teams, committees.. cannot assume a particular understanding or prior usage of any of these terms- and need to be careful to be consistent in terminology used
- left more space for individual reflection on/ study of the guides and their content, given participants time to familiarise themselves with the materials before taking them into the field and asking them to replicate design principles in the form of posters and discussion questions.

A summary of participants' evaluation forms

Did the workshop meet your expectations?

Answers ranged from "Yes, totally" to "Yes, but it was very short, and there is still uncertainty about the future application of the PILLARS method" to "Not entirely"

Which session did you find the most useful?

Nearly all participants listed the **PILLARS debate on the importance of producing printed materials in local languages**, which was described as "motivating" and "insightful", and the **field visits**, which provided insight into the target readers of PILLARS guides, and clarified the aims and objectives of the approach.

Other comments included:

- Devotions- using the PILLARS guide 'Building the capacity of local groups'
- The session explaining the aims and content of the three PILLARS workshops

- The session explaining the roles of the language committee members
- Hearing about how Tearfund partners have already been using PILLARS

Which session did you find the least useful?

- Answers varied enormously! and were contradictory...

What other subjects would you have liked to covered during the workshop?

- More time given to examining the content and lay out of the PILLARS guides
- More time to sharing what other groups have done with PILLARS in different contexts
- Using the CD Rom- short computer training
- How to form and train an editorial committee
- How to conduct a survey / needs assessment (more input on this prior to the visits would have been beneficial)
- The use of Footsteps
- Leadership and partnership
- More on how to convince local communities of the importance of written material in their local language for their own development

	Strongly agree	Agree	Disagree	Strongly disagree
The sessions were relevant and useful	13/20	6/20	1/20	
The workshop was well structured	9/20	11/20		
The sessions were well presented	11/20	9/20		
The methodology used during the workshop was useful	13/20	6/20	1/20	

Do you feel you have a good understanding of the PILLARS process, following this workshop? How do you understand it?

All participants said they did have a good understanding of the process. Definitions included:

- A method which allows for low-cost production of written materials, adapted to the context, of educational value (illustrated text)
- Very practical method, PILLARS guides useful to local communities
- PILLARS aims to set up a well trained and motivated community group to produce useful literature which encourages the development of their community
- The importance of teamwork and the role of each member within it; the writing of guides which meet the needs of communities
- Building the capacity of poor people
- Introducing new ideas and stimulate new activities
- A new approach to discussion- participatory, bottom up
- Translation into local languages to encourage and enable local groups to take the initiative in the development of their communities

Do you intend to translate the PILLARS guides in your own local language, or to set up PILLARS workshops? How do you hope to take PILLARS forward in your work?

All participants wanted to take it forward in some way. The Tearfund partners who are not linked to SIL were keen to set up the three workshops; those working with SIL or NACALCO wished to adapt the method for use by existing language committees or translation groups.

The main obstacle identified to translating and producing future guides was lack of financial resources.

Appendix D
An edited report from SIL containing additional points of relevance

COURSE COORDINATOR'S DESCRIPTIVE REPORT

A. COURSE DETAILS:

Course Name: Atelier PILIERS (Partenaires pour Interaction en Langues locales, Information, Education et Ressources.)

Dates: 11- 15 November 2002

Location: SIL – CTC, Yaounde

Participating Languages:

9 Cameroonian single language projects represented: Badwe'e, Fe'efe'e, Ghomala', Kako, Karang, Njem, Noni, Nugunu, Vuté. A wider range will be served via NACALCO technical team representatives attending. Yet other languages will be served through CABTAL (Cameroon Association for Bible translation and Literacy), with 1 representative at the Workshop.

CAR: Sango, and others

Chad: Guera region languages, and others (via SIL CD activities).

Congo-Brazzaville: Mboshi, plus other languages

DRC: Ngbaka programme (55,000 participants), W-DRC; now an NGO.

Rwanda: Kinyarwanda (Tearfund PILLARS partners)

Course Goals (Desired Outcomes): Participants will

- 1) be able to describe the PILLARS approach, and assess its potential and its drawbacks for their own situations.
- 2) have practised some of the skills needed for implementing the PILLARS approach.

Outline of Course Content:

En résumé :

- la méthode PILIERS en action : discussions et travaux en groupe avec feedback
- le débat PILIERS
- les traits distinctifs des matériels PILIERS
- des moyens efficaces de partager les informations d'ordre pratique
- la conception d'une affiche dans le style de PILIERS – en français
- une visite d'étude
- les ateliers PILIERS – en bref
- des conseils de traduction et application en groupes
- la conception et l'impression d'un document

- une discussion sur le suivi et l'appui après l'atelier

Evaluation of Teaching Styles:

Participatory – presentation (interactive) of topic, followed by small groups for discussion and application/practical work, with feedback in plenary sessions. Presentation mostly using flip-charts & OHP. Handouts summarizing main points were provided. Participants were happy on the whole with this approach. A few noted that more time would have been good - both for small group work and for reporting back and further processing in the plenary sessions.

The field visit was a profitable teamwork exercise in preparation, fact-finding and documenting aspects of community group activities and management. It was encouraging for the participants to see the effectiveness of the techniques and materials used.

A number felt rather disoriented in the early part of the workshop possibly because they had not grasped the 3 'levels' of using PILLARS – the framework which gave the workshop its structure. It might have helped to keep that 'big picture' before them more.

(Note: the fact also that French was not the first language of about one third of the participants will certainly have slowed down their assimilation of the content, and probably added to their sense of being rushed.)

While having 3 different target audiences together (NACALCO Language Committee personnel, SIL members, and Tearfund PILLARS partners) was an advantage in some respects, it was also a challenge. Our main presenter did a good job of judging the 'middle ground'; the small group sessions then gave opportunity for working on points that were still unclear.

There was scope for making both differences and similarities work for the enrichment of learning eg in small group composition for practical sessions, and I think this was well used. It was especially good to have PILLARS partners present and to hear first-hand their experience of using the PILLARS approach. We trust they gained equally from their participation in the workshop.

The participant 'mix' does reflect realities in the field so it's good not to exclude it from training even if it does seem at times to interfere with 'effective' learning.

Evaluation of Course Content:

I feel the choice of content quite accurately targeted the workshop audience(s)– ie the aspects of the PILLARS method highlighted. There had to be both choice of topics and economy in treatment, given the tight time constraints. One topic was pruned from the last day's programme (working with designer and printer) so as to give more time to more central concerns.

The whole workshop sought to 'enact' the PILLARS approach, making teamwork central (small groups, workshop teams, etc.). The devotional times

also fed into this theme; participants were very conscious of this, and helped by it.

Follow-up:

Contact has been established between participants and Tearfund-PILLARS – eg for ordering materials. Each participant received a copy of the PILLARS CD ROM. Many interested in using/translating Guides.

Organizational level: Exploration of ‘partnering’ with Tearfund (PILLARS) on the part of NACALCO-LiDev and SIL. Tearfund awaits a copy of partnership agreement NACALCO-SIL which currently being processed

Comments and Recommendations:

The above sections contain comments relevant to them.

Overall – I think this workshop was an invaluable exercise for all parties taking part; there is no substitute for face-to-face interaction and ‘hands on’ experience. While time limits were felt, I think there was enough opportunity to understand better where PILLARS is coming from and what it can offer to the SIL, CABTAL and NACALCO approaches. I trust it was useful for PILLARS in this way too.